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# The Role of Attitude Towards Entrepreneurship Education and Self-Efficacy in Entrepreneurial Intention

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## ABSTRACT

Entrepreneurship is one of many factors that can improve the economy of a country. The Indonesian government wants to produce thousands of young entrepreneurs with the expectation that they can accelerate the wheels of the economy because young entrepreneurs are considered capable of surviving in a crisis such as this pandemic. Before becoming an entrepreneur, individuals must have entrepreneurial intention. This research will determine the role of attitude towards entrepreneurship education and self-efficacy on college students' entrepreneurial intentions using the Entrepreneurial Intention Scale, Attitude toward Entrepreneurship Education Questionnaire, and Entrepreneurial Self-Efficacy for variables measurement in this research. Respondents were 135 students majoring in management at a university in Jakarta, aged 19 to 24 years old. The data analysis technique was a multiple regression test. The results show that there is a role of attitude towards entrepreneurship education in college students' entrepreneurial intention, while self-efficacy doesn't have role in entrepreneurial intention. There are roles of attitude towards entrepreneurship education and self-efficacy in entrepreneurial intention simultaneously.

**Keywords:** entrepreneurship education, attitude, entrepreneurial intention, self-efficacy

## 1. INTRODUCTION

Coronavirus disease 19 (COVID-19) pandemic has become a global crisis. Indonesia is one of many countries in the world that affected by COVID-19. On March 2, 2020, President Jokowi confirmed that two people in Indonesia had tested positive for the Corona Virus [1]. Within 5 months, Indonesia's Covid-19 cases reached 100,303 [2]. With such a significant increase, the Indonesian government decided to impose Large-Scale Social Restrictions (PSBB). Because of this, people must do all their activities at home. This change impacts almost all sectors of life.

Restrictions on community activities affected business activities which then impacted the economy [3]. This pandemic has put the economies of several countries under pressure. Many businesses from various sectors in Indonesia were forced to lay off their employees. This causes many employees to lose their jobs and become unemployed.

With this in mind, the Indonesian government began to make various efforts and policies to ease the burden on businesses due to this pandemic. In addition, the government through the Ministry of Youth and Sports (Kemenpora) cooperates with the Indonesian Young Entrepreneurs Association (HIPMI) to create 5,000 new

entrepreneurs. The reason for this is that they believe that young entrepreneurs have an essential role in accelerating the economy's wheels, especially revitalizing the economy in the COVID-19 situation. Young entrepreneurs are considered able to survive during a crisis because even though this pandemic has had a very significant impact on businesses, they can adapt and rise faster in times of crisis. Not to mention that in this era of digitalization, there are more and more creative and innovative young people. Indonesia needs young entrepreneurs because the creative industry or economy is a strategic move in the future for the industry and the national economy [4]. In the current era of industry 4.0, there are countless business fields. Young people can become the center of the economy and create jobs through entrepreneurship and the utilization of technology.

Based on the 2020 Youth Statistics Data, the number of young people (aged 16-30 years) in Indonesia is 64,500,000 people. This means that one in four Indonesians are youths. Therefore, they are expected to be able to play an active role in various fields, including national development. According to the Coordinating Ministry for Human Development and Culture of the Republic of Indonesia, Presidential Regulation No. 18 of 2020 regarding the National Medium-Term Development Plan (RPJMN) 2020-2024 sets the lower bound

entrepreneurship ratio in 2019 at 3.3 percent and benchmarks an increase to 4 percent in 2024. Meanwhile, the ratio of entrepreneurship in Indonesia in 2020 only reached 3.47%. This ratio shows that the entrepreneurial intention in Indonesia is very low.

Research on entrepreneurial intentions has been conducted by several researchers. Research conducted by Fernandez [5] found that students who enjoy entrepreneurship are accompanied by their level of emotional competence. This emotional competence does have a significant impact on entrepreneurial intention, suggesting that students with high emotional competence who study entrepreneurship would have a more positive attitude toward entrepreneurship and think they are capable of entrepreneurship. Jena [6] studied the role of attitudes towards entrepreneurship education on entrepreneurial intentions in India, especially students majoring in Business Management who received entrepreneurship courses. The research shows that the more positive attitude toward entrepreneurship education of a college student, the more likely they have higher intention towards entrepreneurship. Chi et al. [7] conducted a research and found that there is a significant relation between self-efficacy and entrepreneurial intention. So, it can be stated that the greater one's self-efficacy in entrepreneurship, the higher intention to engage in entrepreneurship.

Suyitno [8] stated that Entrepreneurship Education is a planned and applicable effort to improve the knowledge, intentions, and competencies of students to develop their potential by encouraging creative, innovative, and risk-taking behavior. Therefore, it can be said that entrepreneurship education has an essential role in increasing entrepreneurial intentions. The main objective of entrepreneurship education is to impart a broad range of skills that include a multidisciplinary approach. A Corporate Social Responsibility, Ciputra Education wishes to emphasize the importance of entrepreneurship to be widely recognized today as a positive skill to be developed through lifelong learning and experiential learning [9]. Therefore, how one views entrepreneurship education is a very crucial question to be answered [6]. Entrepreneurship education plays a role in improving students' attitudes towards entrepreneurship itself [10]. Both cognitive and non-cognitive competence will be hard to achieve and maintain in the long run if the right attitude is not implemented [11].

In addition, it is undeniable that becoming a young entrepreneur is not easy [12]. Some concerns make them reluctant to start their business [13]. Some of the concerns include inexperience, seeing other people's bad experiences, feeling incapable, inability to manage time, fear of facing uncertainty, being too late, and being unmotivated [14]. These things indicate a low level of self-efficacy because these people tend to have low aspirations which often lead to disappointment [15]. Individuals with low self-efficacy avoid complicated tasks, assume that difficult tasks and circumstances are beyond their abilities, focus on failure and negative outcomes, and lack trust in themselves [16].

Ajzen [17] stated that when individuals believe that some actions lead to positive impacts, they will show a stronger preference to perform that action and establish the intention to do so. In other words, self-efficacy is a factor that can assist entrepreneurs in overcoming difficulties and facing the challenges of the entrepreneurial process, as well as having a significant influence on their entrepreneurial intentions [18].

Research on the role of entrepreneurship education and self-efficacy on entrepreneurial intentions has been conducted in various countries. In Indonesia itself, several similar studies have been conducted separately. In this study, both attitude towards entrepreneurship education also self-efficacy variables will be studied simultaneously regarding their role in students' entrepreneurial intention. There hasn't been much research on the role of attitude towards entrepreneurship education and self-efficacy on entrepreneurial intention in Indonesia, to the best of the researcher's knowledge. In addition, this research was conducted during a pandemic which was very different from normal conditions. This study will examine the attitude towards entrepreneurship education experienced by students as a learning curriculum and their self-efficacy to become entrepreneurs and the role of these two variables on students' entrepreneurial intentions.

## **2. THEORETICAL FRAMEWORK AND HYPOTHESES**

### ***2.1. Entrepreneurial Intention***

According to Qiao and Huang [19], having entrepreneurial intention is the first and most important component in starting a business. Entrepreneurial intention must first be improved in order to promote entrepreneurship among college students. As a result, before individual could even run a business as an entrepreneur, they must first have an intention.

Based on the Theory of Planned Behavior, attitudes, subjective norms, and perceived behavioral control determine the intention. According to Ajzen [17], attitudes, subjective norms, and perceived behavioral control in predicting intention will be various depending on the behaviors and situations. This study refers to the attitude and perceived behavioral control factors to form entrepreneurial intentions. Attitude variable refers to attitude toward entrepreneurship education while perceived behavioral control refers to entrepreneurial self-efficacy. There's no conceptual distinction between perceived behavioral control and self-efficacy. Both refer to individuals' beliefs that they are capable of performing certain behaviors [20].

## **2.2. Attitude Towards Entrepreneurship Education**

Entrepreneurship education can encourage someone to become an entrepreneur, which means it is one of the elements that can support someone to achieve his goal of becoming an entrepreneur. In this context, entrepreneurship education is indeed important, but one's attitude towards education itself is equally important [6]. Positive or negative attitudes towards entrepreneurship education can affect students' entrepreneurial intentions. Research conducted by Rudhumbu [21] found that the students that have positive attitude towards entrepreneurship education will have greater entrepreneurial intention when they complete their educational program. Jena [6] discovered that the more positive one's attitude towards entrepreneurship education, she or he will have higher entrepreneurial intention.

## **2.3. Self-Efficacy**

Self-efficacy in the individual also has an important role in entrepreneurial intentions. The definition of entrepreneurship itself involves one's self-confidence in shaping entrepreneurial behavior. The result of Qiao and Huang [19] shows that students with high score of entrepreneurial self-efficacy have confidence in dealing with matters related to entrepreneurship, pay more attention to entrepreneurial information, take the initiative to acquire entrepreneurial knowledge, actively explore entrepreneurial paths, have the initiative to take part in entrepreneurial practices, and improve their competence so as to increase entrepreneurial intentions. Another study conducted by Kalitanyi and Bbenkele [22] regarding the role of entrepreneurial self-efficacy on entrepreneurial intentions in South African students found that entrepreneurial self-efficacy plays an essential role in increasing entrepreneurial intention. This is consistent with the findings of Chi et al. [7], who discovered that every dimension of entrepreneurial self-efficacy has a significant and positive relation to entrepreneurial intention.

## **2.4. Hypotheses**

- H1: Attitude towards entrepreneurship education and self-efficacy predicts entrepreneurial intentions
- H2: Attitude towards entrepreneurship education predicts entrepreneurial intentions
- H3: Self-efficacy predicts entrepreneurial intentions

## **3. METHODS**

### **3.1. Participants**

The characteristics of the subjects in this study were active undergraduate students (S1) in Management with a

concentration on Entrepreneurship and took courses related to entrepreneurship. All subjects were from a university in Jakarta. There were 135 participants, including male and female, aged 19-24 years. This study uses purposive, non-probability sampling method.

This study uses non-experimental quantitative research method. The design of this research is correlational. The questionnaire written in Google Form was distributed to students in the classes that have been appointed to be participants. The questionnaire contains statements regarding attitudes towards entrepreneurship education that students underwent, self-efficacy in entrepreneurship, and entrepreneurial intentions. Researchers also attached informed consent form for students who participated.

### **3.2. Measurement and Method of Analysis**

The operational definition of entrepreneurial intention is the student's intention to become an entrepreneur. The higher the score obtained, the higher the student's intention to become an entrepreneur. Entrepreneurial intention is measured through the Entrepreneurial Intention Scale [23] which has been adapted and a Likert scale ranging from "strongly disagree" to "strongly agree" was used. The dimensions measured are conviction with six items, and preparation with three items.

The operational definition of attitude towards entrepreneurship education is the way college students react to entrepreneurship courses. The higher the score, the more positive the student's attitude towards the entrepreneurship course they are taking. Attitude towards Entrepreneurship Education is measured through the Student's Attitude toward Entrepreneurship Education Questionnaire [6] which has been adapted and realized by using Likert scale. The dimensions measured are the behavioral component with 8 items, the cognitive component with 9 items, and the affective component with 4 items.

The operational definition of entrepreneurial self-efficacy is the students' belief to become an entrepreneur. The higher the score, the higher the student's self-efficacy to become entrepreneurs. Entrepreneurial Self-Efficacy of these students is measured through five dimensions of the Entrepreneurial Self-Efficacy Scale [11] which has been adapted and realized by using Likert scale ranging from "very unsure" to "very sure". The dimensions measured are creative ability, planning ability, marshalling of resources, managing ambiguity and financial literacy with each having three items.

In this study, content validity and construct validity were measured by the expert judgment of three psychology lecturers. Furthermore, face validity testing was conducted on 5 students. The researcher then conducted a pilot test on 30 students to measure the validity and reliability of the items in the questionnaire using SPSS to test whether the items used were valid and reliable so they could be used for the actual research. The tests indicated that the items on the measuring instrument are valid. The results of the

reliability test on the items of each measuring instrument are shown in Table 1.

After data collection was complete, the data was then processed using the IBM SPSS Statistics 26 program to test the hypotheses. Data processing begins with testing the classical assumption as one of the requirements to perform a regression test, followed by a regression test.

**Table 1** Item Reliability Test

Variable	Cronbach's Alpha
Entrepreneurial Intention	0,917
Attitude towards Entrepreneurship Edu.	0,979
Self-Efficacy	0,856

Regression analysis performed to find out whether the hypotheses are accepted or rejected, which is then explained further in the discussion in accordance with the literature review.

#### 4. FINDINGS

Table 2 showed attitude towards entrepreneurship education and self-efficacy simultaneously predicts entrepreneurial intentions,  $F = 19,720$ ,  $p < 0,000$ . The first hypothesis is accepted.

**Table 2** ANOVA

Model	SS	df	MS	F	Sig.
Regression	730,110	2	365,055	19,720	0,000
Residual	2443,549	132	18,512		
Total	3173,659	134			

In Table 2, it is known that the t value of the attitude towards entrepreneurship education is 4.189 with 0.000 value of significant. This value is less than 0.05 significant parameter; hence the second hypothesis is accepted. Attitude towards entrepreneurship education has a partial role in entrepreneurial intention.

The t-value of the self-efficacy variable is 1.237 with 0.218 as its significant value that is greater than the significant parameter of 0.05, so it can be concluded that the third hypothesis is rejected. Partially, self-efficacy has no role in entrepreneurial intention.

The value of B in table 3 shows that if attitude towards education and entrepreneurial self-efficacy score is

constant, the entrepreneurial intention score is 29.349. The B value on the attitude towards entrepreneurship education is (+) 0.179 which shows a unidirectional relationship with the entrepreneurial intention variable. If the value of attitude towards entrepreneurship education increases by one, the value of the entrepreneurial intention variable increases by 0.179.

The B value on the self-efficacy variable is (+) 0.086 which indicates a unidirectional relationship with entrepreneurial intention. If the self-efficacy value increases by one unit, then the value of the entrepreneurial intention variable increases by 0.086.

**Table 3** Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	29,349	3,460		8,482	0,000
ATEE Total	0,179	0,043	0,400	4,189	0,000
ESE Total	0,086	0,070	0,118	1,237	0,218

In comparing different variables, it is required to give attention to the value of Standardized Coefficients because standardized means that the value of each variable has been converted into the same scale [24]. Based on the table 3 it can be shown that the Beta value of the attitude towards entrepreneurship education is 0.400 and is greater than the self-efficacy Beta value of 0.118. This shows that attitude towards education plays a stronger role in explaining the variance of the entrepreneurial intention variable when compared to the self-efficacy variable.

**Table 4** R-Square

R	R <sup>2</sup>	Adj. R <sup>2</sup>	Std. Error of the Estimate
0,480	0,230	0,218	4,303

Based on Table 4, the R-square value of 0.230 means that 23% of the variation in the entrepreneurial intention variable can be explained by attitudes towards entrepreneurship education (ATEE), self-efficacy (ESE) and the remaining 77% is explained by other factors that are not included in this research.

#### 5. CONCLUSION AND DISCUSSION

##### 5.1. Conclusion

There are two independent variables in this research: attitudes toward entrepreneurship education and self-efficacy. Entrepreneurial intention is dependent variable. This research found that the variables of attitude toward entrepreneurship education and self-efficacy both have

roles in entrepreneurial intention. Attitude toward entrepreneurship education alone has a role in entrepreneurial intention. Meanwhile, self-efficacy alone has no effect on entrepreneurial intention.

According to the coefficient of determination, the attitude variable towards entrepreneurship education and self-efficacy can explain 23 percent of the variation in entrepreneurial intention, while the remaining 77 percent can be explained by other variables.

## 5.2. Discussion

After testing the first hypothesis, it was found that attitude towards entrepreneurship education and self-efficacy simultaneously play a role in entrepreneurial intentions. This shows that students who take courses on entrepreneurship while having a positive attitude towards the lectures tend to have high self-efficacy to become an entrepreneur. A positive attitude followed by high entrepreneurial self-efficacy increases entrepreneurial intention.

When the partial t-test is examined in depth, the second hypothesis, which states that attitude toward entrepreneurship education influences entrepreneurial intentions, is accepted. This finding is consistent with Jena's research [6]. Entrepreneurial intentions are significantly influenced by attitudes toward entrepreneurship education. The more positive one's attitude, the greater one's entrepreneurial intention. This finding is supported by the research of Rudhumbu et al. [21], which discovered that students who have a positive attitude toward entrepreneurship education know the process of the educational program in developing entrepreneurial knowledge and skills. From the results of this study, students who take entrepreneurship courses feel that their expectations have been met regarding the things that need to be considered to become an entrepreneur. This gives students the confidence to become entrepreneurs.

Furthermore, it was also found that self-efficacy had no role in entrepreneurial intentions with a significance level of 0.218. This contradicts with the research of Qiao and Huang [19] where entrepreneurial self-efficacy in students was found to play a positive and significant role in entrepreneurial intentions. This finding is also not supported by the research of Chi et al. [7] who found that the higher the entrepreneurial self-efficacy possessed by a person, the stronger the intention for entrepreneurship and vice versa. This research determines that self-efficacy has no role in the entrepreneurial intention of the students.

According to Kahneman & Tversky [25] in Prospect Theory it is stated that humans have either risk seeking or risk aversion traits. Participants with risk seeking characteristic tend to possess the intention to become entrepreneurs despite low self-efficacy. It is likely that they have learned that risks in business can be managed. For risk-seekers, manageable risks are not an obstacle. On the other hand, risk-averting participants will have lower entrepreneurial intentions after learning that being an entrepreneur is risky, regardless of their self-efficacy.

In addition, according to Hsu et al. [26], perceived fit is a moderator between self-efficacy and entrepreneurial intention. They stated that if a person has high self-efficacy but does not agree with the behavior, then self-efficacy is not a predictor of entrepreneurial intention. Conversely, if self-efficacy is low but the perceived fit is high, then the entrepreneurial intention will also increase.

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