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Analysis of the Factors that Impact on Student Entrepreneurial Intention on Entrepreneurship Study Programs in West Sumatera

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Abstract

The purpose of this study to analysis of the factors that impact on student entrepreneurial intention on entrepreneurship study programs in West Sumatera. Total sample in this study is 102 respondents. The method used in this study using survey. The sampling technique used purposive sampling. Respondent in this study were students of entrepreneurship study program in West Sumatera. The data processed using SmartPLs 3.0. The findings of this study indicated that entrepreneurship education and lecturer competency has positive effect on student entrepreneurial intention. While, curriculum and perceived behavioral control have no effect on student entrepreneurial intention, lecturer competency and perceived behavioral control has no effect on student entrepreneurial intention.

Keywords: student entrepreneurial intention; entrepreneurship education; curriculum; lecturer competency; perceived behavioural control

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Introduction

Community prosperity is realized by carrying out development through economic growth to overcome development and social problems such as unemployment and poverty. In addition to economic growth, the use of available resources so that the workforce is absorbed by employment is an important aspect to see development performance. Development performance decreases when unemployment increases, and so does poverty. When unemployment increases, poverty also increases, and vice versa. This happens because unemployed people do not have income, the effect is poverty. The following is data on the open unemployment rate for West Sumatera for 2020-2022:

Table 1. West Sumatera Open Unemployment Rate Data for 2020-2022

Province	Open Unemployment Rate West Sumatera (Percent)					
	2020		2021		2022	
	February	August	February	August	February	August
West Sumatera	5,25	6,88	6,67	6,52	6,17	6,28

Source: Badan Pusat Statistik (2023)

According to the stated data, the open unemployment rate is a measurement of the labor supply that the labor market is not utilizing or absorbing. The average open unemployment rate has decreased in each period. For this reason, people are required to have active and creative individual abilities so that they can compete to reduce the current unemployment rate, especially those of productive age.

It is undeniable that college graduates are included in the productive age category which

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also faces limited job vacancies. University graduates are also included in the limited employment opportunities experienced by West Sumatera so intellectual unemployment is increasing. The increasing number of educated unemployed has resulted in higher education graduates wanting to find increasingly tight job vacancies or opening their jobs.

One way to minimize unemployment is through entrepreneurship. Entrepreneurship is a process of creative ideation, organizational, and sustainable business management, is the process of sustaining and promoting economic growth, job creation, and wealth (Nicolaides, 2011). Entrepreneurship assumes a significant and vital part in territorial development, expecting it to grow businesses with excellent chances to decrease the joblessness rate. In developing the socio-economy, entrepreneurship is an important concern for a country. Entrepreneurship can help provide employment opportunities, consumer needs, and services, grow welfare, and determine the level of competence of a country.

However, currently, the community's intention to do entrepreneurship is still low. Therefore, it is necessary to foster entrepreneurial values by providing entrepreneurship education. Entrepreneurship education can be obtained from formal educational institutions such as universities. This is shown by the many universities that have opened entrepreneurship study programs, including several universities in West Sumatera, such as Universitas Baturrahmah, Universitas Taman Siswa, Universitas Fort De Kock Bukitttingi, and Universitas Adzkia. This shows that several universities in West Sumatera have prepared their students, although still in limited numbers so that they can become entrepreneurs with the abilities they have in the fields they have studied.

However, even though entrepreneurship study programs are available at several universities in West Sumatera, entrepreneurial activity is currently still low. Therefore, we need to foster entrepreneurial values by providing entrepreneurship education to students. Students can learn to start and run a business as well as promote creative thinking, innovation and self-esteem, and strong discipline by being given entrepreneurship education. Based on Pulka et al., (2015), entrepreneurship education promotes the development of entrepreneurial knowledge, abilities, attitudes, and behavior. So, better entrepreneurship education will also increase entrepreneurial intention.

Premand et al., (2016) who argued that students' desire to choose entrepreneurship after graduation is stimulated by entrepreneurship education. Although entrepreneurship education can encourage it, certain hurdles tend to curb students' entrepreneurial desires, most notably in underdeveloped nations (Fatoki & Chindoga, 2011). Hence, this study assumes that highlights and exercises that support and spur understudies' vocation choices to become business visionaries are among the goal conditions that outcome in extensive certain evaluations of entrepreneurship.

In Addition, the adequacy of curriculum is also related with student entrepreneurial intention (Ahmad et al., 2018); (Gelaidan & Abdullateef, 2017); (Palalić et al., 2017). An identical view is expressed by Ahmad et al., (2018), who also suggests an entrepreneurial intention approach that is supported by the appropriateness and relevance of the curriculum and course content.

Besides entrepreneurship intention can be stimulated by entrepreneurship education and curriculum, but there are other considerations in which some questions arise that the extent to which the role of the lecturer competency can inspire students to encourage entrepreneurial intentions. This can be determined by the students' perceptions of entrepreneurship education, the curriculum's appropriateness and relevance, and the expertise of the teaching staff. Sometimes lecturers also often experience difficulties in

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facilitating entrepreneurial students with evidence that in fact, only a few entrepreneurial students take up entrepreneurial activities after graduation. Entrepreneurial intention is also driven by perceived behavioral control. According to Prabhu et al., (2012) assert that perceived behavioral control drives entrepreneurial intention indirectly through a proactive attitude. Higher entrepreneurial intention is associated with stronger perceived behavioral control.

This research is a modification Iwu et al., (2021) and Barba-Sánchez et al., (2022). The novelty of this research is the discussion of student entrepreneurial intentions which has been little researched before. Several researchers have discussed this issue but no one has researched entrepreneurial students in West Sumatra because the entrepreneurship study program is still new in West Sumatera Based on the background, this study was conducted analysis of the factors that impact on student entrepreneurial intention on entrepreneurship study programs in West Sumatera.

Literature Review

Entrepreneurship

Due to the fact that entrepreneurship has evolved into a multifaceted paradigm defined by several schools, there is no comprehensive description of it in the literature. Entrepreneurship is the process of sustaining and promoting economic growth, the creation of jobs, and prosperity through successful businesses (Nicolaides, 2011). Entrepreneurship as a method of creative thinking, planning, and long-term business administration. According to Sikalieh et al., (2012) entrepreneurship is associated with the drive to take calculated risks and launch and sustain profitable, goal-oriented businesses. It can be inferred from the description given above that an entrepreneur is someone who takes risks, stays put, controls, and manages a company's resources in order to make money.

Entrepreneurship Education

Students can learn about founding and operating a business through entrepreneurship education, which also fosters innovative thinking, a strong feeling of self-worth, and discipline. Entrepreneurship education tries to get ready alumni for entrepreneurship and add to the practical advancement of their economy. According to Pulka et al., (2015) an individual can develop knowledge, abilities, attitudes, and entrepreneurial behavior through entrepreneurship education. Graduates of entrepreneurship programs are given the creative and imaginative abilities need to duplicate possibilities, seize them, and turn them into new firms (Tessema Gerba, 2012).

Wilde, (2008) consider behavior, mindset, and the creation of certain situations as a three-dimensional concept of effective entrepreneurship education. On the behavioral aspect, it is entrepreneurship education which involves the development of specific skills that make it possible to identify opportunities, make important decisions, and facilitate building networks with stakeholders. Education on entrepreneurship is crucial for raising and honing entrepreneurial spririt because it involves changing mindsets, beliefs and values. Creating spefific situation that focus on influencing the creation of new concepts and businesses.

Students and Entrepreneurship

According to Allport (1935) attitude is a state of mental preparedness that is shaped by experience and that directs or dynamically influences how a person reacts to all things and circumstances that are related to it. In other words, attitude is a way of thinking that is impacted by one's temperament and experience to act in a certain way. The tendency to form attitudes results from a complex interplay between a person's personality, beliefs, values, behaviors, and motives. Pickens (2005) introduced his conviction

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that a disposition comprises three parts: sentiments (impacts), convictions (comprehension), and activities (ways of behaving).

Students' beliefs, thought processes, actions, experiences, and social environment all have an impact on how they view entrepreneurship and entrepreneurship education. Thus, the three aspects of entrepreneurial are affective, cognitive, and behavioral identified by Pulka et al., (2015) as a component of attitude can be used to analyze student attitudes toward entrepreneurship and entrepreneurship education. The cognitive component includes the ideas, opinions, and information that students have regarding entrepreneurship and entrepreneurship education (Amdam, 2011). Emotional component of entrepreneurship education is understudies' sentiments and feelings about entrepreneurship and entrepreneurship education, as indicated by Pulka et al., (2015). The behavioral component includes actions, reactions, and the readiness to react or accept something (Mani, 2008). Therefore, it can be inferred that understanding how students perceive issues connected to entrepreneurship is crucial for promoting entrepreneurial behavior among them.

Hypothesis Development

The Relationship Between Entrepreneurship Education and Student Entrepreneurial Intention

For entrepreneurship to be highly attractive students must positively view entrepreneurship as the best option for entrepreneurship after graduation. Premand et al., (2016) suggest that students who choose to become entrepreneurs after graduation are stimulated by entrepreneurship education. According to Pulka et al., (2015), entrepreneurship education advances the improvement of enterprising information, capacities, perspectives, and conduct. This is following (Premand et al., 2016) who argued that students' desire to choose entrepreneurship after graduation is stimulated by entrepreneurship education. So, the better the entrepreneurship education, the higher the student entrepreneurial intention. This justification enables the following formulation of the hypothesis:

H_1: Entrepreneurship Education has Positive Effect on Student Entrepreneurial Intention

The Relationship Between Curriculum and Student Entrepreneurial Intention

Even though entrepreneurship education can encourage entrepreneurial intention, certain barriers in poor nations can cause students' entrepreneurial tendencies to decrease (Fatoki & Chindoga, 2011); (Neneh, 2014). Accordingly, This study make sense of that elements and exercises that motivate and urge understudies' vocation choices to become entrepreneurs are among the goal conditions that outcome in ideal assessments of entrepreneurship.

The relevant curriculum is one of the important things related to students'entrepreneurial intentions (Ahmad et al., 2018) have the same opinion that entrepreneurial intention is supported by curriculum relevance and adequacy. Current teaching methods cover too much academic and theoretical content and lack the practical elements necessary to encourage entrepreneurial intent. Therefore, learning, practical understanding, and entrepreneurial understanding from students are needed to increase student entrepreneurial intention. Therefore the need for linkages between curriculum and student entrepreneur intention. So the better the curriculum provided by the entrepreneurship study program, the more entrepreneurial intention of students will have. This justification enables the following formulation of the hypothesis:

H_2: Curriculum has Positive Effect on Student Entrepreneurial Intention

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The Relationship Between Lecturer Competency and Student Entrepreneurial Intention

Lecturer competency influences student entrepreneur intention. According to Iwu et al., (2021) the competencies possessed by lecturers encourage entrepreneurial intentions for students. In addition, the better and more interesting the lecturers are in teaching, the more students will be encouraged to take part in entrepreneurial activities and start their businesses.

This goes along with (Ahmad et al., 2018); (Bignotti & Le Roux, 2016) who found that lecturer competency has a major influence in forming student entrepreneurial intention. This implies that the better of lecture competency, so it can make more student's entrepreneurial intention. This justification enables the following formulation of the hypothesis:

H_3: Lecturer Competency has Positive Effect on Student Entrepreneurial Intention

The Relationship Between Perceived Behavioral Control and Entrepreneurial Intention

Perceived behavioral control is Individual perceptions about the control that individuals have related to behavior. When someone feels they have enough perceived behavioral control to run a business, it will have a favorable effect on their entrepreneurial intention and change how they feel about their objectives. Several other author also show that increasing perceived behavioral control has an indirect entrepreneurial intention (Prabhu et al., 2012) and consistent with (Barba-Sánchez et al., 2022) who discovered that student entrepreneurial intention is influenced by perceived behavioral control. Thus, the better of perceived behavioral control, so the more likely to increased student's entrepreneurial intention. This justification enables the following formulation of the hypothesis:

H_4: Perceived Behavioral Control has Positive Effect on Student Entrepreneurial Intention

Methods

This study is to analysis of the factors that impact on student entrepreneurial intention on entrepreneurship study programs in West Sumatera. This study used a quantitative approach that included surveys. Purposive sampling was utilized as the sample method. Sampling with specific criteria is known as purposive sampling (Sugiyono, 2014). The data obtained were then processed using the SMART-PLS 3 software. Respondents in this study were students of the entrepreneurship study program in West Sumatera.

The questionnaires in the study were distributed to a total of 102 respondents. The majority of respondents were female (53.9%) and male respondents (46.1%). The majority of respondents were 17-20 years old (50%), 21-25 years old (48%), and 26-30 years old (2%). The majority of respondents had expenses of 0-1,499,999 (65.7%) The student in the entrepreneur study program were from Universitas Baiturrahmah (59.8%), Universitas Taman Siswa (22.5%), Universitas Adzkia (9.8%), Universitas Fort De Kock Bukuttinggi (7.8%).

Measurement

The independent variables in this study are entrepreneurship education (X_1), curriculum (X_2), lecturer competency (X_3) and perceived behavioral control (X_4). Dependent variable in this study is student entrepreneur intention (Y). This study consisted of 36 item statements. The measurement scale used in this study comes from several studies. The measurement in this study for the variable entrepreneurship education (X_1) consists of 10 statement items adopted from (Iwu et al., 2021), curriculum (X_2) consists of 8 statement items adopte,d from (Iwu et al., 2021) lecturer competency (X_3) consists of 8 statement items adopted from (Iwu et al., 2021), perceived behavioral control (X_4) consists of 5 statement items adopted from (Barba-Sánchez et al., 2022) dependent variable in this study is student

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entrepreneur intention (Y) consists of 5 statement items adopted from (Iwu et al., 2021). Items on the questionnaire for this study were statements using a 5-point Likert Scale.

Results and Discussion

The Measurement Assessment Model (MMA) represents the relationship between latent variables and their indicators. The test conducted on MMA consists of outer loading > 0.7, Cronbach alpha (CA) > 0.7, Composite Reliability (CR) > 0.7, Average Variance Extracted (AVE) > 0.5, and discriminate validity with the Fornell-Larcker criterion method. The validity test is said to be valid if the loading factor > 0,7. Based on Table 2, all indicators ideal and valid.

Table 2. Validity Test Result

Variable	Indicator	Loading Factor
Entrepreneur Education	EE1	0,789
	EE2	0,788
	EE3	0,848
	EE4	0,873
	EE5	0,867
	EE6	0,796
	EE7	0,848
	EE8	0,869
	EE9	0,840
	EE10	0,838
Curriculum	C1	0,753
	C2	0,826
	C3	0,837
	C4	0,861
	C5	0,857
	C6	0,837
	C7	0,867
	C8	0,897
Lecturer Competency	LC1	0,852
	LC2	0,829
	LC3	0,840
	LC4	0,888
	LC5	0,874
	LC6	0,872
	LC7	0,875
	LC8	0,805
Perceived Behavioural Control	PBC1	0,832
	PBC2	0,850
	PBC3	0,853
	PBC4	0,840
	PBC5	0,830
Student Entrepreneur Intention	SBE1	0,790
	SBE2	0,821
	SBE3	0,815
	SBE4	0,777
	SBE5	0,726

Source: Processed Data (2023)

Reliability testing needs to measure whether the respondent's answers to questions are consistent. Based on Table 3, each variable indicates a good measure of reliability. So it could be concluded that all variables were reliable or met the reliability test.

Table 3. Reliability Test Result

Variable	Cronbach's Alpha	Rho_A	Composite Reliability	AVE
Entrepreneur Education	0,952	0,954	0,959	0,699
Curriculum	0,941	0,943	0,951	0,710
Lecturer Competency	0,947	0,950	0,956	0,731
Perceived Behavioural Control	0,897	0,901	0,924	0,708
Student Entrepreneur Intention	0,846	0,855	0,890	0,619

Source: Processed Data (2023)

The following Table 4 shows the outcomes of this discriminant analysis using the Fornell-Larcker criterion approach. Table 4 illustrates the Fornell-Lacker criterion for discriminant validity, which states that the square root of each construct's AVE must be higher than its strongest correlation with any of the other constructs in the model. So, the results indicate that the discriminant validity of the constructs all distinct from one another.

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Table 4. Fornell-Larcker Criterion

Variable	Curriculum	Entrepreneur Education	Lecturer Competency	Perceived Behavioural Control	Student Entrepreneur Intention
Curriculum	0,843				
Entrepreneur Education	0,804	0,836			
Lecturer Competency	0,813	0,753	0,855		
Perceived Behavioural Control	0,742	0,608	0,685	0,841	
Student Entrepreneur Intention	0,680	0,665	0,672	0,621	0,787

Source: Processed Data (2023)

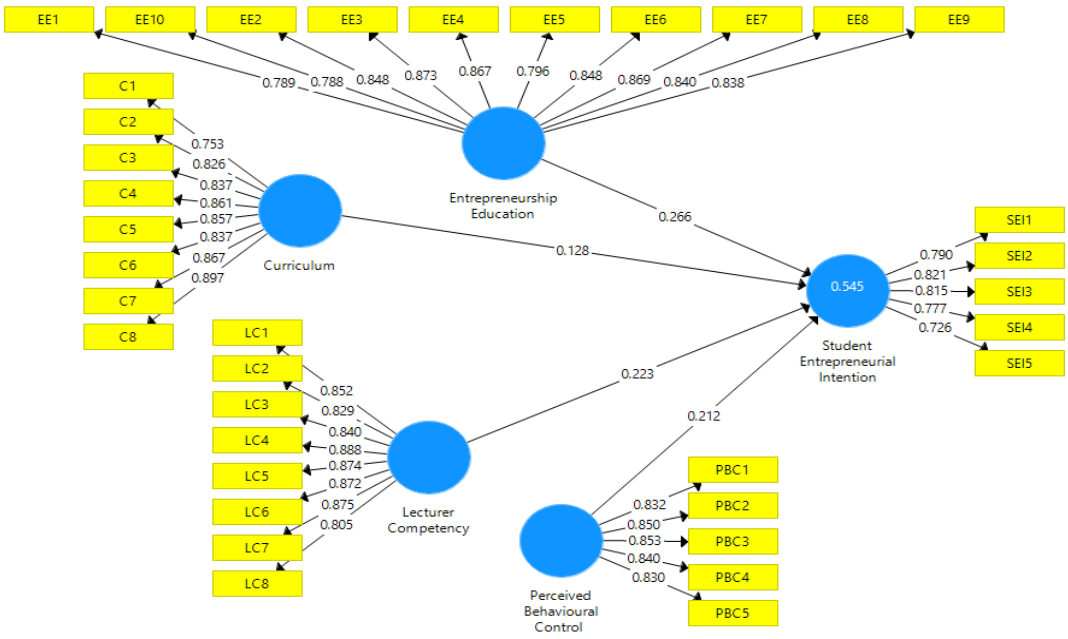

Figure 1. Research Construct

Structural Model Assessment (SMA) uses substantive theory to explain the link between latent variables. R square (R^2) is used to evaluate structural models. R^2 endogenous variables are important in estimating the extent of the impact of exogenous variables on endogenous variables. The R^2 value of student entrepreneur intention variable is 0.545 which indicates 54,5% effectindependent variable on student entrepreneur intention.

The hypothesis testing in this study used the bootstrapping method which as evidenced by the following :

Table 5. Hypothesis Testing

Paths	Original Sample	Sample Mean	Standar Deviation	T-Statistic	P value	Information
Entrepreneur Education => Student Entrepreneurial Intention	0,266	0,267	0,123	2,160	0,031	Supported
Curriculum=> Student Entrepreneurial Intention	0,128	0,122	0,154	0,829	0,407	Not Supported
Lecturer Competency=> Student Entrepreneurial Intention	0,223	0,224	0,113	1,969	0,050	Supported
Perceived Behavioural Control=> Student Entrepreneurial Intention	0,212	0,218	0,111	1,907	0,057	Not Supported

Source: Processed Data (2023)

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The research hypothesis testing was conducted by looking at the path coefficient, t-statistic and p-value shown in Table 5. The outcomes revealed that direct path within Entrepreneur Education on Student Entrepreneur Intention had a positive correlation with an original sample is 0,266 and significant with t-statistic > 1,96 (2,160) and p-value 0,031 so, hypothesis 1 is supported. Meanwhile, hypothesis 2, Curriculum and Student Entrepreneur Intention was not supported because original sample is 0,128 and a t-statistic <1,96 (0,829) and p-value of 0,407 so, hypothesis 2 in this study is not supported. Besides, the direct path between Lecturer Competency and Student Entrepreneur Intention had a positive correlation with an original sample is 0,223 and significant with t-statistic > 1,96 (1,907) and p-value of 0,050 so, hypothesis 3 is supported. Likewise, with hypothesis 4 about the relationship between Perceived Behavioural Control and Student Entrepreneur Intention was not supported because the original sample is 0,212 and not significant with t-statistic < 1,96 (1,907) and p-value 0,057 so, hypothesis 4 not supported.

The results of testing hypothesis 1 show that entrepreneur education influences student entrepreneur intention. T-statistical value considered to be greater than 1.96 with an initial sample value of 2.160 (0.031). This finding is following research from (Iwu et al., 2021) which shows that the entrepreneur education has an effect on intention. This means that the entrepreneur education influences student entrepreneur intention. This is also following (Wilde, 2008) (Ferreira et al., 2017) the importance of recognizing the impact of entrepreneurship education on entrepreneurial intention by supporting creative thinking is increasing. Apart from that, entrepreneurial education will enhance creative and innovative ideas and help reduce the number of failed businesses. So, the better of entrepreneur education provided by study program, so the intention of student entrepreneur has increased. Based on these results indicate that hypothesis 1 in this study is supported.

The results of testing hypothesis 2 show that the curriculum does not affect student entrepreneur intention. The value of the t-statistic was smaller than 1.96 (0.829). This finding is following the finding of study from (Iwu et al., 2021) which shows curriculum does not affect student entrepreneur intention. This shows that the curriculum is not one of the variables that influence student entrepreneur intention. So that it is necessary to improve the curriculum for entrepreneurship study programs in West Sumatra so that it can increase student entrepreneur intention. Based on these results it shows that hypothesis 2 in this study is not supported.

The finding of hypothesis 3 indicate that lecturer competency has a positive effect on student entrepreneur intention. The value of t-statistic was greater than 1.96 (1.969) and the original sample was positive. This finding is accordance with (Iwu et al., 2021) which shows that lecturer competency has a positive and significant impact on student entrepreneur intention. These results are also consistent with extant literature (Ahmad et al., 2018) (Bignotti & Le Roux, 2016). This means that the better the lecturer's competency, so the student entrepreneur intention will be increased. Based on these results indicate that hypothesis 3 in this study is supported.

The results of testing hypothesis 4 show that perceived behavioral control does not affect student entrepreneur intention. The value of the t-statistic was smaller than 1.96 (1.907). This finding is inconsistent with (Barba-Sánchez et al., 2022) which shows that perceived behavioral control influences student entrepreneur intention. This shows that better perceived behavioral control does not affect student entrepreneur intention. Based on these results indicate that hypothesis 4 in this study was not supported.

Conclusions

This study is aimed analysis of the factors that impact on student entrepreneurial intention on entrepreneurship study programs in West Sumatera. The study's findings, it was shown that of the four hypotheses proposed, only two were accepted, namely entrepreneurship education and lecturer competency that influenceon student entrepreneur intention. Meanwhile curriculum and perceived behavioral control do not influence on student entrepreneur intention.

Acoording to this study, it's hoped that this research can provide additional information and empirical evidence regarding analysis of the factors that impact student entrepreneurial intention in entrepreneurship study programs in West Sumatera. In addition, the availability of entrepreneurship study programs at several universities in West Sumatra is expected to reduce poverty and increase the amount of creative and innovative entrepreneurs. In addition, entrepreneurship study program can increase and improve the curriculum to be more appropriate and relevant so that it can have an impact on increasing student entrepreneur intention. The number of respondents to this study was relatively small considering the small number of student in entrepreneurship study programs in West Sumatera, so promotion was needed so that many students were interested in entering the entrepreneurship study program.

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