

Elissa Dwi Lestari

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The Influence of Attitude, Subjective Norms, Self-Efficacy, Locus of Control, and Environmental Support on Entrepreneurial Intention

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ARTICLE INFO	ABSTRACT
<p>ISSN: 2723-1097</p> <p>Keywords:</p> <p><i>entrepreneurship; entrepreneurship intention; attitude toward entrepreneurship; self-efficacy.</i></p>	<p><i>Indonesia currently has a high rate of educated unemployment. Because most college graduates are still oriented toward being job seekers rather than job creators, there is a high rate of educated unemployment. As a result, the purpose of this study was to identify factors that influence student entrepreneurial intentions in terms of the Theory of Planned Behavior framework (attitude toward entrepreneurship and subjective norms), which is supplemented with personality variables (self-efficacy and locus of control) and environmental variables in the form of environment support. The study was conducted quantitatively with a judgmental sampling of 108 students who are still active and enrolled in university, have participated in education or entrepreneurship programs, and do not own a business. Multiple regression was used to analyze the study's findings. The study result shows that only attitude toward entrepreneurship and self-efficacy positively affect college students entrepreneurial intention, while subjective norms, locus of control, and environment support effects are insignificant.</i></p>

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Introduction

Unemployment is still a social issue that has to be addressed. Surprisingly, educated unemployment is the majority in Indonesia. In Indonesia, the majority of unemployed persons are high school and college graduates (Pratomo, 2017). Unemployed educated people have sufficient educational qualifications (high school, diploma, and university grads) yet are nonetheless unemployed (Pasay & Indrayanti, 2012). According to the premise, the number of graduates graduating from higher education in Indonesia averages 250,000 per year. However, not all intellectual workers are hired based on their abilities (Putri, 2020). This high rate of educated unemployment happens when the supply of educated workers exceeds the number of requests or job openings from the industry for educated people.

Entrepreneurship may help educated workers find work. Entrepreneurship creates jobs and boosts the economy (Koe et al., 2012). Entrepreneurship can create jobs, so it could help solve Indonesia's unemployment problem (Noventri et al., 2022; Mutiarasari, 2018), because entrepreneurship can produce jobs. Indonesia is the most populous country in Southeast Asia, but only 3% of its population is an entrepreneur.

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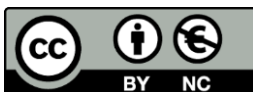
This figure is far behind Singapore, Malaysia, Thailand, and Vietnam (Lestari et al., [2022](#); Setiawan & Lestari, [2021](#)). Thus, the government promotes young entrepreneurship to reduce educated unemployment and grow Indonesia's business sector. Unfortunately, 80% of Indonesian university graduates prefer to work as workers or civil servants rather than start a business or become entrepreneurs (Lestari et al., [2021](#)).

In Ajzen's ([2002](#)) Theory of Planned Conduct (TPB), intention predicts behavior. The stronger a person's intention to do something, the better his behavior can be predicted. Intention best predicts planned activities, including entrepreneurial behavior, according to Krueger et al. ([2000](#)) intention is the best predictor of most planned activities, including entrepreneurial conduct. However, previous research on entrepreneurial intentions has not included other variables in the TPB framework, so the main causes of entrepreneurial intents are unknown (Koe et al., [2012](#); Lestari et al., [2021](#)). Thus, this study adds personality traits like self-efficacy and locus of control and contextual variables like environmental support to the research model.

Despite the fact that Frago et al. ([2020](#)) found that Attitude toward entrepreneurship is the biggest predictor of the formation of student entrepreneurial intention. In fact, some students are still hesitant to enter the field of entrepreneurship because they believe they lack business management abilities and are concerned about the possibility of failure or loss (Agrosamdhya, [2020](#)). Furthermore, in terms of subjective standards, students' closest environment, particularly parents, expects their children to work as employees, which are perceived to be less risky than being entrepreneurs (Mopangga, [2013](#)).

Self-efficacy is always associated with the TPB's perceived behavior control (PBC) variables. However, according to the findings of the study conducted by Amofah et al. ([2020](#)) in Ghanaian respondents, there was no significant relationship between self-efficacy and entrepreneurship intention. Furthermore, according to Nowiński & Haddoud ([2019](#)), interactions made during activities are more important in developing entrepreneurial intents than role models, attitudes toward entrepreneurship, and self-efficacy.

The locus of control can be defined as a person's perspective on an event, as well as an individual's conviction in his or her ability to affect the events that happen to him (Suprayogi, [2017](#)). Rauch & Frese ([2007](#)) believe that the locus of control is one of the important characteristics that an entrepreneur should have. Although the majority of research shows that the locus of control variable has a significant and positive influence on entrepreneurial intention on students in Indonesia (Blegur & Handoyo, [2020](#); Nizma & Siregar, [2018](#)) However, the results of the research conducted by Amofah et al. ([2020](#)) shows no significant relationship between locus of control and entrepreneurial intention.



Finally, variable environment support, many Indonesian governments through the Ministry of Education, Culture, Research, and Technology have made many programs to increase student entrepreneurship interest (Sintiawati et al., 2022). Financial institutions require collateral and good financial statement performance from existing businesses to provide working capital, making funding and capital for college graduates difficult to obtain. This makes starting a business after college difficult for students. Based on the problem and gap theory, this study examined whether attitude toward entrepreneurship, subjective norms, self-efficacy, locus of control, and environment support affect student entrepreneurial intentions.

Literature Review

Theory of Planned Behavior (TPB)

TPB describes how intention leads to behavior. Motivations and related factors like how strong the desire to try and how much capability will be deployed to achieve that behavior determine intentions (Ajzen, 1991). Ajzen (1991) found that three antecedents—attitudes, subjective norms, and perceived behavioural control—directly affect a person's intention to act.

According to Iakovleva & Kolvereid (2009), the attitude toward a specific behavior indicates the individual's positive or negative assessments of certain behaviour. Individuals' attitudes toward behavior reflect their beliefs that starting one's own business results in certain outcomes, as well as their evaluation of those outcomes (Schlaegel & Koenig, 2014). Attitude toward behavior refers to the subjective evaluation of entrepreneurial activities and their outcomes in the context of entrepreneurial intentions; specifically, it reflects the extent to which individuals perceive entrepreneurial activity as a worthwhile and rewarding experience. People are more likely to start their own businesses when they anticipate positive outcomes from entrepreneurial activity (Nowiński & Haddoud, 2019).

According to Ajzen (1991), subjective norms is a person's social influence over an intention or behavior. According to Miranda et al. (2017), subjective norms is the perception of a person's existence of social pressure on them to perform or refrain from performing the action in question, as well as the motivation to satisfy these pressures. Prior to actually starting a business, individuals must consider the endorsement or disapproval of their close relatives (Liñán & Chen, 2009).

Perceived behavioural control refers to a person's belief in carrying out the planned behavior and the belief that the behavior is under the individual's control (Ajzen, 1991). According to Ajzen (2002), perceived behavioral control is defined as control over behavior performance. Individuals will be more likely to carry out the planned behavior if they have a higher perception of perceived behavioral control (Krueger et



al., [2000](#)). Also, perceived behavioral control is influenced by past experiences as well as the availability or lack thereof of resources and opportunities (Rauch, [2012](#))

Entrepreneurship Intention

Ajzen ([2011](#)) defines intention as the readiness to act. Entrepreneurial intention guides new business creation (Bird, [1988](#)). Likewise, Krueger & Carsrud ([1993](#)) define entrepreneurial interest as forming and making decisions to start a new business. Entrepreneurs are people who want to start a business.

Attitude Towards Entrepreneurship and Entrepreneurship Intention

A person's attitude is a collection of psychological evaluations based on their attributes – good or bad, harmful or beneficial, like it or not, etc (Ajzen, 2001). Studies conducted by Amofah et al. ([2020](#)) found that MBA students in Ghana had positive attitudes toward entrepreneurship and entrepreneurial intention. Master students are positive because they are independent and want to be leaders. Previous research by Jena ([2020](#)) in India found that entrepreneurial attitude positively affects entrepreneurial intention. Pratana & Margunani ([2019](#)) studied Semarang State University economics students and found similar results. As a result, the hypothesis in this study is:

H1. Attitude Towards Entrepreneurship has a positive influence on Entrepreneurial Intention

Subjective Norms and Entrepreneurial Intention

According to the TPB model by Ajzen ([1991](#)), subjective norms are social impulses that influence action decisions. Miranda et al. ([2017](#)) found that subjective norms are social models that affect a person's confidence in social pressures when taking action. Multiple studies have examined the role of subjective norms in measuring entrepreneurial intentions. Subjective norms affect entrepreneurship intention, according to Amofah et al. ([2020](#)). Santoso & Handoyo ([2019](#)) found that subjective norm variables positively affect entrepreneurial intentions in Tarumanegara University students. Putra & Juniariani ([2018](#)) also confirmed the positive influence between the role of subjective norms in entrepreneurial intentions in students in the Bali area. As a result, the hypothesis in this study is:

H2. Subjective Norms have a positive influence on Entrepreneurial Intention

Locus of Control and Entrepreneurial Intention

Rotter ([1966](#)) defines locus of control as the belief that one can control life events. According to Kreitner et al. ([2007](#)) distinguishes internal and external locus of control.



Internal locus of control is a psychological condition in which a person believes he controls everything, encouraging him to always take a role and be responsible for his decisions. The external locus of control is a psychological condition where a person thinks everything is out of his control (Putra & Sabarjo, 2015). Perceptual alertness is higher in people with an internal locus of control, and they actively search for entrepreneurial information in their environment. Those with an external locus of control believe that luck, fate, opportunity, or other outside factors control their lives (Samydevan et al., 2015). Most locus of control studies on student entrepreneurial intentions found positive results Blegur & Handoyo, (2020); Nizma & Siregar, (2018) as a result, the hypothesis in this study is:

8 H3. Locus of Control has a positive influence on Entrepreneurial Intention.

Self-Efficacy and Entrepreneurial Intention.

1 Self-efficacy is self-ability. Self-efficacy is a person's belief in their ability to organize actions to achieve a goal (Bandura, 1997). Self-efficacy influences a person's career, goals, and actions. High entrepreneurial self-efficacy has been shown to positively affect Indonesian student entrepreneurial intention (Munawar, 2019; Utami, 2017; Yanti, 2019). A person who knows how to develop, start, and manage a business will be better prepared to run one. The more confident a person feels about running a business, the more likely he is to become an entrepreneur (Setiawan & Lestari, 2021).
2 Based on the explanation of the results of previous research, it can be concluded that:

H4. Self-efficacy has a positive influence on Entrepreneurial Intention.

Environment Support and Entrepreneurial Intention.

2 Environment support is a person's perception of their environment. Environment support involves the government supporting and providing an appropriate ecosystem to stimulate social and national economic development (Ribeiro-Soriano & Galindo-Martín, 2012). Amofah et al. (2020) found a positive correlation between external environmental support and entrepreneurial intentions in Ghana, where government financial support is essential to business success. Ghana's instability and shocks cause this. Based on the explanation of the results of previous studies, it can be concluded that:

H5. Environment Support has a positive influence on Entrepreneurial Intention.

Method

The quantitative approach is used in the study to analyze the relationships between variables in the research model. In this study, a judgmental sampling



technique was used with the criteria of active students who do not own their own business. The number of samples in this study is calculated using Hair et al. (2009) formula, , which multiplies the number of question indicators by 5 to get the total number of samples (five). This study has 6 variables and a total of 20 indicators, so the minimum number of respondents is 20 times 5 or as many as 100. In this study, data was gathered through the use of a digitally distributed questionnaire. Only 108, or approximately 86.4%, of the 125 respondent data entered met the research criteria and could be further processed.

In terms of research indicators, measurements from previous studies are used in this study. Whereas the variable attitude toward entrepreneurship is measured using data from Liñán & Chen (2009), The measurement of variable subjective norms is taken from research conducted by Miranda et al., (2017), Measurement of variable locus of control is taken from research conducted by Mueller & Thomas (2001), The measurement of self-efficacy variables is taken from a study conducted by Aragon-Sanchez et al., (2017), The measurement of variable environment support is taken from research conducted by Amofah et al., (2020), and for the measurement of variable entrepreneurship intention taken from research conducted by Aragon-Sanchez et al., (2017).

A 7-point Likert scale was used in this study. The likert scale is used to determine and assess a person's understanding and perception of a question. Each of these points represents a transition from strongly disagreeing (1) to strongly agreeing (7).

Result and Discussion

Respondent's Profile

Here are the characteristics of respondents in this study, Based on table 1, it can be seen that the majority of respondents in this study are active students aged 18-24 years and domiciled in Jakarta and Tangerang.

Table 1. Profile of Research Respondents

Profile	Category	Number	Percentage
Age	18-24 year old	107	99.1%
	25-30 year old	1	0.9%
Domicile	Jakarta	26	24.1%
	Tangerang	62	57.4%
	Bekasi	6	5.6%
	Depok	3	2.8%
	Bogor	4	3.7%



Profile	Category	Number	Percentage
	Luar Jabodetabek	7	6.5%

Determinant Coefficient Test.

A determinant coefficient (R^2) test is used by researchers to determine a model's capability or ability to explain variations in dependent variables. A table of coefficient of determination (R^2) test results is provided below.

Table 2. Determinant Coefficient Test (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.777	0.604	0.584	1.76157

The adjusted R square of 0.584 indicates that variables from Attitude Towards Entrepreneurship (ATE), Subjective Norms (SN), Locus of Control (LOC), Self Efficacy (SE), and Environment Support (ES) can explain the Entrepreneurial Intention (EI) variable of 0.584 or 58.4%, while other independent variables outside of this study can explain 41.6%.

F Test

Researchers conduct F tests to see the significance of dependent variables that can be obtained from testing independent variables together. Here are the results of the F tests:

Table 3. F Test Result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	482.470	5	96.494	31.096	0.000
	Residual	316.521	102	3.103		
	Total	798.991	107			

It can be seen in table 3, that the calculated F value is 31,096 and the significant value is 0.000. With the criterion of the magnitude of F-Value with a significance of 0.05 , if the significance level is ≤ 0.05 and the F-Value > 4 then H_0 is rejected and H_1



is accepted. The opposite applies, if the significance level ≥ 0.05 and the F-Value < 4 then H_0 is accepted and H_1 is Rejected (Ghozali, 2016).

Hypotheses Test

The T statistical test is generally used to show how much influence independent has on each of the dependent variables. The criterion of the T test is a sig < 0.05 where the significance value of each variable to the dependent variable must be below 0.05 then it is stated that there is an influence. Here are the partial regression test results (T)

Table 4. Hypotheses Test

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficient Beta	t	Sig.
1 (Constant)	4.061	1.508		2.694	0.008
ATE	0.545	0.074	0.694	7.407	0.000
SN	-0.029	0.085	-0.029	-0.340	0.734
LOC	-0.040	0.092	-0.043	-0.433	0.666
SE	0.206	0.080	0.233	2.577	0.011
ES	-0.078	0.078	-0.079	-1.004	0.318

Statistics of the T test using significance level 0.05 ($\alpha = 5\%$) through the provision that if the significance value of $t \leq 0.05$ and $t_{\text{calculate}} > t_{\text{table}}$ (1.645, one tailed) then it can be said to be significant, H_0 is rejected and H_1 is accepted. Furthermore, if the significance value of $t \geq 0.05$ and $t_{\text{calculate}} < t_{\text{table}}$ then it can be said to be insignificant, H_0 is accepted and H_1 is rejected because there is no influence between the independent variable and the dependent variable.

According to table 4, the significance value of the attitude toward entrepreneurship variable is 0.000 (below the significance level of 0.05), with a T value of 7,407 (greater than T table value of 1.645). The Subjective norms variable has a significance value of 0.734 (greater than 0.05) and a calculated T value of -0.340 (or less than the table t value of 1.645). Thus, subjective norms do not affect entrepreneurial intention (H_2 rejected). Locus of control variable significance is 0.666 (greater than 0.05), with a calculated T value of -0.433 (or less than the table t value of 1.645). Thus, Locus of control does not affect entrepreneurial intention (H_3 rejected). Self-efficacy has a significance value of 0.011 (less than 0.05) and a calculated T value of 2.577. (or greater than the table t value of 1.645). Thus, self-efficacy positively affects entrepreneurial intention (H_4 accepted). Finally, the study shows that the environment support variable has a significance value of 0.318 (greater than 0.05) and a calculated T value of -1.004. (or less than the table t value of 1.645). Thus, variable environment support does not negatively affect entrepreneurial intention (H_5 rejected).



Discussion.

The study accepted two of five hypotheses. First, this study found that entrepreneurship attitude positively impacts student entrepreneurial intention. Jena (2020) found that a person who enjoys entrepreneurial activities will be more enthusiastic and more likely to become an entrepreneur in the future. This study found that subjective norms do not affect entrepreneurial intentions. Hartono & Puspitowati (2019) and Santoso & Oetomo (2017) study found similar results. Parents, the strongest reference group, may encourage their children to work more after college. Most parents think employers are risky.

Third, this study found that the situation factor does not affect internal locus of control and business startup intention. Ferreira et al. (2012) found that the locus of control does not affect entrepreneurial intentions due to respondents' backgrounds in entrepreneurial activities. Fourth, this study found that self-efficacy promotes entrepreneurial intentions in students. This is in line with the results of research conducted by Setiawan & Lestari (2021) which states that the more confident a student is in the knowledge of his own ability to manage a business, the greater the intention he has to become a businessman in the future. Finally, this study found that environmental support does not affect student entrepreneurial intentions. This study defines environment support as government, banking, and economic factors. The Indonesian government has many programs to promote entrepreneurship, but most are aimed at MSMEs, especially for funding and business capital.

Conclusion.

Indonesia has high educated unemployment. Students' disinterest in entrepreneurship contributes to educated unemployment. This study examined student entrepreneurial intentions using the TPB framework with intrapersonal personality variables (self-efficacy and locus of control) and external variables (environmental support). Attitude toward entrepreneurship and self-efficacy positively affect student entrepreneurial intention, while subjective norms, locus of control, and environment support statistically insignificant.

The current research has theoretical and practical implications for academics, scholars, and policymakers. This study demonstrates the importance of entrepreneurial attitude and entrepreneurial self-efficacy in shaping students' entrepreneurial intentions. This study adds to the Theory of Planned Behavior's (TPB) role as a robust framework for explaining entrepreneurial intention. This study supported previous findings demonstrating the importance of attitude in the formation of entrepreneurial intentions (Ayalew & Zeleke, 2018; Ma et al., 2020; Yang, 2013). This study also confirms that subjective norms have no effect on entrepreneurial intention (Ma et al., 2020; Tsordia & Papadimitriou, 2015). Furthermore, this study



contributes to the role of self-efficacy, a core component of social cognitive theory (SCT), which stimulates individuals' willingness to fulfill their responsibilities and meet their expectations, which in this study refer to the intention to start a new business after graduation (Karimi, 2019).

Decision makers can use this study to boost student entrepreneurial interest. First, universities must help students develop business ideas and learn about business. Business development in incubators, practical experience, material debriefing, seminars, and inviting practitioner lecturers will boost students' self-efficacy. Second, student business sustainability requires comprehensive government policies. The government should fund university grant programs and allow graduates access to capital. Licensing and capital availability will encourage entrepreneurship after graduation.

The current study has some limitations, but it does suggest some future directions for future researchers. To begin, this study only investigates students' entrepreneurial intentions using variables such as attitude toward entrepreneurship, subjective norms, locus of control, entrepreneurial self-efficacy, and environment support. With a small sample size in a cross-sectional study, this study primarily focused on undergraduate students from Tangerang City, Banten Province, Indonesia. As a result, the study strongly suggests that future researchers conduct a longitudinal design study on different samples using these indicators in order to contribute more to the entrepreneurship literature.

This study also recommends future research can be done with larger amounts of samples. The researchers also suggested adding other entrepreneurship variables in the next study, such as entrepreneurial education, access to funding for student start-ups, and government support variables, as external environmental factors. Further research can also be done by adding psychological variables such as tolerance of ambiguity and risk-taking propensity to see to what extent these variables influence the formation of entrepreneurial intent among students.

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