



The Impacts of Entrepreneurial Self-Efficacy and Entrepreneurship Education on Entrepreneurial Intentions: The Context of Economic and Business Students, Universitas Andalas, Padang, Indonesia

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Abstract. Most of the causes of the high unemployment rate are the large number of students who have completed their education and are busy looking for work. However, the competition for many job seekers in the job market is disproportionate. Many students do not have the intention or support to open their businesses or become entrepreneurs. This study aims to determine the impact of Entrepreneurial Self Efficacy and Entrepreneurship Education On Entrepreneurial Intention: The Context of Economic and Business Students at Andalas University. The sampling method used non-probability sampling and obtained a sample of 120 respondents who met the criteria. At the Faculty of Economics, the data was processed and tested using Microsoft Office Excel and SPSS 24.0. The results of this study indicate that Entrepreneurial self-efficacy is positively and significantly related to entrepreneurial intention, and Entrepreneurship education is positively and significantly related to entrepreneurial intention.

Keywords: Entrepreneurial Intention, Entrepreneurial Self Efficacy, Entrepreneurship Education.

1 Introduction

One of the main economic problems faced continuously every year in any developing country that we can see is the problem of unemployment. As we know, employment can occur because of the lack of a labor market, the number of layoffs, and the growing population, but not with the provision of education or the support of family and the surrounding environment that does not support someone to get a decent job. Unemployment can have many negative impacts on the surrounding environment, such as poverty and high crime rates. One of the developing countries experiencing this economic problem is Indonesia.

Unemployment can lead to a slowdown in a country's economy; one of the things that can improve and restore a healthier economy is entrepreneurial activities. Entrepreneurial activity is using existing resources to create jobs so that job opportunities become wider,

increase economic development, and reduce unemployment in a country. So entrepreneurship is needed in all countries to face high unemployment. Unfortunately, entrepreneurship in Indonesia is still lower than the World Bank standard, whereas, in Indonesia, the resources to become an entrepreneur are still 3.31%. According to [2], the World Bank standard must be more than 4% of the country's population [2].

Most of the causes of this high unemployment rate stem from the large number of students who have completed their education and are busy looking for work, but with the fact that the competition for many job seekers in the job market is disproportionate. From this, many students do not have the intention, support, or provision to open their businesses or become entrepreneurs.

The question at this time is how to increase the entrepreneurial intention of students and can be one of the characteristics of students so that one of the first steps to achieve the above economic goals will be taken.

2 Literature Review

2.1 Entrepreneurial Intention

Having a strong belief in the business intention of a person to establish a new business, which will be run now or in the future, is a necessary condition for becoming an entrepreneur [1]. According to [8], the most important indicator of individual entrepreneurial action is entrepreneurial intention. According to [4], In the case of university students, the desire to establish a firm is especially essential in molding entrepreneurial behavior because they are in the early stages of career planning. Entrepreneurial intention can also be interpreted by how humans behave or respond to what feedback they will get from consequential decisions on the desire for trust, self-efficacy, and the possibility of responding to their opportunities [9].

2.2 Entrepreneurship Education

Entrepreneurship education aims to continuously improve the quality of students in all aspects of entrepreneurship, such as increasing ambition and encouragement to design everything to start and run their businesses and businesses. Another goal is to utilize all the resources needed in the business world and control the strategic abilities of entrepreneurs to be able to read, learn, and develop available business opportunities [7].

With the socio-economic growth that continues to grow, entrepreneurship education is a very important contribution because it will play an important role in carrying out business commitments and business activities efficiently and effectively. According to [10], students who take part in entrepreneurship education will develop their awareness of entrepreneurial skills until they are successful and can promote their results in entrepreneurship education [10].

2.3 Entrepreneurial Self Efficacy

Self-efficacy is a self-assessment of a person's ability to carry out activities that aim to complete their own goals. So, with the skills they use there, they can make their goals a reality. According to [3], the self-efficacy of the ability to finish their goals has a very visible influence on their actual ability to act. In comparison, Entrepreneurial self-efficacy is the belief in oneself to be able to carry out obligations or tasks that are directly related to entrepreneurship [7]. So, with self-efficacy, when they expect what they will do, they will be stimulated to achieve it and have a sense of responsibility for it [6].

3 Methods

The population in this study were the students of the Faculty of Economics and Business, Andalas University, class of 2018-2020. The technique used in this research is purposive sampling, namely determining the sample with certain considerations. Where the sample is selected based on the needs and certain criteria. The criteria are students who only have a business now.

Ideally of the sample, there should be a minimum of 5-10 samples for each item asked in the questionnaire [5]. In this study using 12 indicators of independent and dependent variables, the minimum sample is $12 \times 10 = 120$ samples. So, the number of samples is 120.

The data in this study are primary data obtained directly through the distribution of questionnaires. These statements have several answer choices, measured by a Likert scale. The analysis of the respondents' answers in this study was processed using SPSS software version 24.0. This study also used secondary data obtained from site documentation containing survey results and previous research related to the variables studied in this study.

4 Results and Discussion

4.1 Validity Test

Table 1. Independent variable validity test.

Variable	Indicator	R Square	R Table	Description
Entrepreneurial Self Efficacy	X1.1	0.744	0.1793	Valid
	X1.2	0.860	0.1793	Valid
	X1.3	0.794	0.1793	Valid
	X1.4	0.814	0.1793	Valid
Entrepreneurship Education	X2.1	0.804	0.1793	Valid
	X2.2	0.759	0.1793	Valid
	X2.3	0.781	0.1793	Valid
	X2.4	0.739	0.1793	Valid

Source: Processing Results with SPSS 24

Based on the data in the table, the aggregate r count in the independent variables is more than the r table value of 0.1793, as shown. As a result, all of the independent variables employed in this study are valid.

Table 2. Dependent variable validity test results.

Variable	Indicator	R Square	R Table	Description
Entrepreneurial Intention	Y1.1	0.863	0.1793	Valid
	Y1.2	0.908	0.1793	Valid
	Y1.3	0.899	0.1793	Valid
	Y1.4	0.804	0.1793	Valid

Source: Processing Results with SPSS 24

Based on the data, the overall r count in the dependent variable is more than the r table value of 0.1793, as can be seen. As a result, the validity of all dependent variables utilized in this study may be inferred.

4.2 Reliability Test

Table 3. Reliability Test.

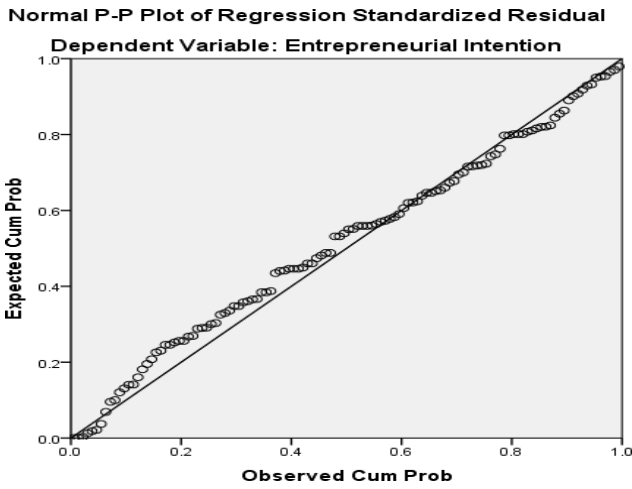
Variable	Cronbach's Alpha	Number of Statement Items	Decision
Entrepreneurial Self Efficacy	0.815	4	Reliable

Entrepreneurship Education	0.751	4	Reliable
Entrepreneurial Intention	0.890	4	Reliable

Source: Processing Results with SPSS 24

The table shows that Cronbach's alpha score for all variables in this study was greater than 0.60, indicating that they all passed the reliability test. It can be concluded that the study participants answered each statement question that measures each research variable consistently.

Normality Test



Source: Processing Results with SPSS 24

Based on Figure the P-P Regression Plot, The data is scattered around the diagonal line along the standardized residual graph above. This means the data in this study has a normal distribution and may be examined with multiple linear regression models. The results of the normality test using the Kolmogorov-Smirnov in this study can be seen in the following table:

Table 4. Kolmogorov-Smirnov (K-S) normality test results.

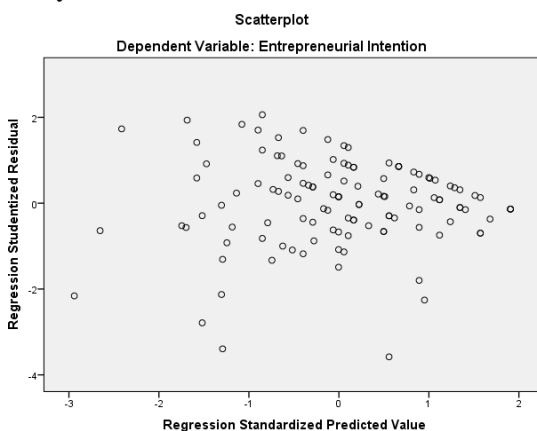
One-Sample Kolmogorov-Smirnov Test

		ed Residual
	N	120
Normal Parameters ^b	Mean	.0000000
	Std. Deviation	2.42851858
Most Extreme Differences	Absolute	.077
	Positive	.049
	Negative	-.077
	Test Statistic	.077
	Asymp. Sig. (2-tailed)	.075 ^c

Source: Processing Results with SPSS 24

It can be seen in the table above. This study's Asymptotic Significance (2-tailed) was 0.075, greater than 0.05. The data were normally distributed.

Heteroscedasticity Test



Source: Processing Results with SPSS 24

Based on the Figure above, it can be seen that the spread of the points forms an irregular pattern and is spread below and above zero on the Y-axis. With this fact, it can be concluded that there is no heteroscedasticity in the regression model.

Multicollinearity Test

Table 5. Multicollinearity test.

Coefficients

Model	Unstandardized Coefficients	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error				Beta	Tolerance
1	(Constant)	5.084	1.380		3.683	.000		
	Entrepreneurial Self Efficacy	.439	.107	.373	4.086	.000	.628	1.594
	Entrepreneurship Education	.323	.092	.321	3.519	.001	.628	1.594

Source: Processing Results with SPSS 24

In the table, it can be seen that the tolerance value is > 0.1 , and the VIF value is < 10 in all the independent variables in this study, where it meets the criteria of the multicollinearity test. So, there is no multicollinearity between the independent variables in this study.

Multiple Linear Regression Analysis

Table 6. Multiple linear regression analysis.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	5.084	1.380		3.683	.000
	Entrepreneurial Self Efficacy	.439	.107	.373	4.086	.000
	Entrepreneurship Education	.323	.092	.321	3.519	.001

Source: Processing Results with SPSS 24

In the table, the coefficient of column B constant(a) is 5.084, the value of entrepreneurial self-efficacy (b1) is 0.439, and the value of entrepreneurship education (b2) is 0.323. So it can be written as follows:

$$Y = 5.084 + 0.439X_1 + 0.323X_2 + e$$

Y = Entrepreneurial Intention

a = constant

b1, b2 = Coefficient of each

X1 = Entrepreneurial Self Efficacy

X2 = Entrepreneurship Education

e = error

The following explains the above equation:

a. Value a = 5.084

The explanation for the regression above can be obtained that (constant) = 5.084 indicates the magnitude of the value of entrepreneurial intention (Y). If the variable entrepreneurial self-efficacy (X1) entrepreneurship education (X2) is equal to 0 or constant, then Y is 5.084.

b. The value of b1 = 0.439

The coefficient for entrepreneurial self-efficacy (X1) is 0.439, meaning there is a positive relationship between entrepreneurial self-efficacy and entrepreneurial intention (Y).

This explains that an increase in entrepreneurial self-efficacy will be followed by an increase in entrepreneurial intention with the assumption that it is constant or does not change in other variables.

c. Value b2 = 0.323

The coefficient for entrepreneurship education is 0.323 and is positive, meaning that if the 0.323 entrepreneurship education variable is increased, the entrepreneurial intention variable will increase by 0.323.

Coefficient of Determination Test (R square or R2)

Table 7. Coefficient of determination test results.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.623 ^a	.388	.378	2.44919

a. Predictors: (Constant), Entrepreneurship Education, Entrepreneurial Self Efficacy

b. Dependent Variable: Entrepreneurial Intention

Source: Processing Results with SPSS 24

Based on Table 4.18, it can be seen that the value of R square in this study is 0.388. The independent variable ability of entrepreneurial self-efficacy and entrepreneurship education affects the dependent variable of entrepreneurial intention by 38.8%. In comparison, the remaining 61.2% is influenced by other factors not examined in this study.

Partial Test (t-Test)

Table 8. Partial test.

	Model	T	Sig.
1	(Constant)	3.683	.000
	Entrepreneurial Self Efficacy	4.086	.000
	Entrepreneurship Education	3.519	.001

Source: Processing Results with SPSS 24

Based on the t-test in the table, it can be concluded that:

1. Testing the entrepreneurial self-efficacy (X1) variable for the t-count value, the results obtained are 4.086. Where the result exceeds the t-table value of 1.65798. With a significance value of 0.000, which is less than 0.05, the result is significant. As a result, we can conclude that the first hypothesis is correct. This indicates that entrepreneurial self-efficacy (X1) influences entrepreneurial intent.
2. Testing the entrepreneurship education variable (X2). For the t-count value, the results obtained are 3.519, where the result exceeds the t-table value of 1.65798. With a 0.001 significance value, which is less than 0.05. As a result, the second hypothesis is correct. This suggests that entrepreneurship education (X2) has a considerable and favorable impact on entrepreneurial intent

5 Conclusion

This study uses three variables, namely entrepreneurial self-efficacy, entrepreneurship education, and entrepreneurial intention, with the research object being students of the Faculty of Economics, Andalas University, in 2018-2020. The data in this study were obtained from a G-form questionnaire distributed to respondents. In contrast, the measurement of variables in this study were four entrepreneurial self-efficacy questions, four entrepreneurship education questions, and four entrepreneurial intention questions. Then, the data was processed using SPSS 24

In the previous chapter, it has been explained that there are four proposed hypotheses, and the analysis results show that all (two) hypotheses are accepted.

After analyzing in accordance with the discussion above, the conclusions obtained are:

Entrepreneurial self-efficacy has a positive and significant effect on entrepreneurial intention in students of the economics faculty of Andalas University (2018-2020). This shows that increasing entrepreneurial self-efficacy in students of the economics faculty of Andalas University (2018-2020) can increase their entrepreneurial intention.

Entrepreneurship Education has a positive and significant effect on entrepreneurial intention in students of the economics faculty of Andalas University (2018-2020). This shows that the more aspects of entrepreneurship education that Andalas University's economics faculty students get (2018-2020) will impact increasing their entrepreneurial intention.

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