



# The Synergy of University Support and Role Models in Enhancing Students' Self-Efficacy for Entrepreneurship

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**Abstract.** This research examines the impact of role models and university support on the entrepreneurial intention of University of South Tangerang students, with self-efficacy serving as a mediation factor. The study involved a sample of 268 students and employed a descriptive design with purposive sampling through a questionnaire survey. Data analysis was conducted using SmartPLS, and resulting that both self-efficacy and university support have a significant and positive effect on entrepreneurial intentions. Nevertheless, role models did not have a direct and significant impact on entrepreneurial inclinations. Furthermore, this study revealed that role models and university support positively and significantly influence students' self-efficacy. Self-efficacy functioned as a mediator between role models, university support, and entrepreneurial intentions relationship. These insights are valuable for universities in shaping policies related to entrepreneurial education, aiming to enhance students' entrepreneurial intentions as well as to encourage their entrepreneurial activities.

**Keywords:** University Support, Role Models, Self-Efficacy, Entrepreneurial Intentions.

## 1 Introduction

Indonesia's economy faces significant challenges, particularly in unemployment and poverty. According to recent data from [1], Indonesia's Open Unemployment Rate stood at 4.82% in February 2024, representing approximately 7.20 million people out of a workforce of 149.38 million. This high unemployment rate reflects a mismatch between the available workforce and the number of jobs, negatively impacting overall economic productivity and growth [2].

Entrepreneurship plays a crucial role in reducing unemployment by generating jobs, fostering innovation, and strengthening the economic ecosystem. It provides an alternative to formal employment, which is increasingly scarce, thus improving societal well-being [3]. In response to these challenges, Indonesia's economic policy has prioritized entrepreneurship, as outlined in Presidential Regulation No. 2 of 2022, which aims to increase the entrepreneurial ratio to 3.95% of the total population by 2024, creating new jobs and stimulating economic growth [4].

The Director of Learning and Student Affairs at Indonesia's has emphasized the need for university graduates to create job opportunities rather than merely seeking employment [5]. Universities can significantly enhance students' entrepreneurial self-efficacy by offering practice-based curricula, skill workshops, internships, mentorship, and access to financial resources [6]. Additionally, entrepreneurship education program that incorporate "learning by doing" experiences such as business feasibility studies and business plan development, further strengthen this effect [7].

University support bolsters students' self-efficacy, increasing their intention to perform entrepreneurship [8]. Self-efficacy, a key component of social cognitive theory, drives individuals to undertake tasks and achieve goals based on their confidence in their abilities. Students who firmly believe in their entrepreneurial skills are more motivated to participate in entrepreneurial endeavors [7], [9]. Moreover, self-efficacy acts as a crucial mediating role between the support for entrepreneurial education and the students' entrepreneurial intentions [7].

Role models further enhance self-efficacy and entrepreneurial intention by demonstrating how to navigate challenges and implement risk management strategies [10]. Their influence increases confidence in pursuing entrepreneurial ventures [11]. Some research suggests that self-efficacy mediates the relationship between role models and entrepreneurial intentions [12], [13], [14].

This study applies the Theory of Planned Behavior (TPB) [15] to examine the predictors of students' entrepreneurial intentions. According to TPB, entrepreneurial intention is formed by attitude toward the behavior, subjective norms, and perceived behavioral control. Within the academic setting, university support and role models contribute to shaping these factors, either directly or by enhancing students' self-efficacy.

This study can provide valuable insights for universities in South Tangerang, particularly in formulating policies that strengthen entrepreneurship education, university support and role models in nurturing students' entrepreneurial intention. By recognizing self-efficacy as a key factor, universities can develop targeted programs that enhance students' confidence.

## **2 Literature Review and Hypothesis Development**

### **2.1 The Influence of University Support (US) on Entrepreneurial Intention (EI)**

The perceived support to students from universities can enhance their perceived ability to start new businesses, whether oriented toward independence or growth [16]. When institutions offer adequate knowledge and motivation about entrepreneurship, students' prospects for pursuing a career in this field may expand [17]. The educational support students receive during college can forced intention for entrepreneurship [18].

**H<sub>1</sub>: US has a positive influence on EI.**

## **2.2 The Influence of Role Models (RM) on Entrepreneurial Intention (EI)**

Role models positively influence individuals' entrepreneurial intentions, serving as learning patterns and inspiring entrepreneurial behavior [11]. Similar findings confirmed that direct interaction between students and entrepreneurial figures positively and significantly influences students' entrepreneurial intentions [12]. Role models can enhance students' entrepreneurial intentions by providing information about available opportunities and offering clear guidance and support [14].

**H2: RM has a positive influence on EI.**

## **2.3 The Influence of University Support (US) on Self-Efficacy (SE)**

Students feel more confident about becoming entrepreneurs if they receive support from their university environment [20]. By being provided with knowledge and skills, students feel more confident in achieving success in entrepreneurship [7]. It suggests that academic help might enhance students' self-efficacy in initiating and managing a business [21].

**H3: US has a positive influence on SE.**

## **2.4 The Influence of Role Models (RM) on Self-Efficacy (SE)**

The students' entrepreneurial self-efficacy can be enhanced if entrepreneurial role models convince them of their ability to start their businesses [12]. Similar findings were reported that entrepreneurial role models could improve aspiring entrepreneurs' self-efficacy by offering interaction opportunities, support, and examples of entrepreneurial practices to emulate [11]. The notion that role models positively influence an individual's self-efficacy in succeeding in an entrepreneurial career is often achieved by observing their behaviors or learning from their successes and failures [14].

**H4: RM has a positive influence on SE.**

## **2.5 The Influence of Self-Efficacy (SE) on Entrepreneurial Intention (EI)**

The confidence of individuals in identifying new business opportunities and creativity in ideas generation and new businesses development can increase entrepreneurial intention [22]. Increased confidence in entrepreneurial ability among students correlates with a stronger propensity to participate in entrepreneurial activities [20]. It shows that individuals who have a positive opinion of their entrepreneurial competencies tend to be more confident and inspired to participate in entrepreneurial activities [7].

**H5: SE has a positive influence on EI.**

### 2.6 Self-Efficacy (SE) as a Mediator between University Support (US) and Entrepreneurial Intention (EI)

Entrepreneurial self-efficacy can mediate this relationship, meaning the more significant the support students receive, the higher their self-efficacy, increasing their intention to pursue entrepreneurship [22]. It indicates that support provided through entrepreneurship education directly influences entrepreneurial intention and boosts students' confidence in their abilities, encouraging them to take entrepreneurial steps [7].

**H6: SE can mediate the relationship between US and EI.**

### 2.7 Self-Efficacy (SE) as a Mediator between Role Models (RM) and Entrepreneurial Intention (EI)

Role models can provide inspiration and examples that enhance individuals' confidence in their entrepreneurial abilities [11]. This study indicates that role models in entrepreneurship can boost the confidence of students in their ability to participate in entrepreneurial activities [19]. It shows that role models significantly influence students' entrepreneurial intentions, mediated by self-efficacy [14].

**H7: SE can mediate the relationship between RM and EI.**

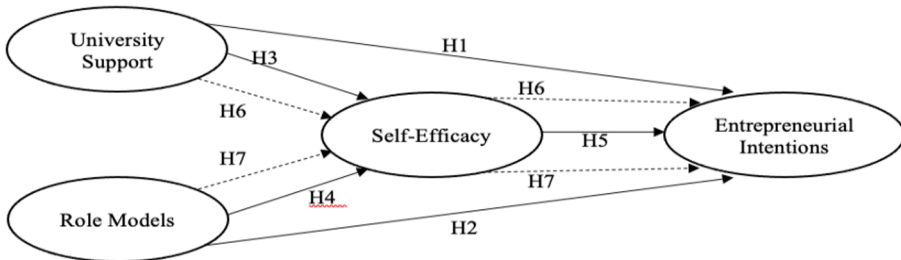


Fig 1. Model in this Research

## 3 Method in This Research

The study population consists of university students in South Tangerang, a region selected for its rapid growth in higher education and strong entrepreneurship curricula. A purposive sampling targeted individuals who met the researcher’s criteria or possess relevant information [23]. In total, 268 respondents were included.

The research included four operational variables with 25 indicators: 11 for university support, 4 for role models, 4 for self-efficacy, and 6 for entrepreneurial intention. In this study, data was analyzed using Structural Equation Modeling (SEM) with Partial Least Squares (PLS), by using SmartPLS software version 4.0.

Table 1. Variable Measurement Indicators

Variable	Code	Indicators	Sources
<i>University Support (US)</i>	US1	Courses related to entrepreneurship.	[16]
	US2	Projects focused on entrepreneurship.	
	US3	Internship programs that support entrepreneurial knowledge.	
	US 4	Collaboration for entrepreneurial activities.	
	US 5	Entrepreneurship as a career option.	
	US 6	Skills and knowledge needed for entrepreneurship.	
	US 7	Funding programs for students to start new businesses.	
	US 8	Develop business ideas into business plans.	[7]
	US 9	Participate in entrepreneurship-related competitions.	
	US 10	Seminars featuring successful entrepreneurs.	
	US 11	Facilities that support entrepreneurial activities.	
<i>Role Models (RM)</i>	RM1	Entrepreneur who inspires	[12]
	RM2	Admiration for an entrepreneurial role mode	
	RM3	Entrepreneurial mentor who will support	
	RM4	Entrepreneurial mentor whose field aligns	
<i>Self-Efficacy (SE)</i>	SE1	Identify new business opportunities.	[22]
	SE2	Effectively create new products.	
	SE3	Think creatively.	
	SE4	Commercialize new ideas successfully	
<i>Entrepreneurial Intention (EI)</i>	EI1	Work hard to start and operate own business.	[22]
	EI2	Determined to start a business in the future.	
	EI3	Have seriously considered launching a business.	
	EI4	Ready to be an entrepreneur.	
	EI5	Professional ambition is to become an entrepreneur.	
	EI6	Firm intention to form a corporation.	

## 4 Results and Discussions

### 4.1 Respondents' Profile

This study involved 268 students currently enrolled at universities in South Tangerang. Table 2 presents the respondents' profiles, including university affiliation, gender, year of study, and family business background.

**Table 2.** The Profile of Students Studying in South Tangerang University

Description	Amounts of Respondents	Percentage
<b>Gender</b>		
Male	142	(53%)
Female	126	(47%)
<b>Years of Study</b>		
First-year	63	(23,5%)
Second year	61	(22,8%)

Description	Amounts of Respondents	Percentage
Third year	82	(30,6%)
Fourth-year	62	(23,1%)
<b>Family Business Background</b>		
Yes	176	(65,7%)
No	92	(34,3%)

This study involved 268 respondents, all of whom were students enrolled in universities in South Tangerang. The majority of respondents were male (142 respondents, 53%). In terms of year of study, most respondents were in their third year (82 respondents, 30.6%). Regarding family business background, most respondents came from families with entrepreneurial experience (176 respondents, 65.7%).

**4.2 Outer Model Test**

This measurement model, sometimes known as the outer model, evaluates the relationship between latent and indicator variables. The study evaluates the validity and reliability of the outer model to ensure data accuracy and consistency [24]. AVE meets the validity criteria if it has a correlation value higher than 0.50 for each research variable [24] and the reliability test can be considered reliable if the Cronbach's alpha and composite reliability are higher than 0.7 [24]. Based on data in Table 3, the results of the outer model test meet the criteria.

**Table 3.** The Outer-Model Test Results

Variable	(AVE)	CA	CR (rho_c)
University Support	0.638	0.943	0.951
Role Models	0.651	0.822	0.882
Self-Efficacy	0.756	0.892	0.925
Entrepreneurial Intentions	0.719	0.922	0.939

**4.3 Inner Model Test**

The coefficient of determination measures how an endogenous construct's variance can be explained by predictor variables. Generally, a coefficient of determination with the value of 0.25 indicates a weak model, with the value of 0.50 indicates a moderate model, and with the value of 0.75 indicates a substantial model [24]. Based on Table 4 above, the self-efficacy variable has an R-square value of 0.503, while the entrepreneurial intention variable has an R-square value of 0.742, indicating a moderate model.

**Table 4.** The Results of Coefficient of Determination (R<sup>2</sup>) Analysis

Variable	R-Square	Description
Self-Efficacy	0.503	Moderate

Entrepreneurial Intentions	0.742	Moderate
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Next, bootstrapping can be applied to test the formulated hypotheses. If the t-statistics is greater than 1.96 or the p-value is below 0.05, it means that the path coefficient is considered significant at 5%-level [24].

**Table 5.** The Results of Hypothesis Analysis

Code	Hypothesis	Path Coef	t-stat	p-val	Results
H1	US → EI	0.175	2.248	0.025	Significant
H2	RM → EI	0.030	0.536	0.592	Not Significant
H3	US → SE	0.292	3.651	0.000	Significant
H4	RM → SE	0.450	6.682	0.000	Significant
H5	SE → EI	0.712	10.129	0.000	Significant
H6	US → SE → EI	0.208	3.512	0.000	Significant
H7	RM → SE → EI	0.321	5.687	0.000	Significant

Note: US (University Support); RM (Role Models); SE (Self-Efficacy); EI (Entrepreneurial Intention)

The first hypothesis test reveals a positive and significant influence of university support on entrepreneurial intention (t-stat = 2.248; p-value = 0.025). This result aligns with prior studies, which revealed that university support positively influences the entrepreneurial intentions of students' [16], [17], [18]. Institutional support provided by university acts as an important role in cultivating the students' entrepreneurial interests through courses, projects, internships, and platforms, which motivate students to take steps toward entrepreneurship. However, the second hypothesis test shows no significant influence of role models on entrepreneurial intention (t-stat = 0.536; p-value = 0.592). This result indicates that role models have no direct influence on entrepreneurial intention [13]. While role models can inspire individuals, their influence does not always translate into entrepreneurial intention, as responses to role models vary among individuals.

The third hypothesis test confirms that university support significantly influences self-efficacy (t-stat = 3.651; p-value = 0.000). This result supports previous findings which confirm that educational support enhances students' entrepreneurial self-efficacy [7], [20], [21]. University programs are instrumental in developing students' competencies and self-assurance, enabling them to effectively undergo the entrepreneurial ventures complexity. The fourth hypothesis test shows a positive and significant influence of role models on self-efficacy (t-stat = 6.682; p-value = 0.000). This result is in line with the past research highlighting the positive impact of entrepreneurial role models on self-efficacy [12], [11], [14]. Role models inspire and encourage students, helping develop the confidence to overcome entrepreneurial obstacles. The fifth hypothesis test confirms that self-efficacy significantly affects entrepreneurial intention (t-stat = 10.129; p-value = 0.000). This result shows higher self-efficacy increases motivation to pursue entrepreneurship [22], [20], [7].

Furthermore, the sixth hypothesis test indicates that self-efficacy significantly mediates the influence of university support and role models on entrepreneurial

intention. This finding suggests that university support strengthens self-efficacy, which in turn increases entrepreneurial intention. These findings indicate that role models affect entrepreneurial intention positively, with self-efficacy serving as a mediator [11], [14], [19].

Overall, the results provide empirical support for the Theory of Planned Behavior (TPB, highlighting the central role of self-efficacy in influencing entrepreneurial intentions. These findings are in line with prior studies indicating that students having elevated self-efficacy levels can exhibit a greater propensity to pursue entrepreneurial activities [11], [7]. Therefore, universities should enhance programs that boost students' self-efficacy in entrepreneurship, such as entrepreneurial mentorship, hands-on business projects, and skills-based workshops to further support students in their entrepreneurial journeys.

## 5 Conclusions

Based on analysis of 268 university students in South Tangerang shows that university support positively influences both entrepreneurial intention and self-efficacy, while role models do not have a direct impact. Additionally, self-efficacy can mediate the influence of university support and role models on entrepreneurial intention. Based on these findings, universities are encouraged to enhance their role in preparing students for entrepreneurship by offering mentorship from both academic and industry professionals, helping students identify business opportunities, and providing clear entrepreneurial guidance. This approach will strengthen students' self-efficacy and motivate them to pursue entrepreneurial ventures.

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