Increase Entrepreneurial Intentions: Proactive Personality, Entrepreneurship Education, and Academic Support as Predictors

Aurilia Triani Aryaningtyas 1*, Yustina Denik Risyanti 2

1 Program Studi S1 Pariwisata, Sekolah Tinggi Ilmu Ekonomi Pariwisata Indonesia (STIEPARI), Semarang, Indonesia

2 Program Studi D3 Perhotelan, Sekolah Tinggi Ilmu Ekonomi Pariwisata Indonesia (STIEPARI), Semarang, Indonesia

ARTICLE INFO

ABSTRACT

This study conceptualizes entrepreneurship education and academic support as a moderator to understand the mechanism of the relationship between proactive personality and student entrepreneurial intentions. This study proposes a different proactive personality model as a variable influencing students' entrepreneurial intentions, with entrepreneurship education and academic support as a moderating variable. This influence model has never been studied, especially in Semarang. Some previous researchers tend to explore the influence of these factors separately. Observations from 192 students at ten universities in Semarang were used to test the hypothesized model. The study used a quota sampling technique and data collection was carried out by distributing questionnaires. The effect moderation model was tested using tiered regression analysis, with the Moderated Regression Analysis (MRA) interaction test. The results showed that the effect of proactive personality and entrepreneurial intentions of students was stronger when entrepreneurship education and academic support were included in the interaction. These findings are consistent with existing theory and studies. In addition, as a managerial implication, this study provides advice to tertiary institutions as educational institutions to consider proactive personality, entrepreneurship education, and academic support as necessary factors to encourage student interest in entrepreneurship. Entrepreneurship teaching methods should also be explored further.

Introduction

The main challenge in the field of employment is not only preparing reliable human resources, but also being able to expand job opportunities (Dhakal et al., 2018). Currently, the number of job opportunities is very limited. Therefore, it is unable to keep up with the growth rate of working age population in Indonesia. Unemployment at every level of education has been increasing. The problem needs to be resolved immediately by creating jobs in various business sectors. The statistics

ISSN: 2723-1097

Keywords:
Proactive personality; Entrepreneurship Education; Academic Support; Entrepreneurial Intention.
Indonesia reported that the open unemployment rate in August 2021 was recorded at 6.49 percent of the total workforce, equivalent to 9.10 million (The Statistics Indonesia, 2021).

The world is undergoing a major transformation, including higher education. The transformation has an impact on the absorption of graduates into the worklife, business and industry (Kholiavko et al., 2021). The number of university graduates is more than the availability of job opportunities. Therefore, universities should not only produce graduates who depend on existing jobs. However, universities are required to produce graduates who are independent and have the ability to expand job opportunities (Tsvetkova et al., 2021; Omoruyi et al., 2017). Thus, at this time, it is very necessary to increase the entrepreneurial intention of university students in order this unemployment problem can be resolved immediately.

Entrepreneurial intention is a reliable predictor to measure entrepreneurial behavior and impact on business performance (Ozaralli & Rivenburgh, 2016; Belchior & Lyons, 2021). According to Lee & Wong (2004), entrepreneurial intention is the first step in the process of establishing a new business. Through entrepreneurial intentions, it can be predicted which individuals will become entrepreneurs (Choo & Wong, 2006). It means that someone who has the intention to start a business will be more prepared and better at running a business than someone who does not have the intention to start a business.

Entrepreneurship involves individuals with unique personality characteristics and abilities (Busenitz & Arthurs, 2014). Proactive personality is a recent addition to the literature on individual differences that appears to have the potential to provide further insight into the relationship between personality traits and entrepreneurship (Crant et al., 2016). In several previous studies, personality traits are predictors of success in various fields, one of which is the field of entrepreneurship (Leonelli et al., 2022; López-Núñez et al., 2020; Nishantha, 2009). Basically, the formation of entrepreneurial intentions is also influenced by a person's psychological characteristics (Fini, 2009) and also personality traits (Vodă & Florea, 2019). Therefore, proactive personality can be considered as a variable that will affect the entrepreneurial intentions of students (Bae et al., 2014). Several studies have also proven that proactive personality is the main predictor of one's entrepreneurial intentions (Delle & Amadu, 2016; Prieto, 2010).

The role of universities in developing entrepreneurship is to provide entrepreneurship education and academic support in order to motivate, direct and prepare graduates who has a strong character and motivation, supported by the ability and courage to establish a new business (Khardin & Giatman, 2022; Tajpour et al., 2022; Hashim et al., 2022). For students, starting a new company or business requires theoretical education on entrepreneurship, entrepreneurial practice and
training provided by universities, and university support in the forms of concept development support and business development support (Saeed et al., 2015). The results of statistical tests by Aryaningtyas & Palupiningtyas (2017) found a positive influence between entrepreneurship education and academic support on entrepreneurial intentions. Several previous studies have also proven that entrepreneurship education (Gerry et al., 2008; Bae et al., 2014) and academic support (Gurbuz & Aykol, 2008; Aji & Suharta, 2020) have a positive effect on students' entrepreneurial intentions. Entrepreneurship education and academic support are considered capable of stimulating student’s entrepreneurial intentions.

Based on the background and urgency of the research described above, this research specifically to determine the effect of various factors, both concerning internal factors such as individual traits (personality traits) and contextual factors on student entrepreneurial intentions. This study aims to examine the effect of proactive personality, entrepreneurship education, and academic support on the entrepreneurial intentions of students in Semarang Indonesia. The results of the study are expected to provide empirical input to develop a more concrete learning framework for entrepreneurship education in order to encourage graduates to choose entrepreneurial careers. In addition, research on entrepreneurial intentions is expected to support the idea that entrepreneurship can be promoted from an earlier (Manimala, 2017). Since today's students are the potential entrepreneurs of the future, understanding their perception about contextual factors can be a contribution to the development of the literature and an important step in designing a more effective policy mechanism.

This study different from previous research because it combines student personality factors related to the role of universities in increasing entrepreneurial intentions for graduates. This relationship must be found in the variables of student entrepreneurial intentions which can be a new method for further research. It is suggested that given the importance of entrepreneurial intentions to bring up new entrepreneurs, and accordingly, universities must develop strategies and processes for entrepreneurship education as well as support for students proactively. Thus, they have to strengthen these components in order to successfully graduate new entrepreneurs. In addition, for future research, it can be said that there may be other influential components for increasing entrepreneurial intention, all of which have not been studied in this research, and could be a path for other researchers.

**Literature Review**

This study uses four variables, including: entrepreneurial intention, proactive personality, entrepreneurship education and academic support. Entrepreneurial intention is defined as a mental state that makes a person invest a lot of attention, energy and time to achieve certain goals (Bird, 1988). Liu et al. (2022) define
entrepreneurial intention as a person's subjective inclination and psychological preparation to set up a new business. Proactive personality defined as a natural disposition that determines how a person responds to changes in the social environment. Proactive personality is designed to capture behavioral tendencies to create, or change, one's environment (Bateman & Crant, 1993). Entrepreneurship education according to Hahn et al. (2019) and Lv et al. (2021) is interpreted as a practical education that cultivates many innovative talents on the basis of entrepreneurial literacy and continues to inject new power into the country's innovation and entrepreneurship. Academic support is an activity or service provided by universities to help students achieve their academic goals (Gurbuz & Akyol, 2008).

In the current state of research, there is consensus in the literature regarding the validity of intentional models for predicting entrepreneurial drive, as intention is understood as the antecedent of actual behavior (Kautonen et al., 2013). Encouraging student entrepreneurial intentions really helps open up opportunities to start their own businesses as career opportunities (Alferaih, 2022). According to Elnadi & Gheith (2021), an understanding of the components that drive entrepreneurial intentions is necessary because there is no entrepreneur without entrepreneurial intentions.

Busenitz & Arthurs (2014) suggests entrepreneurship involves individuals with unique personality characteristics and abilities. Proactive behavior is fundamentally different from affective traits and cognitive traits. Proactive behavior is the tendency to initiate and sustain actions that directly change the surrounding environment (Bateman & Crant, 1993). In the interactionist perspective, the proactive approach expresses consideration of the possibility that individuals create their environment (Bandura & Walters, 1977; Schneider, 1982). In organizational behavior and psychology literature, behavior is influenced by internal and external factors. Situation is a factor that can influence individual behavior, and vice versa. There is a reciprocal relationship exists among people, environment, and behavior. Therefore, individuals can intentionally and directly change their current state according to their will. Thus, based on interactionist theory and behavior, which is related to proactive personality, it seems plausible that proactive personality can be used as one of the factors influencing entrepreneurial intention. This is supported by the research of Crant, (1996) which examined the relationship between the entrepreneurial intention and proactive personality scale. There was a positive effect of proactive personality on entrepreneurial intention. Several other studies have also proven that proactive personality is the main predictor of one's entrepreneurial intentions (Delle & Amadu, 2016; Prieto, 2010).

H1: Proactive personality has a positive effect on entrepreneurial intentions of university students in Semarang Indonesia.
The entrepreneurship literature discusses the contextual factors that shape one's entrepreneurial intentions. In the university environment as education providers, this contextual factor is defined as environmental factors in universities that can affect students' entrepreneurial intentions. According to Turker & Selcuk (2009), educational, relational, and structural supports were identified as contextual factors that influence entrepreneurial intentions. Küttim et al. (2014) stated that the mindset, attitudes, and behavior of students can be changed by entrepreneurship education to direct them to entrepreneurial career choices. According to Budiarti (2012) and Bukirom et al. (2016), to measure the variable of entrepreneurship education can be done with several indicators, namely: Entrepreneurship education program to grow entrepreneurial intentions; Entrepreneurship education program to increase knowledge and insight into entrepreneurship; Entrepreneurship education program to increase awareness of business opportunities.

H2: Entrepreneurship education has a positive effect on entrepreneurial intentions of university students in Semarang Indonesia

H3: Entrepreneurship education moderates the influence of proactive personality on entrepreneurial intentions of university students in Semarang Indonesia

![Figure 1. Research Conceptual Framework](image)

Academic support refers to the factors that support a student to achieve and complete study assignments according to the target results at a certain time (Arifin, 2018). In Government Regulation No. 60/1999, academic freedom at universities is an implementation of academic support for students. Academic freedom is the freedom of the academic community in activities related to education, scientific development, and technology responsibly and independently. Autio et al. (2001) stated that the factors that influence academic support include: Support for starting...
one's own business; Motivated to explore ideas; Provide good infrastructure support for entrepreneurial practice.

H4: Academic support has a positive effect on entrepreneurial intentions of university students in Semarang Indonesia.

H5: Academic support moderates the influence of proactive personality on entrepreneurial intentions of university students in Semarang Indonesia.

**Method**

This study used explanatory research model with a quantitative approach. The statistical population of the study consists of regular undergraduate students at ten universities in Semarang Indonesia. Samples were taken proportionally from each university using quota sampling technique. In this case, data was collected by distributing structured questionnaires to 200 students who were randomly selected from each university. Finally, 200 questionnaires were analyzed through the SPSS software. Model analysis with SPSS software was carried out in two parts: evaluation of the measurement model and structural model.

The research questionnaire was used to obtain primary data in this study. The questionnaire is divided into 4 sections: proactive personality, entrepreneurship education, academic support and entrepreneurial intention. To measure the proactive personality variable, respondents answered 10 statements adopted from 17 original statements developed by Bateman & Crant (1993). Seibert et al. (1999) have confirmed that the deletion of seven statements has no significant effect on the reliability of the scale. Ten statements have been used in the research of Seibert et al. (1999); Crant (2000); Fuller Jr et al. (2010), including the behavior of looking for new ways to improve life, making constructive changes, turning ideas into reality, improving things, making all possibilities come true, fighting for ideas, excellence in identifying opportunities, looking for better ways of doing things, the ability to turn ideas into reality, and the ability to see opportunities.

Respondents answered 3 statements about entrepreneurship education adopted from Budiarti (2012) and Bukirom et al. (2016) on the variable entrepreneurship education. Respondents answered according to the entrepreneurship education available at their university. These questions include: cultivating entrepreneurial intentions, increasing entrepreneurial knowledge and insight, and increasing awareness of business opportunities. Academic support using the measurement from Autio et al. (2001) used in Gurbuz & Aykol (2008) consists of 4 statements including: knowing several people at the university who are successful in entrepreneurship, encouragement to come up with ideas, meet lots of people who have great ideas to start a new business, and the availability of good infrastructure for new business
establishment practices. In order to measure the variable of entrepreneurial intention, respondents answered 3 questions adopted from Gerry et al. (2008). The answers indicate their level of intention to become entrepreneurs. The response determines their interest in building their own business after graduating from university. Examples of items include: Choosing a career to be an entrepreneur, preferring to be an entrepreneur, and predicting starting their own business.

Overall, statements about proactive personality, entrepreneurship education, academic support and entrepreneurial intentions, measured with a 5-point Likert scale (1-absolutely disagree, 2-disagree, 3-no opinion, 4-agree and 5-absolutely agree). The classical assumption test which includes: normality test, multicollinearity test, and heteroscedasticity test is carried out before testing the research hypothesis. Hypothesis tested using multiple regression analysis to test proactive personality variables (X1), entrepreneurship education (X2) and academic support (X3) as independent variables on Student Entrepreneurial Intentions (Y) as the dependent variable. The present study has investigated the relationships between variables using SPSS software. Specific applications of multiple linear regression Moderated Regression Analysis (MRA) are used in moderation tests. This regression equation contains an element of interaction (multiplication of two or more independent variables). The following is the multilevel equation model used (Afshartous & Preston, 2011):

Model 1: \[ Y = \beta_1X1 \]  
Model 2: \[ Y = \beta_1X1 + \beta_2X2 \]  
Model 3: \[ Y = \beta_1X1 + \beta_2X2 + \beta_3X1*X2 \]  
Model 4: \[ Y = \beta_1X1 + \beta_2X3 \]  
Model 5: \[ Y = \beta_1X1 + \beta_2X3 + \beta_3X1*X3 \]

Description:

\[ Y \] = Student Entrepreneurial Intentions  
\[ \beta_1-\beta_5 \] = Regression coefficient of each independent variable  
\[ X1 \] = Proactive Personality  
\[ X2 \] = Entrepreneurship Education  
\[ X3 \] = Academic Support  
\[ X1*X2 \] = Interaction between X1 and X2  
\[ X1*X3 \] = Interaction between X1 and X3

The multiplication between X1 and X2 is a moderating variable which shows the moderating effect of X2 (entrepreneurship education) on the relationship between X1 (proactive personality) and Y (students entrepreneurial intentions). The direct effect is shown by X1 and X2 on Y.

Result and Discussion
Results

There were 200 sets of questionnaires, but only 192 sets were filled out completely and fit for data analysis. In general, the respondent's profile is dominated by female respondents (64.4%). Respondents with parents who are not entrepreneurship (57.4%), and respondents with experience in entrepreneurship (70.5%). Summary of Descriptive Statistics of each variable is presented in the following table:

Table 1: Descriptive Statistics

<table>
<thead>
<tr>
<th>No.</th>
<th>Variable</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Entrepreneurial Intentions (SEI)</td>
<td>4.3489</td>
<td>1.39666</td>
<td>192</td>
</tr>
<tr>
<td>2</td>
<td>Proactive Personality (PP)</td>
<td>4.2213</td>
<td>4.31741</td>
<td>192</td>
</tr>
<tr>
<td>3</td>
<td>Entrepreneurship Education (EE)</td>
<td>4.2968</td>
<td>1.71336</td>
<td>192</td>
</tr>
<tr>
<td>4</td>
<td>Academic Support (AS)</td>
<td>4.2617</td>
<td>2.18104</td>
<td>192</td>
</tr>
</tbody>
</table>

Source: Primary data processing (2022)

The average score of each variable is above 4.00. This shows that entrepreneurial intention, proactive personality, entrepreneurship education, and academic support at university students in Semarang are in the high category.

The validity test used Product Moment Relationship method by correlation the score of each item with the total score. The results of the calculations are consulted in the product moment table with a significance level of 5%. If the measurement value of $r$ count > $r$ table, it means that the indicator is valid. The reliability test with Cronbach's Alpha was used when a one-time trial was carried out on the research instrument. In the reliability test, if the Cronbach Alpha value is > 0.60, it means that the variable is considered reliable (Hair at al., 2010).

The results of the validity and reliability tests are presented in the following table:

Table 2. Validity and Reliability Test Results

<table>
<thead>
<tr>
<th>Variables &amp; Indicators</th>
<th>r count</th>
<th>Reliability (Cronbach Alpha)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP (X1)</td>
<td></td>
<td>0.782</td>
</tr>
<tr>
<td>X1.1</td>
<td>0.470</td>
<td></td>
</tr>
<tr>
<td>X1.2</td>
<td>0.693</td>
<td></td>
</tr>
<tr>
<td>X1.3</td>
<td>0.698</td>
<td></td>
</tr>
<tr>
<td>X1.4</td>
<td>0.608</td>
<td></td>
</tr>
<tr>
<td>X1.5</td>
<td>0.711</td>
<td></td>
</tr>
<tr>
<td>X1.6</td>
<td>0.678</td>
<td></td>
</tr>
</tbody>
</table>
Table 2 shows that all instrument variables are positive and more than 0.142 (r table). It’s means that all instruments are valid. Cronbach's alpha of all variables shows a value of more than 0.6. This means that all instruments are reliable. Thus, it can be used in data processing.

Table 3. Summary of Changes in the Multilevel Regression Model

<table>
<thead>
<tr>
<th>Variables &amp; Indicators</th>
<th>r count</th>
<th>Reliability (Cronbach Alpha)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1.7</td>
<td>0.541</td>
<td></td>
</tr>
<tr>
<td>X1.8</td>
<td>0.674</td>
<td></td>
</tr>
<tr>
<td>X1.9</td>
<td>0.562</td>
<td></td>
</tr>
<tr>
<td>X1.10</td>
<td>0.289</td>
<td></td>
</tr>
<tr>
<td>EE (X2)</td>
<td></td>
<td>0.683</td>
</tr>
<tr>
<td>X2.1</td>
<td>0.823</td>
<td></td>
</tr>
<tr>
<td>X2.2</td>
<td>0.770</td>
<td></td>
</tr>
<tr>
<td>X2.3</td>
<td>0.752</td>
<td></td>
</tr>
<tr>
<td>AS (X3)</td>
<td></td>
<td>0.688</td>
</tr>
<tr>
<td>X3.1</td>
<td>0.762</td>
<td></td>
</tr>
<tr>
<td>X3.2</td>
<td>0.716</td>
<td></td>
</tr>
<tr>
<td>X3.3</td>
<td>0.694</td>
<td></td>
</tr>
<tr>
<td>X3.4</td>
<td>0.727</td>
<td></td>
</tr>
<tr>
<td>SEI (Y)</td>
<td></td>
<td>0.616</td>
</tr>
<tr>
<td>Y1</td>
<td>0.750</td>
<td></td>
</tr>
<tr>
<td>Y2</td>
<td>0.761</td>
<td></td>
</tr>
<tr>
<td>Y3</td>
<td>0.759</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data processing (2022)

* p < 0.05, ** p < 0.01
All classical assumption tests show that the data is normally distributed. Multicollinearity and heteroscedasticity are not indicated so that it can be continued with hypothesis testing using multiple regression analysis to examine the effect of proactive personality, entrepreneurship education, and academic support on students' entrepreneurial intentions.

These results are included in the multiple regression equation as follows:

Model 1 : \[ Y = 0.576X_1 \] (4)
Model 2 : \[ Y = 0.612X_1 + 0.154X_2 \] (5)
Model 3 : \[ Y = 0.723X_1 + 1.851X_2 + 2.896X_1\times X_2 \] (6)
Model 4 : \[ Y = 0.592X_1 + 0.234X_3 \] (7)
Model 5 : \[ Y = 0.663X_1 + 1.911X_3 + 2.776X_1\times X_3 \] (8)

In model 1, the regression coefficient is 0.576, t count = 13.175 > t table (1.97), sig = 0.000, indicating that the effect of \( X_1 \) (proactive personality) on \( Y \) (students' entrepreneurial intentions) is positive and significant, thus hypothesis 1 is accepted.

Model 2 shows the regression coefficient of entrepreneurship education \( (X_2) \) is 0.154 and t count = 2.012 > t table (1.97), sig = 0.010, indicating that \( X_2 \) (entrepreneurship education) has a positive and significant effect on \( Y \) (student entrepreneurship intention), so hypothesis 2 is accepted.

The moderation test is present in model 3. In the regression, the product moderation variable \( (X_1\times X_2) \) has been included to influence students' entrepreneurial intentions \( (Y) \). Based on the model, the partial test results show that the product moderation variable coefficient \( (X_1\times X_2) \) is 2.896, sig = 0.000. This means that \( X_1\times X_2 \) has a significant effect on \( Y \). Furthermore, it can be concluded that the influence of proactive personality and student entrepreneurial intentions is moderated by entrepreneurship education variables. A variable is said to be moderate if the interaction between the independent variables shows a significant value, then hypothesis 3 can be accepted.

Model 4 shows the regression coefficient of academic support \( (X_3) \) is 0.234 and t count = 2.314 > t table (1.97), sig = 0.010, indicating that \( X_3 \) (academic support) has a positive and significant effect on \( Y \) (student entrepreneurship intention), So hypothesis 4 is accepted.

The moderation test is present in model 5. In the regression, the product moderation variable \( (X_1\times X_3) \) has been included to influence students' entrepreneurial intentions \( (Y) \). Based on the model, the partial test results show that the product moderation variable coefficient \( (X_1\times X_3) \) is 2.776, sig = 0.000. This means that \( X_1\times X_3 \) has a significant effect on \( Y \). Furthermore, it can be concluded that the influence of
proactive personality and student entrepreneurial intentions is moderated by academic support variables. Then hypothesis 5 can be accepted.

The product moderation variable coefficient value is positive. This shows a positive moderating effect, which means that entrepreneurship education and academic support has the effect of strengthening the effect of a proactive personality on student entrepreneurial intentions. The variables of entrepreneurship education, academic support and product moderation are both significant in influencing student entrepreneurial intentions, so that entrepreneurship education and academic support is a quasi moderator variable. This variable can be used as an independent variable as well as a moderator variable.

Discussions

Empirical evidence finds that there is a positive influence of proactive personality on students' entrepreneurial intentions. This finding is in line with previous research by Delle & Amadu (2016); Prieto (2010), who determined that proactive personality is the main predictor of one's entrepreneurial intentions. Self-initiative, future-oriented actions with the aim of changing and improving the situation or self-improvement are the focus of proactive individuals. With unique personality characteristics and abilities, people with proactive personalities always want to try something new, initiate and sustain it (Busenitz & Arthurs, 2014; Bateman & Crant, 1993). Therefore it can be concluded that individuals who are proactive will create conditions that can encourage entrepreneurial intentions. This confirms that students who have a proactive personality will also have a high intention to become entrepreneurs.

The next finding from this study is that there is a positive influence of entrepreneurship education and academic support on entrepreneurial intentions. These findings support research by Turker & Selcuk (2009) and Küttim et al. (2014) which states that entrepreneurship education is a contextual factor that is able to change students' mindsets, attitudes, and behavior to direct them to entrepreneurial career choices. Apart from that, it also supports the research results of Gurbuz & Aykol (2008) and Aji & Suharta (2020) regarding the role of academic support in increasing student entrepreneurial intentions. Students respond to perceived academic support with attitudes and behaviors and decide to choose a career as an entrepreneur. So that when students feel they are getting more academic support, it will increase their entrepreneurial intentions.

Entrepreneurship education and academic support are important factors that can increase entrepreneurial intentions because they can motivate, direct and prepare graduates who have strong character and motivation, supported by the ability and
courage to set up new businesses (Khardin & Giatman, 2022; Tajpour et al., 2022; Hashim et al., 2022).

This study shows that the role of the university is very important to stimulate students' entrepreneurial intentions by considering entrepreneurship education and academic support. The moderating effect also shows that the desire for entrepreneurship from proactive students will increase if they are equipped with education that is able to shape the mindset, attitudes and abilities of entrepreneurship. In addition, positive support from the academic environment is needed to motivate more proactive students to become entrepreneurs.

Managerial Implications

The energy possessed by proactive students is identified as being able to make them more focused and enthusiastic to become successful entrepreneurs. Student involvement in proactive behavior needs to be directed to improve the ability to create business ideas and think about creating new businesses. Entrepreneurship education and academic support are recommended to jointly support students' proactive personality in increasing students' entrepreneurial intentions. This increase in entrepreneurial intention is expected to improve the decision of university graduates to become entrepreneurs who are not dependent on existing jobs.

Conclusion

Investigation of partial and simultaneous effects using regression analysis helps provide a better understanding of entrepreneurial intentions in the university environment. A series of variables were identified as contributors to increasing students' entrepreneurial intentions, including proactive personality, entrepreneurship education, and academic support. All of them have a positive and significant influence.

Limitations and Future Research

The limitation of this research is that it was conducted on the use of limited variables and samples. Researchers in the field of management, especially human resource management, are advised to explore other factors that influence entrepreneurial intentions as the basis for developing successful human resources to manage their own business. Research on the same aspect still needs to be carried out on different samples to determine the consistency of the results of this study. In addition, the role of managers university in increasing entrepreneurial intentions should be examined.

References


