

Transforming Students into Entrepreneurs: The Role of University Support and Attitudes in Shaping Entrepreneurial Intention

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ABSTRACT

Recently, the world economy has been in turmoil. Economic instability has led to an increase in the unemployment rate. Unemployment is a problem that is experienced in many countries. One way to overcome unemployment is to increase the number of entrepreneurs. To overcome the existing issues, various parties must do some things, one of which is the university. Universities have an essential role in increasing the number of students who become entrepreneurs. This study was conducted through a survey using a purposive sampling method on 188 respondents; the results of this study indicate that universities have an essential role in entrepreneurial attitudes and intentions

Keywords: *Entrepreneurial Intention, Attitude, Perceived University Support*

1. INTRODUCTION

Recently, the world economy has been in turmoil. In recent times, there has been global turbulence that shows significant instability in various sectors, especially the economic aspect (Smith et al., 2025). The World Economic Forum survey (2025) says that 56% of expert economists predict the economy will weaken. OECD data (2025) predicts that world economic growth will slow down at 3.1%. Geopolitical issues such as the prolonged conflict between Iraq and Israel and protectionist tariff policies imposed by the United States on all countries have resulted in high inflation and economic instability in many countries (United Nations, 2025). This has a significant impact on the stability of the world economy. This phenomenon has disrupted global supply chains, decreased foreign investment, and weakened the purchasing power of the general public.

The global economic shock has a direct impact on the national economy. One of the real impacts is the increase in unemployment caused by slowing production activities and limited job creation. In this case, the government needs an adaptive and sustainable strategy to maintain economic stability and reduce the negative impact of the global crisis.

One strategic approach that can be taken is to strengthen the entrepreneurship sector. Entrepreneurship has great potential to drive economic growth, create new jobs, and increase national competitiveness through innovation. Entrepreneurship development can not only be an alternative in reducing the unemployment rate but also an essential pillar in building sustainable national economic resilience. Therefore, more systematic efforts are needed to encourage the growth of entrepreneurs as a step to overcome this global situation.

The role of the government is essential to encourage the growth of entrepreneurs. One of the steps taken is to establish regulations for entrepreneurship development. This is stated in Presidential Regulation (Perpres) Number 2 of 2022 concerning National Entrepreneurship Development for 2021-2024 to improve the quality of economic growth, create a conducive business climate, increase competitiveness, and expand employment opportunities (BPK, 2022). This policy will immediately create new entrepreneurs among the younger generation in the next few years. Apart from the government, of course, universities also have an essential role in the formation of young entrepreneurs. Universities have a strategic role. Universities are not only a place to gain knowledge, but they also have a role in encouraging the growth of young entrepreneurs. Universities can provide support such as creating entrepreneurship-based curricula, entrepreneurship project training, conferences, incubation programs, and so on to increase entrepreneurial interest (Aliedan et al., 2024; Wegner et al., 2019). The role of universities is crucial to increase self-confidence and increase students' intentions in entrepreneurship. In addition, attitudes towards entrepreneurship also play a role in growing entrepreneurial intentions. Attitude is a view of the advantages and disadvantages that will be felt when choosing a career as an entrepreneur (Kusumojanto et al., 2021). If a career as an entrepreneur is perceived to increase innovation, have good career prospects, and have high time flexibility, this will have an impact on students' positive attitudes toward entrepreneurship.

Although the government and universities have made various efforts to increase the interest in entrepreneurship among the younger generation, until now, there has been no clear conclusion on the relationship. Previous research by Elshaer and Saad (2021) and Kraaijenbrink et al. (2020) revealed that increasing the number of students' interest in entrepreneurship courses does not have a significant impact on the number of students who pursue a career as entrepreneurs.

1.1 The Effect of Perceived University Support (PUS) on Attitude (ATT)

Universities have a strategic role in encouraging entrepreneurship growth (Sampene et al. 2021). Several previous studies have shown that universities can encourage entrepreneurship, for example, through the provision of entrepreneurship courses, and entrepreneurship projects, as well as in the form of entrepreneurship-based workshops and seminars (Zhen et al., 2024; Huang & Kee, 2024). Universities can also provide practical knowledge facilities from experienced business practitioners such as investors, distributors, and existing business partners to increase students' confidence in engaging as entrepreneurs. Students who feel encouraged to become entrepreneurs feel more confident and have a positive attitude toward entrepreneurship (Su et al., 2021). Therefore, the hypothesis is as follows:

H1: Perceived university support has a positive influence on entrepreneurial attitudes

1.2 The Effect of Attitude towards Entrepreneurship (ATT) on Entrepreneurial Intention (EI)

Attitude is a response to an assessment of specific actions. Education dramatically influences a person's attitude. Education can affect a person's positive attitude toward entrepreneurship (Anjum et al, 2021; Vamvaka et al., 2020). The knowledge students gain during the lecture can provide an overview of an entrepreneur's risks, challenges, benefits, and career prospects (Aga & Singh, 2022). A positive attitude towards entrepreneurship is formed if the students feel the perceived benefits, such as time flexibility and good career prospects (Meoli et al., 2020). Several previous studies have shown that positive attitudes significantly influence entrepreneurial intentions (Mahmoud et al., 2021; Gultom et al., 2020). Therefore, the hypothesis is formulated as follows:

H2: Attitude towards entrepreneurship has a positive effect on entrepreneurial intention

1.3 The Effect of University Support on Entrepreneurial Intention (EI)

Universities act as places to gain knowledge and as facilitators to shape students' entrepreneurial spirit (Makai & Dory, 2023). The support provided by the university includes an entrepreneurship-based curriculum, business mentoring, entrepreneurship training, and other activities to encourage innovation (Anjum et al., 2021). This support will increase students' motivation and intention to start a business independently. Through the entrepreneurial learning approach provided, it is hoped that universities can stimulate entrepreneurial intentions among students in choosing a career as an entrepreneur (Colman et al., 2019; Galvão et al., 2024). Therefore, the hypothesis is as follows:

H3: Perceived university support has a positive influence on entrepreneurial intention

2. RESEARCH METHODS

This study used a questionnaire that was distributed as a self-administered survey using the purposive sampling method. The respondents' criteria were 1. students at least 17 years of age, 2. having received entrepreneurship training from the university. There are three parts to the questionnaire, namely (1) questions regarding respondent criteria, (2) questions regarding respondent data, and (3) statements regarding the research. This study uses three variables measured on a numerical scale. The items for perceived university support are taken from Liu et al. (2022), attitude towards entrepreneurship is taken from Liñán & Chen (2011), and entrepreneurship intention is taken from Liu et al. (2022). The results of the study will be tested for validity and reliability. Validity and reliability testing using Confirmatory Factor Analysis (CFA) will then be followed by hypothesis testing with a T-table of 1.96.

3. RESULTS AND DISCUSSIONS

This study was distributed to 190 respondents. Of the data collected from 190 respondents, only 188 respondents were valid. Table 1.1 shows the respondents' data, which consists of gender, age, semester, and type of university.

Table 1. Respondent Data

	Total	Percentage
Gender		
Men	30	16%
Woman	158	84%
Age		
18-22	132	70,2%
23-27	53	28,2%
28-32	3	1,6%
Semester		
1-2	6	3,2%
3-4	13	6,9%
5-6	20	10,6%
7-8	94	50%
9-10	50	26,6%
>10	5	2,7%
Universitas Type		
Public	98	52,1%
Private	90	47,9%

Data validity and reliability are assessed using Confirmatory Factor Analysis. The validity criterion is met when it is above 0.5, and the reliability criterion is met when it is above 0.6 (Hair et al., 2019). The results of the assessment above show that all items meet the established validity and reliability criteria (see Table 2 for details).

Table 2. Validity dan Reliability

Variable	Item	Estimate	CR
EI	EI1	0.79	0.91
	EI2	0.77	
	EI3	0.76	
	EI4	0.80	
	EI5	0.82	

	EI6	0.83	
ATT	ATT1	0.56	0.84
	ATT2	0.81	
	ATT3	0.60	
	ATT4	0.73	
	ATT5	0.86	
PUS	PUS1	0.58	0.63
	PUS2	0.71	
	PUS3	0.51	

Meanwhile, the Goodness of Fit Index (GOF) for the study is as follows: CMIN/DF: 2.182; RMSEA: 0.80; GFI: 0.886; TLI: 0.925; CFI: 0.939. Then, hypothesis testing was carried out. The Goodness of Fit Index results in hypothesis testing are as follows: CMIN/DF: 2, 182; RMSEA: 0.80; GFI: 0.886; TLI: 0.925; CFI: 0.939. Meanwhile, the results of hypothesis testing are in Table 3.

Table 3 Hypothesis Results

Hypothesis	Std Estimate	C.R	P-Value	Information
PUS→ ATT	0.718	5.394	***	Supported (H1)
ATT→ EI	0.946	8.073	***	Supported (H2)
PUS→ EI	-0.050	-0.449	0.653	Not supported (H3)

PUS = Perceived University Support; SN = Subjective Norm; EI = Entrepreneurial Intention; ATT = Attitude. *** $p \leq 0.001$.

The results of hypothesis testing show that 2 hypotheses are supported and 1 unsupported. Perceived university support has the greatest influence on shaping a positive attitude toward entrepreneurship, which ultimately impacts entrepreneurial intentions.

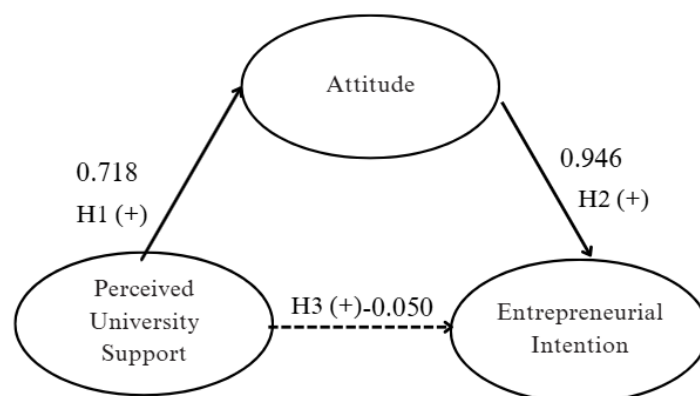


Figure 1. Hypothesis Results

4. CONCLUSION

This study aims to determine the role of perceived university support in shaping entrepreneurial intention. The results of this study show that there are two supported hypotheses and one unsupported hypothesis. Perceived university support positively affects Attitude (H1), Attitude affects entrepreneurial intention (H2). Meanwhile, the encouragement of the university to be entrepreneurial cannot directly influence entrepreneurial intention (H3). The results of this study indicate that universities have an important role in initiating the formation of young entrepreneurs. The encouragement provided by universities, such as training, entrepreneurship projects, entrepreneurship-based courses, and guest lectures with practitioners, can give a sense of confidence to prospective young entrepreneurs. Through entrepreneurship projects, students can directly experience learning to be an entrepreneur with all its prospects and challenges. Students who have a positive experience with entrepreneurial activities while studying at university will likely have a positive attitude towards entrepreneurship, increasing students' intentions to choose a career as an entrepreneur. Therefore, to increase the number of young entrepreneurs, universities must be able to create positive learning experiences for students, especially in entrepreneurship. In addition, universities must create a curriculum that enables students to feel that they are equipped with sufficient knowledge and entrepreneurial experience through business incubator facilities so that students can learn and directly practice the entrepreneurial skills they have acquired.

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