

# “The effect of relational support, educational support, personal attitudes and uncertainty on entrepreneurial intentions: An empirical investigation of university students”

<b>AUTHORS</b>	Joni Dwi Pribadi  Farika Nikmah  Erlangga Andi Sukma Cipto Wardoyo 
<b>ARTICLE INFO</b>	Joni Dwi Pribadi, Farika Nikmah, Erlangga Andi Sukma and Cipto Wardoyo (2023). The effect of relational support, educational support, personal attitudes and uncertainty on entrepreneurial intentions: An empirical investigation of university students. <i>Problems and Perspectives in Management</i> , 21(2), 309-322. doi: <a href="https://doi.org/10.21511/ppm.21(2).2023.31">10.21511/ppm.21(2).2023.31</a>
<b>DOI</b>	<a href="http://dx.doi.org/10.21511/ppm.21(2).2023.31">http://dx.doi.org/10.21511/ppm.21(2).2023.31</a>
<b>RELEASED ON</b>	Tuesday, 09 May 2023
<b>RECEIVED ON</b>	Monday, 28 November 2022
<b>ACCEPTED ON</b>	Thursday, 27 April 2023
<b>LICENSE</b>	 This work is licensed under a <a href="https://creativecommons.org/licenses/by/4.0/">Creative Commons Attribution 4.0 International License</a>
<b>JOURNAL</b>	"Problems and Perspectives in Management"
<b>ISSN PRINT</b>	1727-7051
<b>ISSN ONLINE</b>	1810-5467
<b>PUBLISHER</b>	LLC “Consulting Publishing Company “Business Perspectives”
<b>FOUNDER</b>	LLC “Consulting Publishing Company “Business Perspectives”



NUMBER OF REFERENCES

49



NUMBER OF FIGURES

2



NUMBER OF TABLES

5

© The author(s) 2023. This publication is an open access article.



## BUSINESS PERSPECTIVES



LLC "CPC "Business Perspectives"  
Hryhorii Skovoroda lane, 10,  
Sumy, 40022, Ukraine  
[www.businessperspectives.org](http://www.businessperspectives.org)

**Received on:** 28<sup>th</sup> of November, 2022

**Accepted on:** 27<sup>th</sup> of April, 2023

**Published on:** 9<sup>th</sup> of May, 2023

© Joni Dwi Pribadi, Farika Nikmah,  
Erlangga Andi Sukma, Cipto Wardoyo,  
2023

Joni Dwi Pribadi, Mgr., Lecturer,  
Business Administration Department,  
Faculty of Business Administration,  
State Polytechnic of Malang, Indonesia.  
(Corresponding author)

Farika Nikmah, Dr, Head of D4  
Program of Archives Management  
and Information Records, Faculty  
of Business Administration, State  
Polytechnic of Malang, Indonesia.

Erlangga Andi Sukma, Mgr., Business  
Administration Department, Faculty  
of Business Administration, State  
Polytechnic of Malang, Indonesia.

Cipto Wardoyo, Ph.D., Professor,  
Faculty of Economics and Business,  
State University of Malang, Indonesia.

Joni Dwi Pribadi (Indonesia), Farika Nikmah (Indonesia),  
Erlangga Andi Sukma (Indonesia), Cipto Wardoyo (Indonesia)

# THE EFFECT OF RELATIONAL SUPPORT, EDUCATIONAL SUPPORT, PERSONAL ATTITUDES AND UNCERTAINTY ON ENTREPRENEURIAL INTENTIONS: AN EMPIRICAL INVESTIGATION OF UNIVERSITY STUDENTS

## Abstract

Entrepreneurship is identical with the risk of uncertain environment or market. This risk makes many university graduates hesitant about pursuing a career as an entrepreneur. So that universities play an important role in producing graduates who are ready for entrepreneurship, to support them in terms of education, in addition to several other supporting factors such as family, friends, and especially themselves. This research objective is to analyze the effect of educational support, relational support, personal attitudes, and uncertainty on entrepreneurial intents. State university students in East Java, Indonesia, became the population in this study. This area was chosen because it is the biggest contributor to successful entrepreneurs in Indonesia. This study used a sample of 113 students. Although limited in number, they were evenly sourced from large and well-known universities, and a good entrepreneurial atmosphere was provided for the students. Statistical tests with AMOS were used to test this relationship. Normality assumption test, validity and reliability test, as well as hypothesis testing, are directed to look for the importance of the connection. Relational support has the strongest influence, followed by personal attitude, uncertainty, and the lowest is educational support. These results indicate that internal forces exert a stronger effect than external stimuli. This study found that academy graduates choose careers as entrepreneurs through various considerations. The strongest consideration is relational support. Those with an entrepreneurial family background have a stronger intention to be entrepreneurs.

## Keywords

entrepreneurship, entrepreneurial risk, country's domestic income, development country, young entrepreneurs

## JEL Classification

D81, E32, L26

## INTRODUCTION

Particularly for business actors with limited resources, the insecurity of the current scenario is a severe blow to the economy of a nation and the corporate world. Uncertainty seems to be an inseparable part of entrepreneurship, especially when combined with the Covid-19 crisis (Howell et al., 2020). Uncertainty is one of the things that count before someone chooses to have entrepreneurial intentions (Yunita et al., 2021). Entrepreneurial intentions are closely related to relational support (Yurtkoru et al., 2014). One's career choice decisions are influenced by family and friends (Turker & Selcuk, 2009; Moriano et al., 2011). The possibility of an entrepreneurial intention is related to the fact that there are family members who have become entrepreneurs previously (Jain & Ali, 2013). Furthermore, entrepreneurial intentions



This is an Open Access article, distributed under the terms of the [Creative Commons Attribution 4.0 International license](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted re-use, distribution, and reproduction in any medium, provided the original work is properly cited.

### Conflict of interest statement:

Author(s) reported no conflict of interest

are more strongly influenced by educational support (Ghofarany & Satrya, 2021; Yurtkoru et al., 2014). Universities play a big role in shaping students to have entrepreneurial intentions (Moriani et al., 2011). Universities that have a curriculum on entrepreneurship topics are able to produce students who work as entrepreneurs (Garaika, 2020).

Entrepreneurial inclinations are influenced by how environmental circumstances and individual attitudes interact (Vamvaka et al., 2020). Personal attitude is the strongest motivation in supporting entrepreneurial intentions (Dinc & Budic, 2016). Personal attitude gives a positive perception of an entrepreneurial career under any conditions (Siravajah & Achchuthan, 2013). A strong personal attitude chooses entrepreneurship not because of compulsion but because of a strong intention, understanding and believing that this career contains risks, but at the same time it provides opportunities if carried out with strategy, implementation of knowledge, adaptation, and an open nature to receive suggestions and criticism.

The factors supporting the establishment of business intents, described in this study, tried to involve the uncertainty variable, considering that the current business and social phenomenon are really uncertain. Conditions where market demand is increasingly changing, dynamic and ambiguous, make people think hard to take up a profession as an entrepreneur (Ahunov & Yusupov, 2017). Entrepreneurship is close to risk and uncertainty (Koudstaal et al., 2015). Disruption due to rapid technological developments also contributes to increased uncertainty (Chen & Tian, 2022). Not everyone will choose to be an entrepreneur, they choose to live safely by becoming employees who are guaranteed to get a salary every month. In general, in developing countries, most of the population earn a living as entrepreneurs. Likewise, in Indonesia. Therefore, the role of universities is necessary to grow entrepreneurial intentions for graduates, but by becoming strong entrepreneurs, having knowledge capital, being adaptive to technology, and having a global perspective.

---

## 1. LITERATURE REVIEW AND HYPOTHESES

Exploring occasion, taking it, and assisting other businesspersons to create new trade prospects are all aspects of entrepreneurship (Prajapati, 2019). The field of entrepreneurship is increasingly considered significant in spurring economic growth, innovation and job creation (A. Badeslecu & D. Badeslecu, 2013). Entrepreneurial creation must be based on conscious intention (Linan et al., 2011). One of the psychological characteristics of people is intention, which motivates individuals to acquire something or complete a task by incorporating components of their demands for knowledge and learning. The desire to know and learn from what one wants as a need is a component of intention, since it is one of the physical characteristics of human nature that motivates one to pursue an objective. Intentions are developed independently not out of compulsion, by equipping oneself with confidence, tenacity, both hard and soft skills, to be able to analyze sharply to unravel uncertainty.

Entrepreneurial intentions can be grown from the family environment, social environment and educational environment. A potential entrepreneur's subjective attitude and expectation on whether they would engage in entrepreneurial activities or not is known as their "business intent" (Krueger et al., 2000). Previous research found that entrepreneurial intentions are influenced by relational support (Ghofarany & Satrya, 2021; Yurtkoru et al., 2014; Kautonen et al., 2013), educational support (Kampanthong & Promisiri, 2021; Uddin & Bose, 2012), and personal attitude (Shirokova et al., 2016; Dinc & Budic, 2016; Owoseni, 2014). Recently, the question is whether all of these variables are sufficient to form entrepreneurial intentions, while conditions are changing rapidly and cannot be predicted. Uncertainty becomes a scourge so that university graduates think again about choosing to become entrepreneurs. So there are several studies that link entrepreneurial intentions with uncertainty (Yunita et al., 2021; Nguyen et al., 2021; Ozaralli & Rivenburgh, 2016).

Entrepreneurial intention is a condition where in someone's thoughts there is a wish to develop

a trade or create a new business (Chen & Tian, 2022). Entrepreneurial intention is a person's intent to create a business on the basis of implementing business conceptions that do not yet exist with something new (Garaika, 2020). The desire of people to take specific activities or behaviors by taking actions to choose a job as an entrepreneur is the objective of entrepreneurship (Dinc & Budic, 2016). It will undoubtedly be simpler for kids to create businesses and succeed in the future if they are encouraged to become entrepreneurs while they are still in school. So it is important to prepare early, both through family and education for young people to become tough, creative as entrepreneurs in the future. They position themselves as the party that creates jobs, not those looking for work.

The majority of people in Indonesia, a developing nation, work in the small company sector. Facing uncertain conditions requires young generations who have entrepreneurial intentions. Family and friend support is important (Yurtkoru et al., 2014; Turker & Selcuk, 2009), social environment and education are also triggers to foster entrepreneurial intentions (Moriano et al., 2011; Garaika, 2020), self-will is the main thing to realize entrepreneurial intentions (Dinc & Budic, 2016; Vamvaka et al., 2020), so that they dare to face uncertain situations (Koudstaal et al., 2015; Chen & Tian, 2022).

Relational support is encouragement from friends and family to pursue an entrepreneurial profession (Ghofarany & Satrya, 2021; Linan & Jaen, 2020; Ambad & Damit, 2016). Most of the decisions to choose as entrepreneurs are due to family and closest people (Altinay et al., 2012), especially if there are family members who are entrepreneurs, the intention increases (Zapkau et al., 2015). Relational support has a direct effect on entrepreneurial intent, according to several studies (Ghofarany & Satrya, 2021; Yurtkoru et al., 2014).

Relational support is formed by motivation and behavior (Gelaidan & Abdullateef, 2017). Due to their personal traits and the environment, people who have entrepreneurial goals may not actually be able to launch new firms (Kong et al., 2020). In this condition, someone with a

psychological state directs great attention to entrepreneurship. They are always curious by looking for various information to create more ideas to become business opportunities. The entrepreneurial spirit is very attached, by always trying to use the resources, information, technology or opportunities they have for entrepreneurial purposes (Kong et al., 2020). They have a soul striving to modification and achieve goal line by using networking and creativity. In word, they have a very strong entrepreneurial intention.

Relational support is the kind of encouragement that comes directly from family or close friends and can help someone set up business goals. Relational support has an important effect on someone's desire to launch their own business (Zapkau et al., 2015). Family is a strong factor influencing a child's career choice, and is accompanied by their experience of seeing the activities of their family who are also entrepreneurs. In light of this, it can be said that relational support refers to assistance provided by others in social connections, intimate relationships. Relational support will provide emotional support and further motivate someone to choose entrepreneurship.

In addition to relational support, educational support is also a factor that motivates someone to choose entrepreneurship. Entrepreneurship education is seen as an important component in the development of entrepreneurial intent (Maes et al., 2014; Denanyoh et al., 2015). Universities are institutions that play an essential role in boosting graduates to become entrepreneurs. A university, through the ideals of graduates produced, curriculum building, academic atmosphere, practices and certifications provided, can become student capital for entrepreneurial intentions. Universities have a great influence in creating entrepreneurial intentions in students (Yurtkoru et al., 2014). Numerous studies have revealed a correlation between young people's entrepreneurial intentions and success. because of the educational environment (Gasse & Tremblay, 2011; Ghofarany & Satrya, 2021).

Academic assistance includes things like the university setting, which includes amenities, in-

formation about the school, and suitable infrastructure (Yurtkoru et al., 2014). Students with an educational environment that supports their students for entrepreneurship tend to choose to do entrepreneurship. It is stated that students with good academic scores prefer to do entrepreneurship compared to students with mediocre grades (Liu et al., 2019). It is evident that higher institutions offer professional education as an effective way to achieve the required knowledge about entrepreneurship (Denanyoh et al., 2015). Through professional education in tertiary institutions, students will gain the required entrepreneurial knowledge.

Thus, universities are required to create a lot of training, workshops and seminars that stimulate students to get ideas in creating a business. Entrepreneurship education at university assists students develop high-level expertise and inventive competence, entrepreneurial spirit with a tough personality, and does not give up easily. Educational support is shown by the university providing sufficient knowledge and inspiration about entrepreneurship, also teaching students the capacity to assist both oneself and others, with independent businesses in order to realize a prosperous human life. Teaching about entrepreneurship has helped a nation's economy in creating jobs and economic success in both developing and developed nations. Students' entrepreneurial spirit needs to be encouraged from an early age, especially among those who now only perceive themselves as job seekers when they graduate from high school or college someday.

Educational support is very important for developing entrepreneurial attitudes and increasing intentions entrepreneurship for students (Prajapati, 2019). Dogan (2015) believes that educational support has a significant impact on the development of self-awareness in individuals about entrepreneurship characteristics. Educational support was also found to have a positive effect in fostering determination and persistence, helping them to overcome obstacles and inspire people to launch their own enterprises (Kuttim et al., 2014; Kalyoncuoglu et al., 2017), with the support of education a person will have a long-term and future-oriented entrepreneurial mindset (Rauch & Hulsink, 2015).

Apart from the two factors described above, personal attitude is also a factor in influencing entrepreneurial intentions. Personal attitude when associated with entrepreneurial intention is an act that is a person's ability to obtain opportunities by creating new businesses, adopting technological changes, and developing scale of operations, pursuing and investing profits. To thus finally obtain something that produces added value that benefits oneself and others. In conclusion, a person takes action not only for profit for himself, but the activities he carries out also provide benefits for others, such as contributing to job creation, which affects people's welfare by reducing the percentage/number of unemployment rates, reducing poverty rates, and economic equity.

There is an opinion that entrepreneurial intention is a planned, controlled, voluntary, inherent, intentional, innate behavior in which people occasionally have entrepreneurial ideas before taking action to establish a new venture (Vamvaka et al., 2020). With regard to entrepreneurship, attitudes toward entrepreneurship have been defined as perceptions of personal desire to become entrepreneurs (Ambad & Damit, 2016; Ghofarany & Satrya, 2021). Personal attitude leads to a guiding mindset, directs action to develop business knowledge and concepts for more professional entrepreneurship (Anjum et al., 2022). Personal attitude represents the aspiration to have a career as an entrepreneur (Karimi, 2019).

Individual attitude has a big influence on business intents (Otchengco & Akiate, 2021). Entrepreneurial intentions are more centered on individual desires and mentality, which requires process and persistence (Valliere, 2015). Research developments related to entrepreneurial intents develop in the personal attitude of the millennial generation towards entrepreneurial intentions (Koe et al., 2012), the development of plan behavior theory (Otchengco & Akiate, 2021; Yurtkoru et al., 2014), and combine personal attitude with relational support (Valliere, 2015).

One of the biggest problems entrepreneurs encounter is uncertainty (Ahunov & Yusupov, 2017). Uncertainty is a subjective phenomenon that is viewed through the lens of entrepreneurs'

alleged incapacity to foresee environmental changes (Nguyen et al., 2021). Entrepreneurs must contend with shifting markets, varying levels of competition, difficulties in obtaining financing, and changeable stakeholder behavior, everything that can lead to uncertain conditions. Two sources of uncertainty that entrepreneurs face are technological innovation and rapidly changing demand for products or services (Yunita et al., 2021).

Most agree that the environment, economic conditions and policies are consistently important for entrepreneurial activity. But there are also those who argue that uncertainty is closely related to the gradual shift of the economy towards a new balance, meaning creating gaps in the market and generating new demand that allows businesspersons to take advantage. This condition increases an entrepreneurial attitude that puts forward bright ideas and is full of confidence to pursue entrepreneurial intentions which for most people is considered a bad condition. Thus, it may be said that entrepreneurship is not always negatively impacted by economic uncertainty. Instead, it may serve as a surprise, screening out only the 'good' business ventures that survive. This condition can only be read by entrepreneurs and prospective entrepreneurs who dare to take chances. They are able to adapt, not deny the conditions that occur. They try to find opportunities, new ideas to provide needs in times of insecurity.

Entrepreneurs must contend with shifting markets, varying levels of competition, difficulties obtaining financing, and unpredictable stakeholder behavior (Yunita et al., 2021). Important sources of entrepreneurial uncertainty are technological innovation and demand for products or services. First, businesspeople could struggle to precisely foresee how technology would develop (Song & Montoya-Weiss, 2001). Second, business owners typically do not have any control over the demand for services or product (Peidro et al., 2010), particularly early-stage business owners who lack the routine of dealing with unexpected problems that arise from foreign markets (McKelvie et al., 2011). Given that entrepreneurship has a main contribution to the economy of a developing nation, it is a con-

cern to place college graduates, there are some or more who choose to become entrepreneurs. There is support from the family, environment, education and provision to face uncertainty to become a tenacious entrepreneur.

This study intends to investigate the elements that may affect college graduates' motivation in starting their own businesses. It involves independent variables, relational support, educational support, personal attitude and uncertainty. It has been explained previously that relational support provides very strong support for entrepreneurial intentions (Zapkau et al., 2015; Gelaidan & Abdullateef, 2017; Kong et al., 2020), then educational support does the same, that the educational atmosphere that provides space for students to develop business ideas creates a person's stronger entrepreneurial intentions (Kuttim et al., 2014; Rauch & Hulsink, 2015). Factors from within a person are individual attitudes that also have a significant effect on one's desire to pursue entrepreneurial objectives (Valliere, 2015; Otchengco & Akiate, 2021). In fact, uncertain business conditions are increasingly challenging and can create opportunities for those who already have entrepreneurial intentions (Ahunov & Yusupov, 2017; Nguyen et al., 2021). According to the reviews before, the study's hypotheses are:

- H1: Relational support (X1) positively and significantly influences one's intent to start a business. (Y).*
- H2: Educational support (X2) positively and significantly influences one's intent to start a business. (Y).*
- H3: Personal attitude (X3) positively and significantly influences one's intention to start a business. (Y).*
- H4: Uncertainty (X4) positively and significantly influences one's intent to start a business. (Y).*

## 2. METHODOLOGY

This research was tested statistically, using path analysis with AMOS. The independent varia-

ble (X) is represented by relational support (X1), educational support (X2), personal attitude (X3) and uncertainty (X4). The dependent variable (Y) is entrepreneurial intention. The data were obtained from the answers of the respondents, where the respondents were state university students in East Java, Indonesia. Then the email is obtained from the student database, which provides complete student information, making it easier to find student email addresses.

The questionnaire was sent via email, and as many as 113 students responded and sent back the questionnaire along with the answers. This study took a little time to collect respondents' answers, because most Indonesians are not accustomed to using email as a communication and it seems unethical if the request as a re-

spondent is sent by the researcher through a telephone number, such as WhatsApp. Finally, after four months, 113 students gave their responses. Based on the description of variables, indicators and items, the framework of this study was created (see Figure 1).

The description of the items in this study was adopted from several previous studies, such as Ghofarany and Satrya (2021), Linan and Jaen (2020) for relational support variable, Denanyoh et al. (2015), Ghofarany and Satrya (2021) for educational support variable, Dinc and Budic (2019) for personal attitude, Yunita et al. (2021) for uncertainty variable and entrepreneurial intention variable from Ghofarany and Satrya (2021), then used as material for the questionnaire as shown in Table 1.

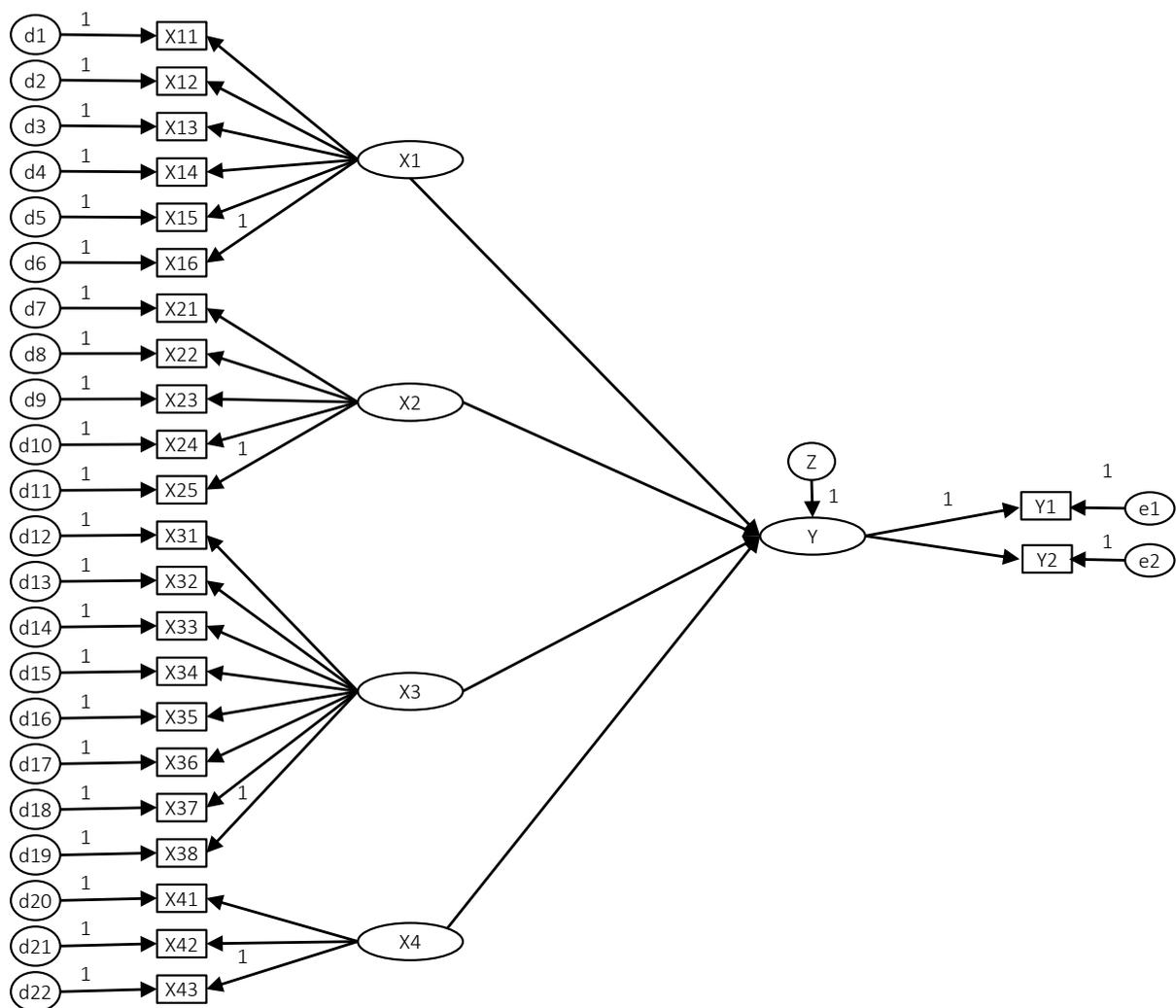


Figure 1. Proposed research model

**Table 1.** Measurement items of the questionnaire used in this study

Observed variables	Resources
<b>Relational support</b>	
My parents would support me if I decided to start my own business	Ghofarany and Satrya (2021), Linan and Jaen (2020)
My family will be there to support me whether I made the decision to start my own business	
My close network (from job, school, and the neighborhood) will assist me if I decide to launch my own business	
My friends will encourage me to start my own business if I choose to do so	
My lecturer will help me if I decide to start my own business	
My social media acquaintances on the social networks will support me if I decide to begin my own business	
<b>Educational Support</b>	
My university's curriculum inspires me to come up with original business concepts	Denanyoh et al. (2015), Ghofarany and Satrya (2021)
My entrepreneurial talents and abilities are growing thanks to my university	
The relevant entrepreneurship knowledge is offered by my university	
My chances of starting my own business are improved by having access to the Internet at the university	
ICT use at university inspires me to come up with innovative business concepts	
<b>Personal Attitude</b>	
I would feel quite satisfied if I were an entrepreneur	Dinc and Budic (2016)
I am interested in a career as an entrepreneur	
Of all the possibilities, I would choose to be an entrepreneur	
I believe there are more benefits than drawbacks to being an entrepreneur	
I would like to launch a business if I had the chance and the means to do so	
For me, starting a business and keeping it operational would be simple	
I am capable of creating an entrepreneurial project	
I am sure of success in the future as an entrepreneur	
<b>Uncertainty</b>	
Life is filled with hardships and uncertainty	Yunita et al. (2021)
Technology is unpredictable because of how quickly things change	
Beginning business owners cannot handle unforeseen issues	
<b>Entrepreneurial Intention</b>	
I will do my best to be a successful entrepreneur	Ghofarany and Satrya (2021)
Launching my own business is my professional ambition	

### 3. RESULTS

The statistical tests are normality test, reliability and validity test, and hypothesis testing. The purpose of the normalcy assumption test is to ascertain whether or not the data utilized in this investigation are normally distributed. Skewness and kurtosis are tested for normality using a multivariate approach. The criteria for testing the normal distribution are when the critical ratio multivariate (CR-multivariate) is between the critical Z value of  $\pm 2.58$

**Table 2.** Normality assumption results

Normality Multivariate	C.R.
26.815	2.595

Note: n = 113.

Table 2 shows that the multivariate CR value is 2,595. This finding suggests that the value is between the critical value of Z of  $\pm 2.58$ . Thus the study's data are normally distributed.

Continued on testing the validity and reliability. Validity is seen from its AVE value. A variable is said to be valid if the root of the AVE is greater than the correlation between constructs. The results of the validity test are seen through the explanation below (see Table 3).

Average Variance Extracted (AVE) and composite reliability calculations are two that can be used to measure dependability. If the AVE is bigger than 0.5 or the composite reliability is bigger than 0.7, according to the test conditions, then the indicator measuring the latent variable is declared reliable.

The relationship support, educational support, personal attitude, uncertainty, and entrepreneurial intention variables all generate an AVE value larger than 0.5, according to the reliability test in Table 4. Thus, it can be said that all indicators used to measure these variables are trustworthy. The variables of relational support, educational support, personal attitude, uncertainty, and entrepre-

**Table 3.** AVE results for validity

Latent variable	Entrepreneur intention	Relational support	Educational support	Personal attitude	Uncertainty
Entrepreneur intention	0.808	–	–	–	–
Relational support	0.747	0.730	–	–	–
Educational support	0.573	0.381	0.747	–	–
Personal attitude	0.675	0.452	0.512	0.715	–
Uncertainty	0.660	0.447	0.252	0.413	0.822

Note: n = 113.

**Table 4.** Construct reliability analysis results

Variable	AVE	Composite Reliability
Relational support	0.559	0.863
Educational support	0.512	0.893
Personal attitude	0.676	0.862
Uncertainty	0.652	0.790
Entrepreneur intention	0.532	0.871

Note: n = 113.

neurial intention have a composite reliability that is larger than 0.7. Thus, it is declared that all indicators used to measure these variables are reliable.

The purpose of hypothesis testing is to determine whether exogenous variables have an impact on endogenous variables. The probability value can be used to determine hypothesis testing. According to the test requirements, a positive and significant effect exists if the path coefficient is positive with an absolute Critical Ratio (CR) from a T-table of 1.96 or probability (one tailed) level of significance (alpha (= 5%)) between exogenous and endogenous variables. Table 5 provides an overview of the analysis' findings.

Based on the information in Table 5, all exogenous variables show a positive path coefficient with absolute Critical Ratio (CR) > T-table (1.96) or probability < significance level (alpha (= 5%)). As a result, it can be concluded that uncertainty, personal attitude, and relationship support have a favorable and significant impact on entrepreneurial ambition.

The results of the model after modification with independent variables were declared to be normally distributed, valid and reliable, and based on hypothesis testing, all exogenous variables had a positive and significant influence on the endogenous variables. The modified model is presented in Figure 2.

According to Figure 2, the model modification that has been carried out in this study is based on Arbuckle's theory, which discusses how to modify the model by looking at the resulting modification indices. Arbuckle explained that Modification Indices provide several recommendations for adding connections, which can reduce the chi-square value so as to create the model fitter. Modification Indices can produce better model modifications. This can be seen by the influence of the correlation between the measurement error on exogenous variables (relational support, educational support, personal attitude and uncertainty) and endogenous variables, entrepreneurial intentions, which results in significant changes to the goodness of the model.

**Table 5.** Hypotheses testing

Exogenous variables	Endogenous variables	Path Coefficient	S.E.	C.R.	Results
Relational support	Entrepreneur intention	0.411	0.139	3.576	Supported
Educational support		0.207	0.093	2.124	Supported
Personal attitude		0.250	0.125	2.335	Supported
Uncertainty		0.321	0.086	3.273	Supported

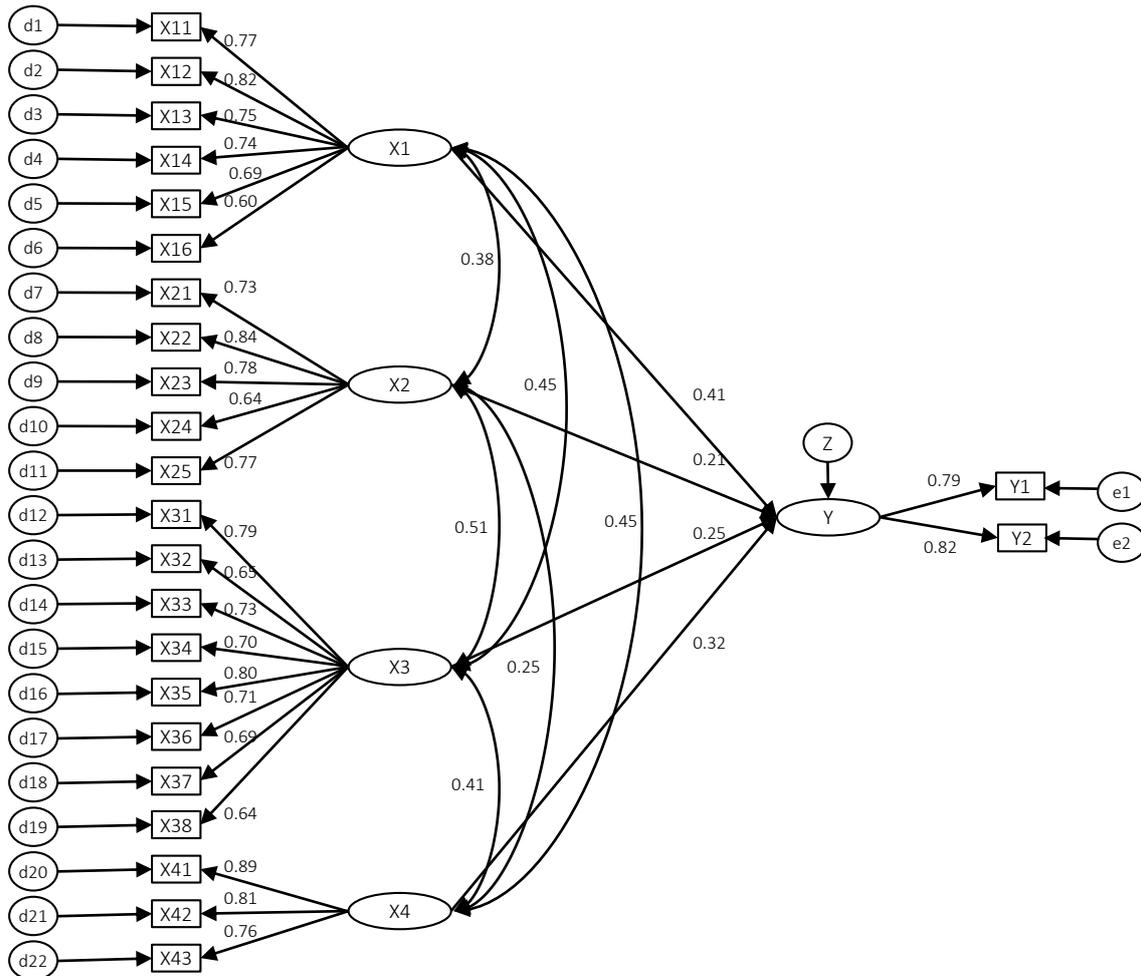


Figure 2. Modification model

## 4. DISCUSSION

Entrepreneurial intention is not born out of compulsion, but comes from intentions, desires, which become ideals and strive to make them happen. Then there is good interaction every day with the habits that exist in their family (Yurtkoru et al., 2014). Coming from an entrepreneurial family, having a favorite figure who moves as an entrepreneur, is a condition that further strengthens entrepreneurial intention. The biggest influence is the family (Ghofarany & Satrya, 2021), seeing and being involved every day gives a sense of belonging, which is internalized in thoughts and actions. The ability to analyze potential and risks is increasingly honed and puts forward new ideas to be realized in their own business in the future.

Relational support has a significant effect on how entrepreneurial intentions are formed.

This factor makes individuals consciously believe in their choice to become entrepreneurs. They already understand the risks and opportunities that will be faced. They are one step ahead of others in viewing a career as an entrepreneur. If others have doubts because they are worried about the risks and uncertainties, not them. It's like if others see it as a threat, they see it as a challenge. How they conquer it, explore it, then look for solutions and do not forget to think about the benefits of the actions taken. In line with previous studies, like Ghofarany and Satrya (2021) and Yurtkoru et al. (2014), relational assistance significantly improves entrepreneurs' intentions. The support of others gives people the confidence to run their business. As the saying goes "the pleasure of parents is the beginning of the blessing of God", so that it is certain that if there are problems later, many people will help and pray to get out of these problems.

Entrepreneurial intention is significantly influenced by personal attitude, although not as strong as relational support. Entrepreneurial spirit is not born suddenly let alone a compulsion (Ambad & Damit, 2016). Entrepreneurial intention appears with a conscious feeling, a strong desire, has passion for this field, and feels confident about the opportunities in the future (Vamvaka et al., 2020). Then to make it happen, by trying to form thoughts, points of view and some concrete actions to lead to realizing their intentions.

Personal attitude is more on the factors of self. How does one interpret the entrepreneurial profession, how does one view it as a brilliant career in the future, and how does one have an independent spirit and the desire to benefit others? This spirit is important, because entrepreneurship is faced with situations that are often unexpected, it requires speed of thinking, adapting by considering the smallest possible risk. Not only selfish thinking about themselves, but there are many people who are affected by the policies that will be taken. Besides, also thinking about the benefits to maintain the business. Personal attitude gives a picture of someone who is strong as an entrepreneur and has a social spirit, who prioritizes the interests of the public rather than personal interests.

Additionally, this study discovered that aid for schooling had a favorable and significant effect, although it was weak. Educational support only facilitates entrepreneurial intention when students already have strength in relational support and personal attitude. However, this cannot be underestimated, entrepreneurial intention also needs external support, and educational support is one of them (Maes et al., 2014). When a student has a strong entrepreneurial intention, this intention will be realized more easily if it is also supported by the surrounding environment. There are courses related to entrepreneurship, there are campus programs that foster entrepreneurial intentions, there are teams formed to take part in national and international entrepreneurship events, and there are laboratories that can be used to study strategy, analysis, and business plans.

Educational support is only a support for the previous factors. If someone already has strong support from the immediate environment, then a strong entrepreneurial spirit grows, both ways of thinking and acting, will be more honed if supported by a supportive educational environment as well. There is a curriculum that includes entrepreneurship as a compulsory subject, there is a laboratory as a place to explore business ideas, there is assistance from lecturers who discuss current business issues, and many other situations that can be created by educational institutions. The existence of a comfortable environment to discuss the topic of entrepreneurship causes the stronger intention to engage in entrepreneurship. It internalized in the mind and implemented in actions such as analyzing the problem of business failure in society, what causes it, and what it should be like.

As it is today, the world is facing the era after the Covid-19 pandemic, and it is widely known that entrepreneurship has been badly affected. Many businesses have closed, taken on debt, laid off, and struggled to get back on their feet. However, for those who has an entrepreneurial spirit, this condition has been predicted before. Business is always faced with conditions of profit and loss, and this pandemic is a manifestation of this loss. The key to success is not to be at your peak, have a lot of profit, but how to get up again and not drown when faced with failure.

Meanwhile, uncertainty for students is a challenge. If they do come from a family of entrepreneurs, then this condition is common (Ahunov & Yusupov, 2017). As entrepreneurs, the risk is in front of their eyes. At any time, they must be able to act creatively to win in competition with large companies. How to win with small capital, simple technology, and limited human resource capabilities. How to deal with government regulations that change all the time, especially in dealing with rapidly changing market tastes. Thus, the actual state of entrepreneurship has always been uncertain, moreover, the conditions are now becoming increasingly difficult to predict. The Covid-19 pandemic is the peak that makes change even more real, and there is no choice but to follow these changes, if they want to survive (Yunita et al., 2021).

## CONCLUSION

The objective of the study is to investigate how educational support, personal attitude, relationship support, and uncertainty variables affect entrepreneurial intentions, showing positive results and in line with the proposed hypothesis. Relational support provides the strongest influence, followed by personal attitude, then uncertainty and lastly educational support. These results suggest that entrepreneurs are also often born into families with an entrepreneurial background. While other factors are strengthening and sustaining factors, the more determined person should start their own business.

The educational support variable has the lowest influence on entrepreneurial intentions. This shows that to have an entrepreneurial spirit, the key is in the background of the family and the immediate environment. If someone has entrepreneurial parents, then every day he sees this model stuck in his mind. Also another nearby environment. Friends, relatives, where they work as entrepreneurs and have achieved success, give a strong motivation to follow in these footsteps. In addition, strong encouragement from oneself. He has desire to continue his parent's business or even make it better, by involving technology, updating knowledge or having a more visionary vision, by entering the international market. These two forces will only be slightly shaken by uncertainty. They are used to being tough and addressing uncertainty as a risk that must be faced. When uncertainty arose, he would try to analyze how he could survive and win in that uncertainty. While educational support is only a reinforcement of the three previous conditions, educational support strengthens and polishes entrepreneurial intentions to become more stable, by honing creative ideas in the laboratory, which is an educational facility; there are discussions and other meetings that discuss obstacles and opportunities for entrepreneurship, thus strengthening the intentions that actually already exist. When these three conditions have been created, added to being in a setting at a university that encourages the development of talents and competencies to become entrepreneurs, then entrepreneurial intentions will easily be realized.

This study is still limited to respondents who are homogeneous and come from one community. It is hoped that further research will provide a touch on the addition of variables related to entrepreneurial intentions, with a wider range of respondents, as well as the reality that conditions are not only uncertain, but also ambiguous and agile, where changes move quickly.

## AUTHOR CONTRIBUTIONS

Conceptualization: Joni Dwi Pribadi, Farika Nikmah, Erlangga Andi Sukma, Cipto Wardoyo.

Data curation: Joni Dwi Pribadi, Farika Nikmah, Erlangga Andi Sukma, Cipto Wardoyo.

Formal analysis: Joni Dwi Pribadi, Farika Nikmah, Erlangga Andi Sukma.

Funding acquisition: Joni Dwi Pribadi.

Investigation: Joni Dwi Pribadi, Farika Nikmah, Erlangga Andi Sukma.

Methodology: Joni Dwi Pribadi, Farika Nikmah, Erlangga Andi Sukma, Cipto Wardoyo.

Project administration: Joni Dwi Pribadi, Erlangga Andi Sukma.

Resources: Joni Dwi Pribadi, Farika Nikmah, Erlangga Andi Sukma, Cipto Wardoyo.

Software: Joni Dwi Pribadi, Erlangga Andi Sukma.

Supervision: Joni Dwi Pribadi.

Validation: Joni Dwi Pribadi, Cipto Wardoyo.

Visualization: Joni Dwi Pribadi, Farika Nikmah.

Writing – original draft: Joni Dwi Pribadi, Farika Nikmah, Erlangga Andi Sukma, Cipto Wardoyo.

Writing – review & editing: Joni Dwi Pribadi, Cipto Wardoyo.

## REFERENCES

1. Ahunov, M., & Yusupov, N. (2017). Risk attitudes and entrepreneurial motivations: Evidence from transition economies. *Economics Letters*, 160(1), 7-11. <https://doi.org/10.1016/j.econlet.2017.08.016>
2. Altinay, L., Madanoglu, M., Daniele, & Lashley, R. (2012). The influence of family tradition and psychological traits on entrepreneurial intention. *International Journal of Hospitality Management*, 31(2), 489-499. <https://doi.org/10.1016/j.ijhm.2011.07.007>
3. Ambad, S. N., & Damit, D. (2016). Determinants of Entrepreneurial Intention among Undergraduate Student in Malaysia. *Procedia Economic and Finance*, 37(1), 108-114. [https://doi.org/10.1016/S2212-5671\(16\)30100-9](https://doi.org/10.1016/S2212-5671(16)30100-9)
4. Aminu, I. M. (2015). *Mediating Role of Acces to Finance and Moderating Role of Business Environment on the Relationship Between Strategic Orientation Attributes and Performance of Small and Medium Enterprises in Nigeria* (Doctoral Thesis). Kedah: School of Business Management Universiti Utara Malaysia. Retrieved from [https://etd.uum.edu.my/5308/2/s94308\\_abstract.pdf](https://etd.uum.edu.my/5308/2/s94308_abstract.pdf)
5. Anjum, T., Amoozegar, A., Farrukh, M., & Heidler, P. (2022). Entrepreneurial intentions among business students: the mediating role of attitude and the moderating role of university support. *Education þ Training Emerald Publishing*, 1-20. <https://doi.org/10.1108/ET-01-2021-0020>
6. Badeslecu, A., & Badeslecu, D. (2013). How Entrepreneurial are Doctoral Students? Some Evidence from Romania. *Journal of Eastern Europe Research in Business & Economics*, 2013, 1-11. <http://dx.doi.org/10.5171/2013.186798>
7. Chen, H., & Tian, Z. (2022). Environmental uncertainty, resource orchestration and digital transformation: A fuzzy-set QCA approach. *Journal of Business Research*, 139, 184-193. <https://doi.org/10.1016/j.jbusres.2021.09.048>
8. Cramer, J., Hartog, J., Jonker, N., & Van Praag, C. (2002). Low risk aversion encourages the choice for entrepreneurship: an empirical test of a truism. *Journal of Economic Behavior & Organization*, 48(1), 29-36. [https://doi.org/10.1016/S0167-2681\(01\)00222-0](https://doi.org/10.1016/S0167-2681(01)00222-0)
9. Denanyoh, R., Adjei, K., & Nyemekye, G. (2015). Factors that impact on entrepreneurial intention of tertiary students in Ghana. *International Journal Business Social*, 5(3), 19-29. Retrieved from <https://the-journalofbusiness.org/index.php/site/article/view/693/506>
10. Dinc, M. S., & Budic, S. (2016). The Impact of Personal Attitude, Subjective Norm, and Perceived Behavioural Control on Entrepreneurial Intentions of Women. *Eurasian Journal of Business and Economics*, 9(17), 23-35. <https://doi.org/10.17015/ejbe.2016.017.02>
11. Dogan, E. (2015). The effect of entrepreneurship education on entrepreneurial intention of university students in Turkey. *Ekonometri ve İstatistik Sayı*, 23, 79-93. Retrieved from <https://dergipark.org.tr/download/article-file/270093>
12. Garaika. (2020). Determinants of the Social Entrepreneurial Intention of Young Entrepreneurs in Indonesia. *International Journal of Innovation, Creativity and Change*, 12(3), 356-374. Retrieved from [https://www.ijicc.net/images/vol12/iss3/12338\\_Garaika\\_2020\\_E\\_R.pdf](https://www.ijicc.net/images/vol12/iss3/12338_Garaika_2020_E_R.pdf)
13. Gasse, Y., & Tremblay, M. (2011). Entrepreneurial beliefs and intentions: a cross-cultural study of university students in seven countries. *International Journal of Business*, 16(4), 303. Retrieved from <https://ijb.cyut.edu.tw/var/file/10/1010/img/857/V164-1.pdf>
14. Gelaidan, H. M., & Abdullateef, A. (2017). Entrepreneurial intentions of business students in Malaysia: The role of self-confidence, educational and relation support. *Journal of Small Business and Enterprise Development*, 24(1), 54-67. <https://doi.org/10.1108/JSBED-06-2016-0078>
15. Ghofarany, E. M., & Satrya, A. (2021). Entrepreneurial Intention Among Students During the Covid-19 Pandemic: Exploring Contextual Factor of Entrepreneurial Intention. *Proceedings of the Seventh Padang International Conference On Economics Education, Economics, Business and Management, Accounting and Entrepreneurship (PICEEBA 2021)* (pp. 309-31). Padang, Indonesia: Atlantis Press. Retrieved from <https://www.atlantis-press.com/proceedings/piceeba-21/125963937>
16. Howell, N. M., Galucia, N., & Swinford, E. (2020). Recovering from the COVID-19 Pandemic: A Focus on Older Adults. *Journal of Aging & Social Policy*, 32(4-5), 526-535. <https://doi.org/10.1080/08959420.2020.1759758>
17. Jain, R., & Ali, S. (2013). A review of facilitators, barriers and gateways to entrepreneurship: direction for future research. *South Asian Journal of Management*, 20(3), 122-163. Retrieved from <https://www.proquest.com/docview/1450594861>
18. Kalyoncuoglu, S., Aydıntan, B., & Goksel, A. (2017). The effect of entrepreneurship education on entrepreneurial intention: An experimental study on undergraduate business students. *Journal of Management Research*, 9(3), 72-91. <https://doi.org/10.5296/jmr.v9i3.11282>
19. Kampanthong, K., & Promisiri, T. (2021). Antecedents of Digital Entrepreneurial Intention. *Turkish Journal of Computer and Mathematics Education*, 12(13), 7099-7109. Retrieved from <https://turcomat.org/index.php/turkbilmat/article/view/10149>
20. Karimi, S. (2019). The role of entrepreneurial passion

- in the formation of students' entrepreneurial intentions. *Applied Economics*, 52(3), 331-344. <https://doi.org/10.1080/00036846.2019.1645287>
21. Kautonen, T., Van Gelderen, M., & Tornikoski, E. (2013). Predicting entrepreneurial behaviour: a test of the theory of planned behaviour. *Applied Economics*, 45(6), 697-707. <http://dx.doi.org/10.1080/00036846.2011.610750>
  22. Koe, W., Sa'ari, J., Majid, I., & Ismail, K. (2012). Determinants of entrepreneurial intention among millennial generation. *Procedia - Social and Behavioral Sciences*, 40, 197-208. <https://doi.org/10.1016/j.sbspro.2012.03.181>
  23. Kong, F., Zhao, L., & Tsai, C.-H. (2020). The Relationship Between Entrepreneurial Intention and Action: The Effects of Fear of Failure and Role Model. *Frontier in Psychology*, 11, 1-9. <https://doi.org/10.3389/fpsyg.2020.00229>
  24. Koudstaal, M., Sloof, R., & Van Praag, M. (2015). Risk, Uncertainty and Entrepreneurship: Evidence from a Lab-in-the-Field Experiment. *Management Science* 62(10), 2897-2915. <https://doi.org/10.1287/mnsc.2015.2249>
  25. Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing role models of entrepreneurial intentions. *Journal of Business Venture*, 15(5-6), 411-432. [http://dx.doi.org/10.1016/S0883-9026\(98\)00033-0](http://dx.doi.org/10.1016/S0883-9026(98)00033-0)
  26. Kuttim, M., Kallaste, M., Venesaar, U., & Kiis, A. (2014). Entrepreneurship education at university level and students' entrepreneurial intentions. *Procedia-Social and Behavioral Sciences*, 110, 658-668. <https://doi.org/10.1016/j.sbspro.2013.12.910>
  27. Linan, F., & Jaen, I. (2020). The Covid-19 pandemic and entrepreneurship: some reflections. *International Journal Emerging Market*, 17(5), 1165-1174. <https://doi.org/10.1108/IJOEM-05-2020-0491>
  28. Linan, F., Rodríguez-Cohard, J., & Rueda-Cantuche, J. (2011). Factors affecting entrepreneurial intention levels: a role for education. *International Entrepreneurship and Management Journal*, 7, 195-218. <http://dx.doi.org/10.1007/s11365-010-0154-z>
  29. Liu, X., Lin, C., & Zhao, G. (2019). Research on the effects of Entrepreneurial Education and entrepreneurial self-Efficacy on College Students' Entrepreneurial Intention. *Frontier in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.00869>
  30. Maes, J., Leroy, H., & Sels, L. (2014). Gender differences in entrepreneurial intentions: A TPB multi-group analysis at factor and indicator level. *European Management Journal*, 32(5), 784-794. <https://doi.org/10.1016/j.emj.2014.01.001>
  31. McKelvie, A., Haynie, J., & Gustavsson, V. (2011). Unpacking the uncertainty construct: Implications for entrepreneurial action. *Journal of Business Venturing*, 26(3), 273-292. <https://doi.org/10.1016/j.jbusvent.2009.10.004>
  32. Moriano, J., Gorgievski, M., Laguna, M., Stephan, U., & Zarafshani, K. (2011). A cross-cultural approach to understanding entrepreneurial intention. *Journal of Career Development*, 39(2), 162-185. <https://doi.org/10.1177/0894845310384481>
  33. Nguyen, B., Schinckus, C., Canh, N., & Thanh, S. (2021). Economic Policy Uncertainty and Entrepreneurship: A Bad for a Good? *The Journal of Entrepreneurship*, 30(1), 81-133. <https://doi.org/10.1177/0971355720974819>
  34. Otchengco, A. M., & Akiate, Y. (2021). Entrepreneurial intentions on perceived behavioral control and personal attitude: moderated by structural support. *Asia Pacific Journal of Innovation and Entrepreneurship*, 15(1), 14-26. <https://doi.org/10.1108/APJIE-08-2020-0124>
  35. Owoseni, O. (2014). The influence of some personality factors on entrepreneurial intentions. *International Journal of Business and Social Science*, 5(1), 278-284. Retrieved from [https://ijbssnet.com/journals/Vol\\_5\\_No\\_1\\_January\\_2014/31.pdf](https://ijbssnet.com/journals/Vol_5_No_1_January_2014/31.pdf)
  36. Ozaralli, N., & Rivenburgh, N. (2016). Entrepreneurial intention: antecedents to entrepreneurial behavior in the U.S.A. and Turkey. *Journal of Global Entrepreneurship Research*, 6(3), 1-32. <http://dx.doi.org/10.1186/s40497-016-0047-x>
  37. Peidro, D., Mula, J., Jimenez, M., & del Mar Botella, M. (2010). A fuzzy linear programming based approach for tactical supply chain planning in an uncertainty environment. *European Journal of Operational Research*, 205(1), 65-80. <https://doi.org/10.1016/j.ejor.2009.11.031>
  38. Prajapati, B. (2019). Entrepreneurial Intention Among Business Students: The Effect of Entrepreneurship Education. *Westcliff International Journal of Applied Research*, 3(1), 54-69. <https://doi.org/10.47670/wuwi-jar201931BP>
  39. Rauch, A., & Hulsink, W. (2015). Putting Entrepreneurship Education Where the Intention to Act Lies: An Investigation into the Impact of Entrepreneurship Education on Entrepreneurial Behavior. *Academy of Management Learning & Education*, 14(2), 187-204. <http://dx.doi.org/10.5465/amle.2012.0293>
  40. Shirokova, G., Osiyevskyy, O., & Bogatyreva, K. (2016). Exploring the intention-behavior link in student entrepreneurship: Moderating effects of individual and environmental characteristics. *European Management Journal*, 34(4), 386-399. <http://dx.doi.org/10.1016/j.emj.2015.12.007>
  41. Siravajah, K., & Achchuthan, S. (2013). Entrepreneurial Intention Among Undergraduates: Review of Literature. *European Journal of Business and Management*, 5(5), 172-186. Retrieved from <https://www.iiste.org/Journals/index.php/EJBM/article/view/4566>
  42. Song, M., & Montoya-Weiss, M. (2001). The effect of perceived technological uncertainty on Japanese new product

- development. *Academy of Management Journal*, 44(1), 61-80. Retrieved from <https://www.jstor.org/stable/3069337>
43. Turker, D., & Selcuk, S. (2009). Which factors affect entrepreneurial intention of university students? *Journal of European Industrial Training*, 33(2), 142-159. <https://doi.org/10.1108/03090590910939049>
44. Uddin, M., & Bose, T. (2012). Determinants of entrepreneurial intention of business students in Bangladesh. *International Journal of Business and Management*, 7(24), 128-137. <http://dx.doi.org/10.5539/ijbm.v7n24p128>
45. Valliere, D. (2015). An effectuation measure of entrepreneurial intent. *Procedia – Social and Behavioral Sciences*, 169, 131-142. <https://doi.org/10.1016/j.sbspro.2015.01.294>
46. Vamvaka, V., Stoforos, C., Palaskas, T., & Botsaris, C. (2020). Attitude toward entrepreneurship, perceived behavioral control, and entrepreneurial intention: dimensionality, structural relationships, and gender differences. *Journal of Innovation and Entrepreneurship*, 9(5), 1-26. <https://doi.org/10.1186/s13731-020-0112-0>
47. Yunita, T., Nursal, M., Fikri, A., & Meutia, K. (2021). Pandemic Covid-19 and Uncertainty: Impacts on Students Entrepreneurial Intentions. *International Journal of Entrepreneurship and Business Development*, 4(6), 897-908. <https://doi.org/10.29138/ijebd.v4i6.1538>
48. Yurtkoru, E. S., Kuşcu, Z., & Doğanay, A. (2014). Exploring the antecedents of entrepreneurial intention on Turkish university students. *Social and Behavioral Sciences*, 150, 841-851. <https://doi.org/10.1016/j.sbspro.2014.09.093>
49. Zapkau, F., Schwens, C., Steinmetz, H., & Kabst, R. (2015). Disentangling the effect of prior entrepreneurial exposure on entrepreneurial intention. *Journal of Business Research*, 68(3), 639-653. <https://doi.org/10.1016/j.jbusres.2014.08.007>