

THE ROLE OF FAMILY SUPPORT, LEARNING ACHIEVEMENT AND STUDENT ENTREPRENEURIAL INTENTION

Siti Nur Halizah, Rahayu Mardikaningsih

Universitas Sunan Giri Surabaya

correspondence: rahayumardikaningsih@gmail.com

Abstract - Entrepreneurship is a potential solution for the economy. Entrepreneurship contributes to solving economic problems by creating entrepreneurs. In the current economic and social environment, there is a real challenge for students regarding the choice of desired employment. However, it is not as easy as imagined that after graduating from college there are students who have become unemployed, which makes it a separate alert for them to prepare for the job they want or even create jobs to reduce unemployment. For this reason, it is very important to have entrepreneurial intentions because entrepreneurship can provide an effective solution so that the unemployment rate among undergraduates is reduced. The purpose of this study is to investigate whether family support variables and learning achievement variables have an influence on entrepreneurial intentions in college students. The data for this study were obtained through distributing structured questionnaires to 100 student respondents in Surabaya. The sampling technique for this study is random sampling. Furthermore, the data analysis of this study utilizes multiple linear regression. Then the results of the study revealed a positive and significant direct influence between family support and learning achievement on entrepreneurial intention.

Keywords: family support, learning achievement, entrepreneurial intention, college.

INTRODUCTION

Entrepreneurship plays an important role in various aspects of life including social and economic aspects of a country (Salim & Anis, 2021). Entrepreneurship indicates the development of a business skill and a positive attitude towards various obstacles and uncertain risks (Putra, 2022; Mardikaningsih *et al.*, 2022). This contribution has a positive impact on society as a solution to the problems faced. The economic crisis faced by the community at this time is the increase in unemployment which diverts attention so that there needs to be a solution to the creation of new job opportunities, namely by entrepreneurship. This can provide an effective solution to reduce unemployment rates and strengthen the economy in society (Zainea *et al.*, 2020).

Individual interest in entrepreneurship is the first step of entrepreneurial intention which ultimately chooses entrepreneurship as a future career choice (Halizah & Darmawan, 2022). Entrepreneurial intention is a factor that causes increased entrepreneurship because a strong desire to become an entrepreneur someone will tend to be more excited and try to make it happen in the future (Van Gelderen *et al.*, 2015). Entrepreneurship not only provides a role for society but also provides a role for students to advance entrepreneurship. This is because students have many advantages and potential that can be developed in the business world (Varamäki *et al.*, 2015). For example, students are able to create more innovative skills because they have a wider and more diverse social network both in the college environment and outside the college environment, allowing them to find potential new business opportunities (Shu *et al.*, 2018).

Entrepreneurship can be influenced by social networks. Social networks are conceptualized as ties that connect individuals to their environment (Hoppe & Reinelt, 2010). Environments such as family support can influence students to be more optimistic in running a business. This shows that the attachment of family support is a factor that can influence students to become entrepreneurs (Manolova *et al.*, 2019). Support from the family plays a close role in entrepreneurship, because without family support the business cannot develop optimally. This is because family support is able to support students to obtain encouragement, provision, and other forms of support to pursue entrepreneurial success (Powell & Eddleston, 2013). Therefore, having a strong bond between family members can play an important role in influencing students to start a business (Sequeira *et al.*, 2007).

Family can provide important emotional support for college students planning to start a business that often involves heavy risks and challenges (Mardikaningsih & Arifin, 2021). Support from family members can provide motivation and confidence to students. They can provide encouragement and understanding when facing obstacles and difficulties on the journey to becoming an entrepreneur.

In addition, learning achievement factors can also affect entrepreneurial intentions. This is evidenced by the skills and knowledge possessed by students who excel can provide a meaningful role for entrepreneurship (Kyrgidou & Petridou, 2013). A student who has learning achievement will tend to be confident and have a strong mentality when facing various challenges that exist in entrepreneurial activities (Hayward *et al.*, 2010; Singh, 2011). Achievement

motivation must be owned by someone in order to develop personally (Arifin & Irfan, 2021). Students who excel in lectures show a willingness to develop themselves (Issalillah & Khayru, 2021; Halizah *et al.*, 2022).

But not only that, students who excel feel capable and competent in running a business (Ploum *et al.*, 2018). In addition, their learning achievements provide a better understanding of the business opportunities around them so that it can increase their intensity to start a business (Hassan *et al.*, 2020). High-achieving students tend to have positive experiences in achieving academic goals and being recognized for their performance. This can increase their confidence and belief in their own abilities, including in the context of running a business. High achieving students tend to have a strong internal locus of control. They tend to believe that their success depends on their own efforts and abilities. This means they feel they have full control over outcomes in various situations, including in running a business (Mardikaningsih & Halizah, 2022).

Entrepreneurship is essential for economic progress. But entrepreneurship is not easy. Entrepreneurship has various obstacles and risks, such as lack of capital, lack of support, competitive competition, and so on. For this reason, it is necessary to have support from the closest people to provide attention for students so that these problems can be resolved and have skills and intellectual intelligence for students is also needed in this case. This study aims to determine the effect of family support and learning achievement on entrepreneurial intentions in college students.

RESEARCH METHODS

This study involves a quantitative design. This study aims to determine entrepreneurial intention among university students in Surabaya. A total of 100 respondents have been used by the researcher as the sample size for this study using random sampling technique. Henceforth, the questionnaire statements are presented based on the measurement of each dimension. A Likert scale of one to five was used as the answer measure for each statement. This study was tested using multiple linear regression and previously the data will be tested with validity test, reliability test and classical assumption test.

The definition of family support is a close relationship between family members in helping the success of a career (Metheny & Mcwhirter, 2013). Family support is defined as support provided by family members to each other by providing financial facilities to achieve academic success (Roksa & Kinsley, 2019). Furthermore, according to Leung *et al.* (2020), family support is an act of providing mutual assistance by providing the help needed for well-being and economic balance. It can be concluded that family support is an act of sensitivity to influence each other in order to achieve the desired success. According to Osorio *et al.* (2017), there are three dimensions to measure family support variables consisting of (1) emotional support which implies sensitivity to individual personal needs; (2) intellectual support which implies getting ideas about how to do something; (3) economic support which implies the provision of costs from the family.

The definition of learning achievement is the achievement of learning outcomes that refer to the mastery of knowledge that has been learned (Vrugt & Oort, 2008). However, according to Posner (2011), learning achievement is the proficiency that students have achieved in the learning system on the assessment of learning outcomes. Learning achievement can be interpreted as the ability to think critically that students have from the results of the learning process that has been carried out (D'Alessio *et al.*, 2019). It can be concluded that learning achievement is the level of understanding, knowledge, and skills obtained by students from learning outcomes. There are three dimensions of learning achievement measurement variables, namely (1) learning strategies; (2) self-esteem which implies a positive view of oneself; (3) intellectual functioning. This opinion comes from Seabi (2011).

Entrepreneurial intention is defined as the level of individual willingness to create a new business or become a business owner (Kautonen *et al.*, 2015). (2015). According to Biraglia and Kadile (2017), the definition of entrepreneurial intention is the ability of individual creativity to start and develop a business. Meanwhile, according to Boldureanu *et al.* (2020) entrepreneurial intention is a feeling of wanting to start a business based on skills and knowledge to achieve goals as a successful entrepreneur. It can be concluded that entrepreneurial intention is the urge to implement the desire to run a business. There are five dimensions of measuring entrepreneurial intention variables proposed by Mohamed *et al.* (2023) including (1) proactivity (proactive attitude) which implies acting actively to seek and take advantage of entrepreneurial opportunities; (2) innovativeness (innovative) which implies the ability to explore interesting ideas in producing products; (3) internal locus of control (internal locus of control) which implies individuals with the ability to control and be able to run their lives; (4) problem solving (can overcome problems) which implies the ability to think critically in solving various obstacles in a complex manner; (5) and autonomy (independence) which implies the ability to control the business system.

RESULTS AND DISCUSSIONS

All collected data will be processed through SPSS. There were 100 respondents who were willing to respond to the questionnaire. They consisted of 59 men and 41 women. They come from various disciplines. Furthermore, the

measuring instrument of each statement item is declared valid because it meets the limit of more than 0.3. This is in accordance with the SPSS output. The measuring instrument can also be declared reliable. This is because each observation variable has met the provisions of not less than 0.6. Family support variable with Cronbach alpha value of 0.755, learning achievement variable of 0.834, and entrepreneurial intention variable of 0.689.

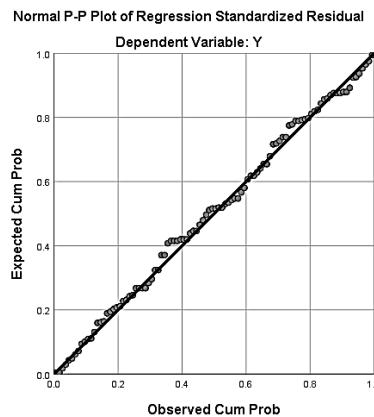


Figure 1. Normality Test
Source: SPSS Output

The normality test is as shown in Figure 1. From the observation results, it can be seen that the data distribution is completely normal. This is because the data distribution follows the diagonal line, which means that it is spread normally.

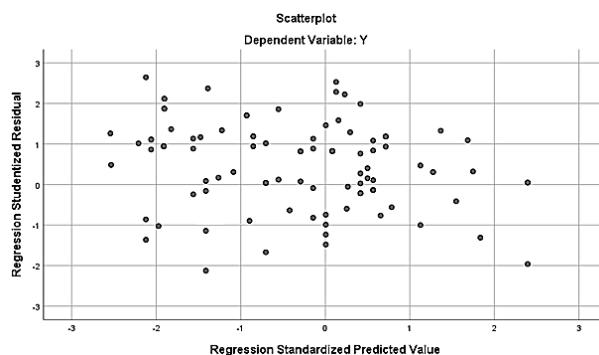


Figure 2. Heteroscedasticity Test
Source: SPSS Output

Figure 2 proves there is no incidence of heteroscedasticity. The Durbin Watson value is also met as it is positive and amounts to 1.282 while the VIF and tolerance are 1.010 and 0.990 respectively and there is no multicollinearity. When the classical assumptions are met, the regression model can be determined according to the SPSS output, namely $Y = 27.030 + 2.524X.1 + 3.198X.2$.

Table 1
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	27.030	3.243		8.334	.000
X.1	2.524	.379	.456	6.660	.000
X.2	3.198	.406	.540	7.886	.000

Source: SPSS Output

The results of the t test that has been carried out show the significance of all independent variables. Family support is proven to play a role in shaping student entrepreneurial intentions. Likewise, the role of learning achievement on entrepreneurial intentions. This is because the significance value of each independent variable is at a level that meets no more than 5%.

Table 2
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2013.232	2	1006.616	59.114	.000 ^b
	Residual	1651.758	97	17.028		
	Total	3664.990	99			

Source: SPSS Output

Simultaneous testing of independent variables of family support and learning achievement on entrepreneurial intention is shown in table 2 as SPSS output. The value obtained is 59.114 while significant at 0.000. This meets the requirements to say that all independent variables have a simultaneous role in shaping entrepreneurial intention.

Table 3
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.741 ^a	.549	.540	4.127	1.282

Source: SPSS Output

The coefficient of determination is obtained at 54.9%, which means that there is a contribution from family support variables, learning achievement to form entrepreneurial intentions. There is a contribution from other factors of 45.1%. The correlation between variables is strong.

Based on evidence from the results of data analysis, this study provides positive and significant results on family support variables on entrepreneurial intentions. These results are consistent with previous research from Ahmed and Kayat (2020); Baluku *et al.* (2020); Khayru *et al.* (2021); Djazilan and Darmawan (2022); Le and Loan (2022) which interpret that with family support, students are increasingly encouraged to start a business. The higher the family support provided, the more positive it is to increase entrepreneurial intention for students to start a business. Family support can help students manage the complexity and uncertainty of their entrepreneurial process by helping to obtain resources or facilitate transactions needed when running a business. Thus, family support can increase students' desire to choose entrepreneurship as a viable career choice for them.

The results of further analysis provide positive and significant evidence that learning achievement variables affect entrepreneurial intentions. The results have similarities to previous research revealed by Linan (2008); Bonesso *et al.* (2018) which confirms that good learning achievement has a positive impact on entrepreneurial intentions. The better student achievement, the higher the academic ability they have. This is because students who have good learning achievements play a close role for them to be more confident in their ability to face various obstacles that arise when running a business.

Higher education as a knowledge-based creator of quality human beings should at least encourage their intention to become entrepreneurs (Munir *et al.*, 2022), while still paying great attention to academic achievement. In this ever-evolving and challenging world, being an entrepreneur has many benefits, such as developing innovations, creating jobs, and making significant contributions to society. However, it should not be overlooked that academic achievement is also an important factor in creating quality human beings. Through good academic achievement, students can develop a strong foundation of knowledge, hone analytical skills, and develop specialized expertise in their field of interest (Nurmalasari, 2022). High academic achievement can also open doors to further opportunities, such as scholarships, internships, or postgraduate education. Therefore, it is important for universities to create an environment that stimulates and supports students in developing their entrepreneurial interests, while still providing a serious focus on academic achievement (Mardikaningsih, 2022). Universities can provide the necessary resources and support to facilitate students' entrepreneurial spirit, such as entrepreneurship programs, access to professional networks, mentor guidance, and opportunities to collaborate on innovative projects (Khayru *et al.*, 2022). In addition, technological responsiveness is also needed to support entrepreneurial competencies (Infante, 2022; Kurniawan *et al.*, 2022). Thus, the combination of encouraging entrepreneurial intentions and paying attention to academic achievement can create holistically qualified college graduates. They will have the in-depth knowledge and practical skills needed to succeed in the business world, while still having a strong academic foundation to support their development in various fields.

CONCLUSIONS

Obtained study results have a match with the data that finally this study can be concluded there is an influence on the family support variable which is proven to be an important determinant that significantly affects entrepreneurial intentions. In addition to the family support variable, the study results also revealed that the learning achievement variable has been shown to significantly affect entrepreneurial intentions. The results of this study have revealed that the advice that can be given is to be committed to continuing to learn and increase potential is the key to success for an entrepreneur.

The thing that students can do to increase potential is to take part in entrepreneurship training activities in college or other than that. This will improve the perspective of students to be more ready for entrepreneurship. In addition, creating a network of cooperation with professional entrepreneurs. This can have an impact on students to learn from the experiences of others and will indirectly get support to develop the business to be carried out because it can have an impact on making them more optimistic in facing the uncertainty that will occur in entrepreneurship.

REFERENCES

Ahmed, M. R. M. & K. Kayat. (2020). Examining the Moderating Effect of Entrepreneurship Education on the Relationship Between Entrepreneurial Self-Efficacy, Family Support, Friends Support and Entrepreneurial Intention of Final Year Female Tourism Undergraduate Students in Egypt. *Journal of Global Economics, Management and Business Research*, 12(1), 1-21.

Arifin, S. & M. Irfan. (2021). The Relationship of Achievement Motivation and Employee Satisfaction, *Journal of Science, Technology and Society*, 2(2), 1-6.

Baluku, M. M., J. F. Kikooma, K. Otto, C. J. König, & N. U. H. Bajwa. (2020). Positive Psychological Attributes and Entrepreneurial Intention and Action: The Moderating Role of Perceived Family Support. *Frontiers In Psychology*, 11, 1-17.

Biraglia, A., & V. Kadile. (2017). The Role of Entrepreneurial Passion and Creativity in Developing Entrepreneurial Intentions: Insights from American Homebrewers. *Journal of Small Business Management*, 55(1), 170-188.

Boldureanu, G., A. M. Ionescu, A. M. Bercu, M. V. Bedrul-Grigorută, & D. Boldureanu. (2020). Entrepreneurship Education Through Successful Entrepreneurial Models in Higher Education Institutions. *Sustainability*, 12(3), 1267.

Bonesso, S., F. Gerli, C. Pizzi, & L. Cortellazzo. (2018). Students' Entrepreneurial Intentions: The Role of Prior Learning Experiences and Emotional, Social, and Cognitive Competencies. *Journal of Small Business Management*, 56(1), 215-242.

D'Alessio, F. A., B. E. Avolio, & V. Charles. (2019). Studying the Impact of Critical Thinking on the Academic Performance of Executive MBA Students. *Thinking Skills and Creativity*, 31(7), 275-283.

Djazilan, M.S. & D. Darmawan. (2022). Entrepreneurship Education and Family Support: The Determinants that Appear Entrepreneurship Interest for Students, *International Journal of Service Science, Management, Engineering, and Technology*, 1(2), 60 – 64.

Halizah, S. N. & D. Darmawan. (2022). Development Entrepreneurship Intention as an Effort to Improve the Level of the Consumer Household Economy, *Bulletin of Science, Technology and Society*, 1(1), 30-34.

Halizah, S. N., E. A. Sinambela, D. Darmawan & R. Mardikaningsih. (2022). The Influence of Entrepreneurship Education, Self-Efficacy, Locus of Control and Achievement Motivation on Entrepreneurial Intention, *Studi Ilmu Sosial Indonesia*, 2(2), 47-58.

Hassan, A., I. Saleem, I. Anwar, & S. A. Hussain. (2020). Entrepreneurial Intention of Indian University Students: The Role of Opportunity Recognition and Entrepreneurship Education. *Education+ Training*, 62(7/8), 843-861.

Hayward, M. L., W. R. Forster, S. D. Sarasvathy, & B. L. Fredrickson. (2010). Beyond Hubris: How Highly Confident Entrepreneurs Rebound to Venture Again. *Journal of Business Venturing*, 25(6), 569-578.

Hoppe, B., & C. Reinelt. (2010). Social Network Analysis and the Evaluation of Leadership Networks. *The Leadership Quarterly*, 21(4), 600-619.

Infante, A. & R. Mardikaningsih. (2022). The Potential of social media as A Means of Online Business Promotion, *Journal of Social Science Studies*, 2(2), 45-49.

Issalillah, F. & R. K. Khayru. (2021). Stress and Reference Group Contribution to Achievement Motivation of Student, *Studi Ilmu Sosial Indonesia*, 1(1), 13-28.

Kautonen, T., M. Van Gelderen, & M. Fink. (2015). Robustness of the Theory of Planned Behavior in Predicting Entrepreneurial Intentions and Actions. *Entrepreneurship Theory and Practice*, 39(3), 655-674.

Khayru, R.K., Nichen, A Chairunnas, Safaruddin, & M. Tahir. (2021). Study on The Relationship Between Social Support and Entrepreneurship Intention Experienced by Adolescents, *Journal of Social Science Studies*, 1(2), 47-51.

Khayru, R.K., R. N. K. Kabalmay, M. W. Amri & R. Mardikaningsih. (2022). The Role of Psychological Capital and Entrepreneurship Education on Student Entrepreneurial Intention, *Studi Ilmu Sosial Indonesia*, 2(1), 49-60.

Kurniawan, Y., A. S. Lee, R. K. Khayru, & M. Hariani. (2022). Social Media, Impact on Student Learning Behavior, *Bulletin of Science, Technology and Society*, 1(1), 15-21.

Kyrgidou, L. P. & E. Petridou. (2013). Developing Women Entrepreneurs' Knowledge, Skills and Attitudes Through E-Mentoring Support. *Journal of Small Business and Enterprise Development*, 20(3), 548-566.

Le, Q. H., & N. T. Loan. (2022). Role of Entrepreneurial Competence, Entrepreneurial Education, Family Support and Entrepreneurship Policy in Forming Entrepreneurial Intention and Entrepreneurial Decision. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 16(1), 204-221.

Leung, Y. K., J. Mukerjee, & R. Thurik. (2020). The Role of Family Support in Work-Family Balance and Subjective Well-Being of SME Owners. *Journal of Small Business Management*, 58(1), 130-163.

Linan, F. (2008). Skill and Value Perceptions: How do They Affect Entrepreneurial Intentions? *International Entrepreneurship and Management Journal*, 4(3), 257-272.

Manolova, T. S., L. F. Edelman, G. Shirokova & T. Tsukanova. (2019). Youth Entrepreneurship in Emerging Economies: Can Family Support Help Navigate Institutional Voids? *Journal of East-West Business*, 25(4), 363-395.

Mardikaningsih, R & S. Arifin. (2021). Study on Education Level and Consequences of Licensing and Interest in Making Small Business Licensing, *Journal of Social Science Studies*, 1(1), 19-24.

Mardikaningsih, R. (2022). Reinforcement of Students' Entrepreneurial Intentions through Soft Skills and Hard Skills Empowerment, *Bulletin of Science, Technology and Society*, 1(3), 6-14.

Mardikaningsih, R. & S.N. Halizah. (2022). Relationship between Internal Locus of Control and Employees' Ethical Behaviour in Organisations, *Bulletin of Science, Technology and Society*, 1(2), 7-10.

Mardikaningsih, R., E. I. Azizah, N. N. Putri, M. N. Alfan, M. M. D. H. Rudiansyah. 2022. Business Survival: Competence of Micro, Small and Medium Enterprises, *Journal of Social Science Studies*, 2(1), 1 – 4.

Metheny, J., & E. H. McWhirter. (2013). Contributions of Social Status and Family Support to College Students' Career Decision Self-Efficacy and Outcome Expectations. *Journal of Career Assessment*, 21(3), 378-394.

Mohamed, M. E., I. A. Elshaer, A. M. Azazz, & N. S. Younis. (2023). Born Not Made: The Impact of Six Entrepreneurial Personality Dimensions on Entrepreneurial Intention: Evidence from Healthcare Higher Education Students. *Sustainability*, 15(3), 2266.

Munir, M., E. A. Sinambela, S. N. Halizah, R. K. Khayru, V. Mendrika. (2022). Review of Vocational Education Curriculum in the Fourth Industrial Revolution and Contribution to Rural Development, *Journal of Social Science Studies*, 2(1), 5 – 8.

Nurmalasari, D. & R. Mardikaningsih. (2022). Utilization of Waste Paper Through Recycling and Entrepreneurial Spirit Development, *International Journal of Service Science, Management, Engineering, and Technology*, 1(2), 35 – 37.

Osorio, A. E., A. Settles, & T. Shen. (2017). Does Family Support Matter? The Influence of Support Factors on Entrepreneurial Attitudes and Intentions of College Students. *Academy of Entrepreneurship Journal*, 23(1), 24-43.

Ploum, L., V. Blok, T. Lans & O. Omta. (2018). Toward a Validated Competence Framework for Sustainable Entrepreneurship. *Organization & Environment*, 31(2), 113-132.

Posner, M. A. (2011). The Impact of a Proficiency-Based Assessment and Reassessment of Learning Outcomes System on Student Achievement and Attitudes. *Statistics Education Research Journal*, 10(1), 3-14.

Powell, G. N., & K. A. Eddleston. (2013). Linking Family-to-Business Enrichment and Support to Entrepreneurial Success: Do Female and Male Entrepreneurs Experience Different Outcomes? *Journal of Business Venturing*, 28(2), 261-280.

Putra, A.R. & D. Darmawan. (2022). Competitive Advantage of MSMEs in Terms of Technology Orientation and Entrepreneurship Competence, *International Journal of Service Science, Management, Engineering, and Technology*, 2(1), 15–20.

Roksa, J., & P. Kinsley. (2019). The Role of Family Support in Facilitating Academic Success of Low-Income Students. *Research in Higher Education*, 60(4), 415-436.

Salim, M., & J. Anis. (2021). Has Female Entrepreneurship Been a Formidable Engine of Economic and Social Development in Tunisia? *Journal of Global Entrepreneurship Research*, 7(42), 1-15.

Seabi, J. (2011). Relating Learning Strategies, Self-Esteem, Intellectual Functioning with Academic Achievement Among First-Year Engineering Students. *South African Journal of Psychology*, 41(2), 239-249.

Sequeira, J., S. L. Mueller & J. E. McGee. (2007). The Influence of Social Ties and Self-Efficacy in Forming Entrepreneurial Intentions and Motivating Nascent Behavior. *Journal of Developmental Entrepreneurship*, 12(3), 275-293.

Shu, R., S. Ren & Y. Zheng. (2018). Building Networks into Discovery: The Link Between Entrepreneur Network Capability and Entrepreneurial Opportunity Discovery. *Journal of Business Research*, 85(C), 197-208.

Singh, K. (2011). Study of Achievement Motivation in Relation to Academic Achievement of Students. *International Journal of Educational Planning & Administration*, 1(2), 161-171.

Van Gelderen, M., T. Kautonen & M. Fink. (2015). From Entrepreneurial Intentions to Actions: Self-Control and Action-Related Doubt, Fear, and Aversion. *Journal of Business Venturing*, 30(5), 655-673.

Varamäki, E., S. Joensuu, E. Tornikoski & A. Viljamaa. (2015). The Development of Entrepreneurial Potential Among Higher Education Students. *Journal of Small Business and Enterprise Development*, 22(3), 563-589.

Vrugt, A., & F. J. Oort. (2008). Metacognition, Achievement Goals, Study Strategies and Academic Achievement: Pathways to Achievement. *Metacognition and Learning*, 3(2), 123-146.

Zinea, L. N., S. G. Toma, P. Marinescu & A. Chițimiea. (2020). Combating Unemployment through Social Entrepreneurship in the European Context. *Business Ethics and Leadership*, 4(4), 85-98.