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Address: JL. Z.A. Pagar Alam No. 89, Bandar Lampung, Indonesia

Tel. +62-721-789-825; Fax. +62-721-770261

Email: mabuss@ubl.ac.id

The Role of University Environmental Support and Relations in Student Entrepreneurial Intentions

Tri Lestira Putri Warganegara¹
Eka Travilta Oktaria²

^{1,2} Universitas Bandar Lampung

ABSTRACT

This study aims to look at the influence of university environmental support variables and relational support on student entrepreneurial intentions. The population used is the University of Bandar Lampung Management Study Program students class of 2019, 2020, 2021 with a total of 873 students and as many as 100 students who were sampled in this study. The research method used is a quantitative method using Multiple Linear Regression analysis. From the results of the study it was found that university environmental support and relational support had an influence on the entrepreneurial intentions of students of the management study program at the University of Bandar Lampung.

Keywords: *University Support and Environment, Relational Support, Entrepreneurial Intention*

Introduction

Academics and policy scholars in Indonesia have focused on entrepreneurship as a stimulus for a country's economic development (Carree and Thurik, 2010), Several studies have also discovered how entrepreneurship contributes to the reduction of poverty by generating new jobs (Naminse *et al.*, 2019). Entrepreneurship can employ over 97% of the workers in Indonesia's economy (Tan *et al.*, 2019). In response to these issues, the Indonesian government is working to promote entrepreneurship education from elementary school through university in order to inspire students' entrepreneurial spirit (Wardana *et al.*, 2020).

According to study on the subject, entrepreneurship is playing an increasingly significant role in Indonesia and other nations (Baharuddin and Rahman, 2021). This theme has shown that entrepreneurship is a significant step in the process of starting a firm. Entrepreneurial activity is said to be stimulated by entrepreneurial intention. The majority of studies view the connection between entrepreneurship education and students' desire to become entrepreneurs at public schools or universities favorably (Karyaningsih *et al.*, 2020). From a scholarly perspective, numerous studies have looked at entrepreneurship and the elements that motivate or draw entrepreneurs to launch enterprises. However, the majority of research focuses on seasoned business owners, and little is known about young adults and the motivations behind their entrepreneurial endeavors (Turker and Selcuk, 2009). Some people are made to be business owners, while others are. They need to develop particular qualities or skills that will help them become entrepreneurs (Kirby, 2002). Young adults who launch new businesses to capitalize on opportunities by applying the knowledge they have gained through their university studies in ways to transform knowledge into profit-generating new products and services with the guidance of having to cut technologies are known as student entrepreneurs (Bailetti, 2011). In addition to improving local economies, student entrepreneurs also raise the government's return on investment in university research and development, which is a concern for both policymakers and taxpayers.

The development of entrepreneurial intentions is a basic requirement for cultivating entrepreneurship (Shah and Soomro, 2017). Entrepreneurial intention refers to a person's desire to become an entrepreneur by creating something new through taking risks and business opportunities (Adyana and Purnami, 2016). Intention is human planned behavior that can be predicted using Theory of Planned Behavior (Ajzen, 1991), where one of the factors

that influence intention is subjective norm, which refers to how the assessment of a social group can affect individuals. Social groups can be in the form of a family environment and a university environment.

The concept of building entrepreneurship is not an easy matter because this cannot be separated from the mentality, culture, norms, traditions, principles of life and the value of social - community views that being a worker, especially a Civil Servant is more dignified than being an entrepreneur. This philosophy does not only apply to certain ethnicities, but becomes a philosophy of life. Therefore, changing the mindset from looking for work to forms of business to create jobs or entrepreneurship must be carried out systematically and sustainably. This research has a focus on the University of Bandar Lampung, Indonesia, this is in line with the University's Vision, namely To Be A World Class Entrepreneurial University and the research subjects are students of the Management Study Program, the subject of this research is taken based on the facilitation of students with several supporting subjects for build student entrepreneurial intentions such as: Introduction to Entrepreneurship and Business, Entrepreneurship (incubator class), Entrepreneurship and SMEs Research Seminars, Personal Development, Analytical Creative Thinking and Innovation. The Management Study Program also provides activities outside the classroom such as Entrepreneurship Projects for students and seminar activities related to entrepreneurship for students.

Literature Review

Previous research has been conducted by Sajjad *et al.*, (2012), who examined the effect of educational support and relational support on students' entrepreneurial intentions. found that educational and relational support significantly influenced students' entrepreneurial intentions, while Ambad and Damit (2016), found results that only relational support had a significant effect on entrepreneurial intentions. Indicators of student entrepreneurial intentions according to Linan *et al.*, (2015), are: self-readiness, professional goals, desire, determination, seriousness and level of intention.

Trivedi (2016), conducted research that examined the role of universities in fostering graduate students' entrepreneurial intentions. The variables studied were university environment and support as independent variables, attitude towards behavior, subjective norms, and perceived behavioral control as mediating variables and entrepreneurial intention as the dependent variable. First, the data was analyzed using explanatory factor analysis and found that the role of universities is divided into 2 factors, the first is targeted cognitive and non-cognitive support, and the second is general educational support. Then, these two factors were analyzed using structural equation modeling regarding their relationship with entrepreneurial intention and resulted in findings that the university environment and support had a positive relationship with perceived behavioral control. Finally, the data were analyzed using a multivariate analysis of variance and it was found that there were significant differences in perceptions of university environment and support among students in India, Singapore and Malaysia. Indicators of university support and environment according to Trivedi (2016), are: network availability, infrastructure ownership, mentoring availability, university reputation, creative atmosphere, rich in new ideas, motivating, knowledgeable, providing elective courses and providing guest lectures.

Universities play an important role in introducing entrepreneurship and building awareness among students (Pruett *et al.*, 2009). Universities can provide 3 types of support to encourage entrepreneurial intentions, namely educational support, cognitive support, and non-cognitive support. Educational support refers to the extent to which universities provide the knowledge, skills, networks, and exposure students need to start a. Along with the times, universities are also expected to play a role in forming a spirit of leadership as an entrepreneurial capital (Trivedi 2016). This can be done by providing support on cognitive and non-cognitive aspects. According to Trivedi (2016), targeted cognitive support can be provided by providing motivation or building student awareness to develop innovative business models so as to increase student confidence to start companies, while targeted non-cognitive support refers to financial support (seed funding) or incubation facilities. which is usually given at an advanced stage of business development. This broadens the scope of the university, which was originally only a place to study to become an enabler of the entrepreneurial ecosystem.

Relational support refers to approval and support from family, friends, and people around them to engage in entrepreneurial activities (Ambad and Damit, (2016). According to Lu *et al.*, (2021), there are 4 dimensions of social support, namely, first, emotional support in the form of empathy, encouragement, and caring. Second,

tangible support which refers to material support, technology, machines, goods or services. Third, informational support in the form of valuable information or suggestions. Finally, companionship support refers to a sense of social ownership or connection with others. Indicators of relational support are: parental support for the decision to become an entrepreneur, sibling support for the decision to become an entrepreneur, support from friends for the decision to become an entrepreneur, support for the lecturer/mentor/facilitator for the decision to become an entrepreneur and support for other people whose opinions are considered important for the decision to become an entrepreneur (Saeed *et al.*, 2015).

According to Trivedi's (2016) study, the mediating factor perceived behavioral control has a beneficial impact on entrepreneurial inclination in universities. Saeed *et al.*, (2015), looked at the impact of educational support on the entrepreneurial intentions of business students in Malaysia. The findings indicated that this impact was considerable. The following is the study's hypothesis, which is based on the findings of these 2 studies:

H1: University support and environment influence students' entrepreneurial intentions.

Ambad and Damit (2016), conducted research on the effect of relational support on entrepreneurial intentions. The results showed that there was a significant effect of family support on entrepreneurial intentions. in his research found that social support significantly influences entrepreneurial intention through a number of mediating variables. Based on the results of these studies, the research hypothesis is:

H2: Relationship support influences student entrepreneurial intentions.

While the conceptual framework can be seen in the following figure:

the conceptual framework can be seen in the following figure:

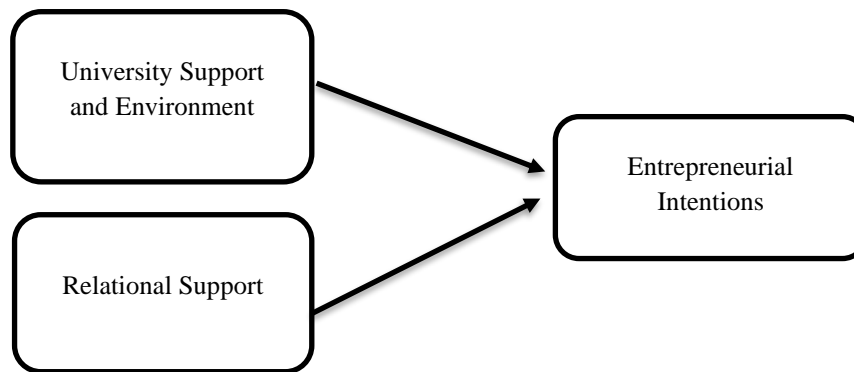


Figure 1. Conceptual Framework

Methodology

a. Study Design

This research uses quantitative methods. This study aims to find out how the Role of University Environmental Support and Relations in Entrepreneurial Intentions at the University of Bandar Lampung. The respondents of this study were students of the Management Study Program.

b. Population and Sample

The target population in this study are students of the Management Study Program class of 2019, 2020, 2021 at the University of Bandar Lampung who have knowledge of entrepreneurship. The number of samples was calculated using the Slovin formula and resulted in a sample of 100 students. The data collection technique used by this study is by using a questionnaire (questionnaire). This questionnaire or questionnaire was given to

respondents, namely active students of the 2019, 2020, and 2021 management study programs at Bandar Lampung University using the Google form from October to November 2022.

c. *Data Analysis*

The data analysis method used is multiple regression analysis. the regression analysis aims to determine the effect of the independent variables on the dependent variable. This study uses multiple regression analysis with the help of SPSS tools to determine the effect of educational support and relationship support on entrepreneurial intentions.

Result and Discussion

a. *Multiple linear regression analysis*

Multiple linear regression analysis was carried out to determine the effect of university environment and support variables and relational support on entrepreneurial intentions. Based on the results in this table, the multiple linear regression equation obtained is as follows:

Table 1. Multiple Linear Regression
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	9.257	2.465		3.756	.000
	X1	.142	.061	.211	2.332	.022
	X2	.458	.101	.410	4.524	.000

a. Dependent Variable: Y

Source: Output SPSS, 2023

Based on the table above, the results of the multiple linear regression equation if it is known that the constant value (a) is 9.257, X1 is 0.142, and X2 is 0.458.

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e_t$$

$$Y = 9.257 + 0.142X_1 + 0.458X_2 + e_t$$

Y = Entrepreneurial Intention

X1 = University Support and Environment

X2 = Relational Support

According to the regression equation above, the coefficient of the university support and environment variable is 0.142 and has a positive value. This shows that the university environment and support variables have a positive effect on the entrepreneurial intention variable. Each increase in university support and environment variables will increase student entrepreneurship intentions by 0.142.

The coefficient of the relational support variable is 0.458 and has a positive value. This shows that the relationship support variable has a positive effect on the entrepreneurial intention variable. Each increase in the relational support variable will increase student entrepreneurial intentions by 0.458.

b. *The Effect of University Support and Environment on Entrepreneurial Intentions*

The results of testing the hypothesis prove that the variables of support and the university environment (X1) have an effect on business students' entrepreneurial intentions, so the first hypothesis of this study can be accepted. The higher the university support and environment, the higher the entrepreneurial intention.

Entrepreneurial knowledge is useful for students so they can run a business from the time they are still studying and also provide support for achieving business success in a competitive economy. This was agreed by the students. It can be seen through the indicators that the most approved was the statement that the university provides students with the knowledge needed to run a business. The university specifically provides theoretical and practical entrepreneurial knowledge to all of its students. Universities also often hold public lectures by bringing in practitioners in the field of entrepreneurship to motivate students in order to motivate students to cultivate students' entrepreneurial spirit and intentions.

The good reputation and Vision of the University of Bandar Lampung which supports entrepreneurship makes students from various backgrounds gather to study at the University. So that it can be said that the university is not only a place to study but also as an enabler of the entrepreneurial ecosystem (Trivedi, 2016).

c. *The Effect of Relationship Support on Entrepreneurial Intentions*

The results of testing the hypothesis prove that the relational support variable (X2) has an effect on the entrepreneurship intention of Management Study Program students, so that the second hypothesis of this study can be accepted. The results of this study are in line with previous research by Franke and Luthje (2004), which states that relational support influences entrepreneurial intentions.

Parents have a great influence on students' entrepreneurial intentions. This is indicated by the indicator stating that parents will support the student's decision to become an entrepreneur having the largest mean value and the smallest standard deviation, in other words this indicator is the most approved by students.

Conclusion

This study produces 2 conclusions. First, university support and environment influence students' entrepreneurial intentions. The university's support and environment will encourage entrepreneurial intentions through providing networks, infrastructure, university reputation, providing motivation, imparting knowledge, providing entrepreneurship courses and courses on entrepreneurship practitioners. The greater the support and environment provided, the student's entrepreneurial intentions will also increase. Second, relational support influences student entrepreneurial intentions. The greater the support given, the student's entrepreneurship intention will also increase.

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