

Assessing Students' Entrepreneurial Interest Post Covid - 19 Pandemic

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ABSTRACT

This study analyses the influence of entrepreneurship education and family background on entrepreneurial interests. The sample of this study is 6th-semester students, Faculty of Economics and Business, Manado State University, who have received entrepreneurship classes. A total of fifty respondents answered the questionnaire thoroughly. Multiple linear regression tests were carried out to prove the hypothesis obtained from the review literature. Based on the research and discussion results, it can be concluded that the factor of entrepreneurship education influences interest in entrepreneurship. In contrast, the family background factor does not influence the Interest in entrepreneurship. Meanwhile, simultaneously entrepreneurship education and family background affect entrepreneurial Interest. It is undeniable that the COVID-19 pandemic had weakened the Indonesian economy, but not with Interest in entrepreneurship. Looking at the result of research that found that entrepreneurship education influences the Interest in entrepreneurship for students, it is necessary to pay more attention to lectures on entrepreneurship, and a better program can be developed.

Keywords: Entrepreneurial Education, Entrepreneurial Interest, Family Background, Manado State University, Multiple Linear Regression.

INTRODUCTION

What motivates an individual to become an entrepreneur is compelling to examine. According to evidence from a broad range of authors, there are many differences of opinion regarding the factors that influence a person to become an entrepreneur. (Benz, 2009) stated that entrepreneurship is more adequately categorized as a non – profit-seeking activity. (Hamilton, 2000) Also, most entrepreneurs start their business and stay in it even though they have lower incomes than employees. This statement makes even more factors consider what factors influence a person to choose to be an entrepreneur. An entrepreneur is also the motor of the economy. It is in line with that new business development stimulating output growth and expanding the transactions of products and services within a region (Hutagalung et al., 2017). This fact also considers that Interest in entrepreneurship needs to be developed to support the country's economy.

(Suharto et al., 2022) stated that the family environment influences the mindset and decision-making of students ready to enter the world of work. Knowledge and information about entrepreneurship, accompanied by direct participation in the search for experience, can give rise to an interest in entrepreneurship (Setiartiti & Sadik, 2020). All the statements above support why someone has an interest in entrepreneurship is also inseparable from the factors that affect it. Several studies have been conducted to determine which factors affect the Interest in entrepreneurship. Several factors are considered to affect the Interest in entrepreneurship significantly. Among them that have a significant influence is education or knowledge about entrepreneurship and family background.

It is undeniable that Interest in entrepreneurship can also develop during the stage of taking education. (Setiartiti & Sadik, 2020) also stated that Interest in entrepreneurship is not obtained casually but through a long and thrive process. Interest in entrepreneurship must be instilled from the beginning through appropriate entrepreneurship education. With entrepreneurial education, students are expected to think outside the box (Hamilton, 2000), and hopefully, graduating students will be able to create new jobs according to their respective passions with entrepreneurial Interests that impress their minds (Pamungkas et al., 2020)

Two external factors can affect entrepreneurial Interest: entrepreneurial education and the family environment (Sugianingrat et al., 2020). In line with that statement (Hutagalung et al., 2017), in their research, they found that family background has a positive and significant effect on entrepreneurial Interest. From the empirical result of the researcher, many respondents' parents work as employees but encourage them to become an entrepreneur. The statements above make research on entrepreneurial interests influenced by family background factors, and entrepreneurship education needs to be researched.

In line with the looser policy of restricting public mobility in the first quarter of 2022, the Indonesian economy has improved since the Covid-19 pandemic. Based on data from Central Statistical Agency, Indonesia's economic growth is at 5.01% (yoy). Supported by the acceleration of vaccinations, wider opening of the economic sector, and policy stimuli by Bank Indonesia, the Government, and other relevant authorities, domestic economic gains are predicted to reach 4.5 - 5.3% of the whole in 2022 (Haryono, 2022). The Government, through Bank Indonesia, continues to make various efforts in the context of economic recovery. One of them is by expanding the MSME development program. The efforts made are through corporatization, capacity building, and financing to increase economies of scale, especially in priority sectors (Rachman, 2020).

Becoming an entrepreneur also creates jobs that can support the economy by reducing unemployment. The family exerts an influence on the mindset and even the interests of a person. Today's students are tomorrow's potential entrepreneurs, which may explain why many universities offer entrepreneurship courses and programs. Faculty of Economic and Business, Manado State University also has several study programs that offer entrepreneurship subjects, some of which also offer entrepreneurship practice. Hopefully, this research can provide input on Interest in entrepreneurship, especially for the Faculty of Economic and Business, Manado State University.

LITERATURE REVIEW

Entrepreneurial Interest

Interest is the desire of a person to do something. Entrepreneurial Interest has been defined by many scholars worldwide. Interest in entrepreneurship is the desire to create a business with the ability and dare to take risks (Farinloye et al., 2020). According to (Bird, 1988), entrepreneurial intention aims to create a new venture or create new values in existing ventures. As (Hattab, 2014) stated, entrepreneurship is a process, action, or activity to convert an idea into a value-added product or service. Becoming an entrepreneur also could create jobs for unemployed people. By hiring them to become our employees, entrepreneurs decrease the unemployment rate. (Pittaway et al., 2021) Also, entrepreneurial education and early family business exposure help students develop skills and ideas about business and how to operate a business.

Pleasure and Interest in doing entrepreneurial activities consider Interest in entrepreneurship. (Sugianingrat et al., 2020) As (Setiartiti & Sadik, 2020) stated, knowledge and information about entrepreneurship accompanied by direct participation in the search for experience can give rise to an interest in entrepreneurship. The business's success is undoubtedly affected by entrepreneurship education (Hutagalung et al., 2017). (Kuratko, 2005a) stated that entrepreneurship is the new revolution and is about continual innovation and creativity. Individuals as entrepreneurs have different characteristics from other individuals who are not entrepreneurs (Sari et al., 2022).

Entrepreneurial Education

To produce entrepreneurs is the primary purpose of entrepreneurial education. The idea or knowledge of what business is all about and how to run it has been given by entrepreneurial education (Damianus et al., 2022). (Thrikawala, 2011) stated that the level of education and field of study is highly related to the intention of students to be an entrepreneur. According to (Hidayat et al., 2021), knowledge of entrepreneurship is one of many factors that encourage people to become entrepreneurs. They also stated that entrepreneurship education provides a theoretical foundation and shapes an entrepreneur's attitudes, behavior, and mindset.

(Kuratko, 2005b) stated that entrepreneurship can be taught or learned. Entrepreneurship education's main purpose is to be different from other business education. Most universities centered on entrepreneurship focus on all three main areas: (1) Entrepreneurship Education; (2) Activities with entrepreneurs; and (3) Entrepreneurship Research. (Wang & Wong, 2004) argues that the Entrepreneurship Educational Program can increase students' awareness about the opportunity to start their own business by preparing training to be able to calculate business risks, local case studies, and even by increasing interaction with local role models such as examples of successful entrepreneurs. Meanwhile, (Moeljadi et al., 2017) argue that it is the

Government's duty to support the implementation of entrepreneurship in society, one of which is with educational programs at universities.

Family Background

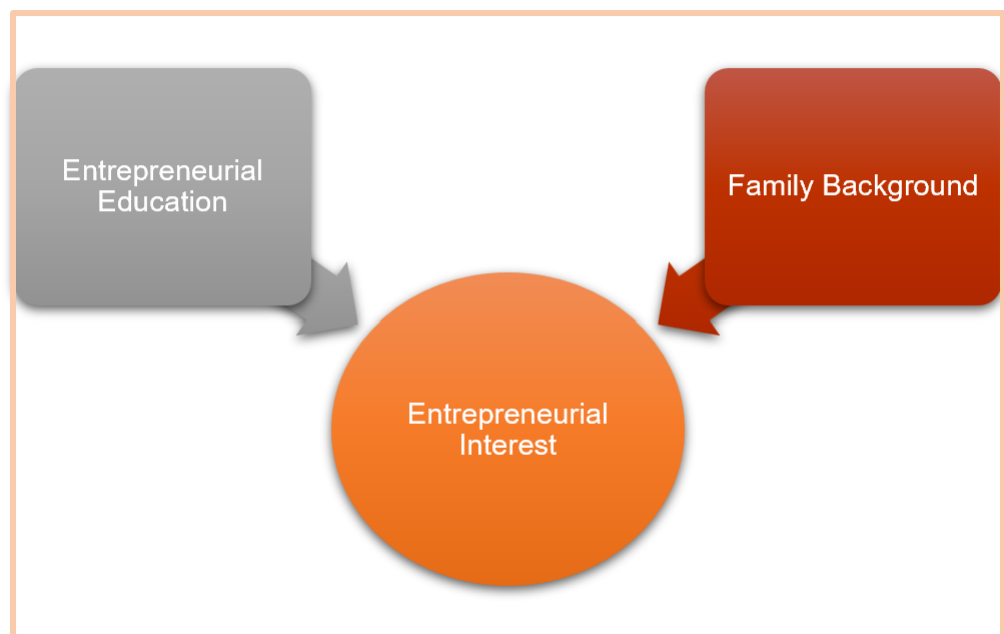
(Suharto et al., 2022) argue that the family is the first social group for the child, and in the family environment, the child learns to interact and even share norms. The child learns about many things through the family, which later become a handle for him to live in the future. The family provides input and influence on the child's choices. To enter the business world, students get motivation from the family environment (Hidayat et al., 2021). To enter the world of work, children usually ask for consideration from the family (Zaman et al., 2021).

The greater tendency to choose self-employed career results in children who grew up with entrepreneur parents (McElwee & Al-Riyami, 2003). Family support becomes an important social factor for student entrepreneurship interest (Pamungkas et al., 2020). Even previous research from (Suharto et al., 2022); (Damianus et al., 2022). And (Sugianingrat et al., 2020) found that family background influenced entrepreneurial Interest. Although some literature discusses the influence of entrepreneurial parents on Entrepreneurial Interest, this research is limited to family background factors that support entrepreneurial values.

Conceptual Framework

On the left are independent variables: Entrepreneurial Education (X1) and Family Background (X2). On the right side, the dependent variable is Entrepreneurial Interest.

Figure 1. Conceptual Framework



Based on the literature review and considering the importance of this research, the purpose of this study is to seek evidence for the following hypotheses.

H1 : There is a positive and significant relationship between Entrepreneurial Education and Entrepreneurial Interest.

- H2 : For students, there is a positive relationship between Family Background and Entrepreneurial Interest.
- H3 : Simultaneously, there is a positive and significant impact on the Entrepreneurial Education and Family Background altogether towards the Entrepreneurial Interest of Faculty of Economics Student.

RESEARCH METHOD

This study was explanatory research with a quantitative approach. Questioners were used to collecting data. Simple random sampling uses as a sampling technique. The population of this study was all Faculty of Economics and Business, Manado State University students, especially 6th-semester students. Respondent selected based on the criteria already taken entrepreneurship class. Entrepreneurial Education and Family Background used several indicators and items previously tested on fifty respondents.

This study used Entrepreneurial Interest as the dependent variable. Meanwhile, Entrepreneurial Education and Family Background as the independent variable. The data analysis uses multiple linear regression. Before conducting multiple linear regression, validity and reliability tests are carried out, and then classical assumption tests are also carried out.

Entrepreneurial Education (X1) was represented with nine questions in the questionnaire. Questions that represent the variable Entrepreneurial Education (X1) are about understanding lecture learning plans, lecture materials, methods in lectures, facilities, and even entrepreneurial practices. Family Background (X2) is represented with five questions in the questionnaire. Whether parents instill values about entrepreneurship (Discipline, hard work) and whether parents give freedom and even direct them to become entrepreneurs represents the variable Family Background (X2). Entrepreneurial Interest (Y) is expressed with seven questions about the desire and readiness to become an entrepreneur, positive views of entrepreneurship or not, and views on entrepreneurship during the Covid-19 pandemic.

RESULTS

The data was obtained from the questionnaire answers shared with fifty respondents. Validity and reliability tests have been carried out for the questionnaires used. The results of the validity and reliability tests stated that the questionnaire was valid and reliable to be used as an accurate data collection tool for this study. Then this research has also met the classical assumption test and can proceed to the hypothesis test stage. Data processing using SPSS 27.0. The statistical description of each variable is shown in the table below:

Tabel 1. Descriptive Statistics (N:50)

Construct	Min	Max	M	SD
Entrepreneurial Education	25.00	40.00	36.0800	3.56766
Family Background	20.00	25.00	23.6600	1.31878
Entrepreneurial Interest	24.00	35.00	30.9600	3.69202

Source: SPSS 27 Processed Result

Table 2 shows the results of the R-Square value of 0.529, which means that the independent variables used in this study explain 52% of the dependent variables, and the other remaining percentages are other independent variables that were not studied in this study. The hypothesis is proven by looking at the results of the *t-test* output. If the *p-value* is less than 0.05, then the hypothesis is accepted.

Tabel 2. Regression Result

Construct	B	t	Sig.
(Constant)	4.007	-0.612	0.544
Entrepreneurial Education	0.625	4.646	0.01
Family Background	0.525	1.443	0.156

Note: Adjusted $R^2 = .529$, $t_{table} = 1.677$

Source: SPSS 27 Processed Result

Table 2 shows that the influence of Entrepreneurial Education on Entrepreneurial Interest is illustrated from the *p-value* of $0.01 < 0.05$, the regression coefficient is 0.625, and the calculated *t-value* is $4.646 > t_{table} (1.677)$. This result means that Entrepreneurial Education significantly influences Entrepreneurial Interest, and it can be concluded that hypothesis 1 is accepted.

Meanwhile, the effect of Family Background on Entrepreneurial Interest is illustrated by the *p-value* of $0.156 > 0.05$, the regression coefficient of 0.525, and the calculated *t-value* of $1.443 < t_{table} (1.677)$. This result means that Family Background does not significantly influence Entrepreneurial Interest, and it can be concluded that hypothesis 2 is rejected.

Tabel 3. F - Test Result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	366.292	2	183.146	28.538	.000 ^b
	Residual	301.628	47	6.418		
	Total	667.920	49			

Note:

a. Dependent Variable: Entrepreneurial Interest

b. Predictors: (Constant), Family Background, Entrepreneurial Education

c. $F_{table} = 19.479$

Source: SPSS 27 Processed Result

The table above shows the results of the *F-test*. $= 0.000^b < 0.05$ and the calculated *F-value* of $28.538 > F_{table} (19.479)$. This result means that the variables Entrepreneurial Education and Family Background simultaneously affect Entrepreneurial Interest. It can be concluded that hypothesis 3 is accepted.

DISCUSSION

Three hypotheses have been partially tested using the multiple linear regression analysis methods. This research aim is to discover whether Entrepreneurial Education and Family Background partially influence and simultaneously affects Entrepreneurial Interest.

Entrepreneurial Education and Entrepreneurial Interest

(Thrikawala, 2011) stated that the level of education and field of study is highly related to the intention of students to be an entrepreneur. The same thing was also discussed by (Georgescu & Herman, 2020), where the effectiveness of entrepreneurial education affects entrepreneurial Interest. This statement supports the result of this study that Entrepreneurial Education has a positive and significant effect on Entrepreneurial Interest, based on the evidence of the value of $t\text{-count} > t\text{-table}$ ($4.646 > 1.677$) with a significant level of $0.01 < 0.05$.

The entrepreneurship education received by the respondents turned out to provide an interest in entrepreneurship. Most of the respondents gave a positive response regarding entrepreneurship. Entrepreneurship education is not only accepted from lectures but can be from anywhere. But it does not cover that respondent receive the basics of entrepreneurship and even entrepreneurial practices from lectures. The results of this study are also in line with several previous studies, including those (Nurmahmudah et al., 2021), (Sugianingrat et al., 2020), which found that Interest in entrepreneurship was influenced by entrepreneurship education. Even (Damianus et al., 2022) also argue that entrepreneurship education changes Interest in entrepreneurship.

Family Background and Entrepreneurial Interest

Parents motivate their children to work hard and be responsible for every choice in life. (Suharto et al., 2022). Parents instill good values in children. (Setiartiti & Sadik, 2020) also stated that the family environment has a more critical role in fostering Interest and encouraging a person to choose a career as an entrepreneur. But it turns out that not necessarily the family background significantly influences the Interest in entrepreneurship.

The results showed that family background did not affect Interest in entrepreneurship. The value of $t\text{-count} < t\text{-table}$ ($1.443 < 1.677$) with a significant level of $1.56 > 0.05$. Although many other studies have found that family background influences entrepreneurial interests, this result is in line with the results of previous research (Nguyen, 2018), which found that family background does not significantly influence Interest in entrepreneurship. (Pittaway & Cope, 2007) also found the same through their research. They found that entrepreneurship programs developed by universities for commercialization or entrepreneurship education could help raise awareness of corporate opportunities and shape perceptions. Still, there was little evidence that they led to the action or creation of new entrepreneurs.

CONCLUSION

This study aims to determine the influence of Entrepreneurship Education and Family background on the Interest in entrepreneurship in the post-Covid-19 pandemic period. The research was conducted with respondents as students who had received entrepreneurship education. Fifty respondents answered the questionnaire thoroughly. The multiple linear regression method was used to test three hypotheses.

Based on the results of the research and discussion above, it can be concluded that the factor of entrepreneurship education partially influences Interest in entrepreneurship. In contrast, the family background factor somewhat does not control the Interest in entrepreneurship. Simultaneously Entrepreneurial Education and Family Background have affected Entrepreneurship Interest.

According to this study's results, family background has no significant effect on Entrepreneurial Interest. There are differences related to the results of the study from previous research. Family background is still specifically studied by considering entrepreneurial values and is not distinguished concerning business ownership or business experience. More in-depth research needs to be carried out on the relationship between these variables, given that there are limitations in determining the indicators used.

Looking at the research result that entrepreneurship education influences the Interest in entrepreneurship students, it is necessary to pay more attention to lectures on entrepreneurship. Universities as good as Faculty should prepare more interesting entrepreneurship courses and involve entrepreneurs directly and other related parties. Even, if possible, facilities and even opportunities to practice entrepreneurship can be held to increase entrepreneurial intentions for students.

It is undeniable that the COVID-19 pandemic had weakened the Indonesian economy, but not with Interest in entrepreneurship. The Government, through Bank Indonesia, has made several efforts to improve the economy through support for MSMEs. It is undeniable that increasing Interest in entrepreneurial Government should also invest in this area to develop better programs for entrepreneurial Interest through universities.

LIMITATION

This research only examines entrepreneurship education and family background as independent variables that affect entrepreneurial interests. The limitations of this research can be corrected during the following study by considering other variables that can also influence entrepreneurial interests.

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DECLARATION OF CONFLICTING INTERESTS

The author declared no potential conflicts of Interest concerning this article's research, authorship, and/or publication.

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