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Culture and its Role in Students' Entrepreneurial Intention as the Member of University Organizations: A Case Study

Abstract

This study aimed to examine the variables of entrepreneurial culture and its role on the effect of self-efficacy on entrepreneurial intentions. This research was conducted at Universitas Negeri Semarang, Indonesia in a population of 761 students who were active in student organizations that carried out entrepreneurial activities. By using the proportional stratified random sampling method, a sample of 262 student members of the organization was obtained. Data collection was carried out by using a questionnaire. The results of the path analysis stated that the entrepreneurial culture was able to be a mediator or moderator in intervening in the effect of self-efficacy on entrepreneurial intentions. The results of this study can be used as considerations in developing student organization policies and budgets to stimulate the development of student organizations based on entrepreneurial culture.

Keywords: Entrepreneurial Intentions, Self-Efficacy, Entrepreneurial Culture, Student Organizations.

Introduction

Unemployment is still a crucial problem in Indonesia. Puspadjuita (2018) found that from several factors examining the effect on the unemployment rate in Indonesia (labor force, industrialization, labor elasticity and regional wage rates) only labor force variables positively affected the unemployment rate. BPS data (2019) showed that the number of higher education graduates entering the workforce actually increased the number of unemployed in the last 3 years. Hidayah & Hakim (2019) stated that age, number of family members, sex, and relationship with head of household, marital status, area of residence, and training variables at work simultaneously affected the tendency of educated workers to become unemployed in Central Java. In addition, the increase in unemployment is caused by the large number of graduates which is

not proportional to the number of available jobs. College graduates who are looking for work in meeting the needs of the family economy, must compete closely with graduates from universities throughout Indonesia and abroad.

Table 1.

Data of university graduates labor force

Year	Labor Force (LF)			
	Working	Unemployment	Number of LF	% Working / LF
2016	11,087,318	567,235	11,654,553	95.13
2017	11,322,320	618,758	11,941,078	94.82
2018	11,653,102	729,601	12,382,703	94.11

Source: Central Bureau of Statistics (2019)

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The Indonesian government continues to increase the intentions of university graduates in entrepreneurship so that unemployment can be reduced. One of the government's efforts to intensify the spirit of entrepreneurship in the education sector is to establish Entrepreneurship courses as compulsory courses for all study programs at universities. However, in reality the entrepreneurial intentions of university graduates are still low. The results of the 2018 tracer study at Universitas Negeri Semarang (UNNES) as one of the largest state universities in Central Java, Indonesia recapitulating data samples of 163 UNNES alumni showed that students tend to choose to work in private companies and government agencies including SOEs. Students who chose to become entrepreneurs / set up a company as a career choice were relatively low compared to students who chose to work in private companies and government agencies as a career choice. The same thing was also found in the results of the 2019 tracer study in the Faculty of Economics at UNNES. Graduates of the Faculty of Economics who in fact got all the theories and practices on how to manage a business and become a reliable businessman turned out that there were only 4.02% of graduates who were entrepreneurs. The rest of the graduates of the Faculty of Economics at UNNES preferred to work in government and private institutions.

However, entrepreneurial intentions are individual considerations that are temporary and develop over time. Bernhofer & Li (2014) examined the career choice intentions of Chinese students covering career choices in the general field and career choices in the field of entrepreneurship. This research was focused on the dynamics of change in the intentions of career choices, the impact of career motives, the environment of university and the perceived obstacles. In this study it was found that the most desired career choice of Chinese students' right after graduating from university was to work in a big company, and the students' intention to begin a new business was relatively low. But after five years, the entrepreneurial career choice to start a company or start a business was identified as the most preferred choice.

The temporal and volatile entrepreneurial intentions require the support of all factors to become stronger and more permanent in students. One way to maintain student entrepreneurial intentions is to create an entrepreneurial culture in the campus environment. An initial survey of 147 students of the Faculty of Economics at UNNES showed that 83.70% of students actively participated in organizations on campus and most encouraged them to carry out entrepreneurial activities.

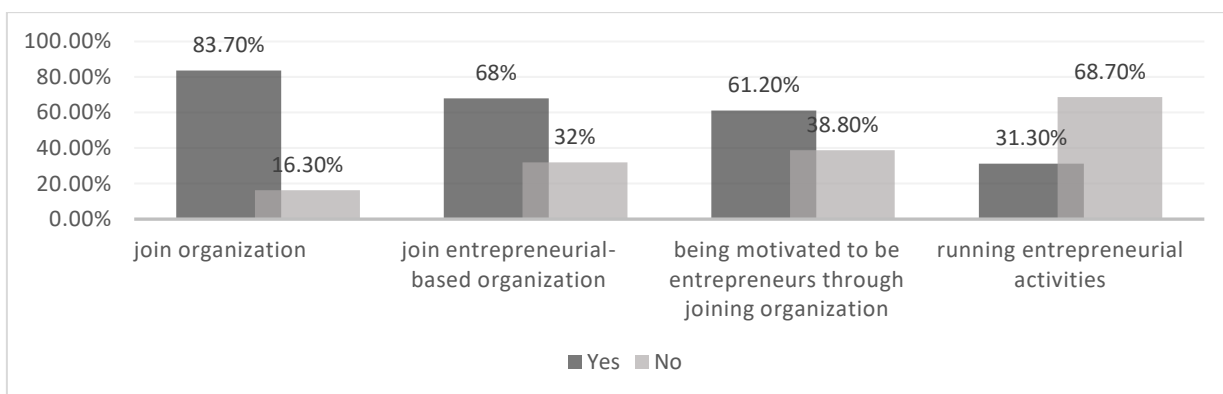


Fig. 1.

Student Data of Organization Members

Organizations are human activities that have purposeful goals, boundaries that are maintained and have a constructed social system (Aldrich, 1999). Being active in campus organizations can build individual capacity in terms of people management skills, communication skills, valuing diversity, project proposal skills, and others (Cravens, 2006). However, being active in campus organizations is not easy for students. They face many challenges, especially those related to time management between college and organization. This challenge becomes more

complicated for students who are in both development stages namely intellectual and cognitive. It creates difficulties to integrate, synthesize, and apply what they learn in lectures that are different from those in reality. The result is that many students, who do not have a personal attachment to student organizations, feel less satisfied and have difficulty understanding the meaningful experience gained in organizing, all of which make students feel right to leave the organization (Quaye & Harper, 2015).

Students who follow organizations are able to develop patterns of interaction in their ability to think and regulate behavior. In addition, organizations can also develop students' ability to manage the time between lectures and organizations in accordance with the priorities that have been considered by students. Some organizations involve entrepreneurial activities into the work program of their organizations with the aim of obtaining funds (business funds) to encourage the productivity of activities in the organization. Entrepreneurial activity is believed to be a tool to increase a country's economic growth and to solve other economic problems such as unemployment (Sondari, 2014).

According to Zimmerer, Scarborough & Wilson (2008) one of the factors stimulating entrepreneurial growth in a country is the role of universities to implement the entrepreneurship education with responsibility in educating and providing motivation to dare to choose entrepreneurship as their career. Universities as Educational Institutions, are not only tasked with creating a large number of bachelor graduates, but are able to create a large number of graduates who will contribute to society and be able to face challenges in social life.

The entrepreneurial intention as a career after graduating from college is generally low, one of ten students in China will take entrepreneurship into consideration as the most intended career decision (Bernhofer & Li, 2014). Instilling entrepreneurial intentions in a person requires very strong determination. Intention is a connecting factor from the influence of various motivational factors that impact on a behavior to be carried out. (Linan, 2004) stated that intention is a prerequisite needed both to become an entrepreneur and to perform certain behaviors after the initial phase.

Goal intentions are one's own independent instructions to achieve the desired results and behavioral intentions are self-instructions to take certain actions that are directed to achieve an outcome (Sheeran & Webb, 2016). Intention includes capturing both goals and behavior and the level of individual commitment. Krueger (1993) stated that entrepreneurial intentions reflect a person's commitment to begin a new business and are a main issue that should be considered in understanding the process of establishing a new business in entrepreneurship. The entrepreneurial intention refers to the action of an individual's attitude towards the results of the actions and self-efficacy of an individual, this is related to the perception of desires, worthiness and the tendency to act on opportunities (Zain, Akram, & Ghani, 2010). The entrepreneurial intentions can be interpreted as encouraging someone to take an entrepreneurial action that is accompanied by commitment and confidence to

start a business by identifying and utilizing existing business opportunities, making it a real action.

Literature Review

This research is based on Theory of Planned Behavior (TPB) proposed by Ajzen (1991), stating that the main factor of a person's behavior is an individual's intention influenced by three variables: attitude, subjective norms, and perceived behavioral control (Parianti, Suartana, & Badera, 2016). The main concern in the theory of planned behavior is the intention of a person to perform a behavior, because intention is an intermediate variable that causes the behavior of an attitude or other variables.

Both psychological and behavioral approaches are needed in measuring entrepreneurial intentions (Ferreira, Raposo, Rodrigues, Dinis, & Paço, 2012). Therefore, in this study the chosen independent variable is self-efficacy to measure the psychological readiness of entrepreneurship on students and the variable of entrepreneurial culture to review entrepreneurial intentions of student behavior in organizations followed at universities.

Bandura (1977) defined self-efficacy as a person's belief in their ability to successfully achieve their goals as a result of their own actions. The basic understanding of self-efficacy is important to explain human behavior because it highly influences an individual to determine decision making of choices, level of effort, and perseverance (Chen, Gully, & Eden, 2004). Based on this concept, individuals who have a high self-efficacy for a particular task are more likely to pursue and then persevere in that task than those with low self-efficacy.

Self-efficacy is a condition where individuals believe that the behavior for entrepreneurship is easy or can be done (Wijaya, 2008). Self-efficacy is one's belief in his ability to manage and carry out tasks effectively and efficiently, able to face all challenges and predict the amount of effort needed to achieve these goals. Based on research by Pihie & Bagheri (2013), self-efficacy affected direct and indirect entrepreneurial intentions. In line with research from Naktiyok, Karabey, & Gulluce (2010) which stated that students had strong beliefs in their abilities and capacities in determining and articulating the goals and direction of the development of their business, but their beliefs about the ability to overcome unexpected difficulties of doing business were low enough. This result is different from Wijaya's research (2008) which stated that self-efficacy had no effect on entrepreneurial intentions. The different results from the above studies identify that the effect of self-efficacy on

entrepreneurial intentions needs to be reexamined.

H1 There is an effect of self-efficacy on entrepreneurial intentions

Many researchers defined entrepreneurial self-efficacy. Pihie & Bagheri (2013) summarized it as a belief in the ability of individuals to successfully perform the tasks required in starting and managing a new business and their expectations of the results of creating a new business. Self-efficacy relates to the individual beliefs in his ability to exercise control over his own functions and on events that affect his life, including beliefs in personal success, motivation levels, quality of function, resistance to difficulties and vulnerability to stress and depression (Bandura, 2010). Among all variables affecting motivation and trust, self-efficacy has been identified as the main cognitive mechanism driving individual behavior in a cultural environment (Liao, Liu, & Loi, 2010; MacNab & Worthley, 2012). Culture in this study refers to an entrepreneurial culture of student organizations. Referring to the results of previous studies, it is suspected that self-efficacy also has a contribution to the formation of an entrepreneurial culture in student organizations.

H2 There is an effect of self-efficacy on an entrepreneurial culture

Culture is defined as a system that underlies special values for certain groups of people, so that it motivates to involve in behaviors that might not be reflected in other societies (Linan & Chen, 2009). Linan and Chen also see culture as a bridge between economic and institutional circumstances, on one side, and entrepreneurship, on the other side. Entrepreneurial culture is an embodiment of values, norms, and / or traditions that are believed to be true and become guidelines in developing a business (Margunani, 2019). If within the organization students have been cultivated to carry out entrepreneurial activities, it is presumed that a good entrepreneurial intentions will be formed on the students themselves.

H3 There is an effect of entrepreneurial culture on entrepreneurial intentions

If a student has self-efficacy in entrepreneurship, then he will actively mobilize entrepreneurial activities in his organization to get additional funding for activities. Conversely, if self-efficacy in entrepreneurship is low, entrepreneurial activity in the organization becomes only a formality without any specified profit targets and efforts to increase profits.

Research conducted by Naktiyok, Karabey & Gulluce (2010) stated that the United States had higher entrepreneurial intentions than Turkey because the social context and cultural characteristics of Turkey did not emphasize entrepreneurship.

H4 There is an effect of self-efficacy on entrepreneurial intentions through entrepreneurial culture

H5 There is an effect of self-efficacy on entrepreneurial intentions by being reinforced by entrepreneurial culture

Research Methodology

This research was a quantitative study that examined the effect of the independent variable (self-efficacy) on the dependent variable (entrepreneurial intentions) through the same mediating variables and moderation variables, namely entrepreneurial culture. The population of this study was 761 students who were active in student organizations in the Faculty of Economics at UNNES. The sample number was calculated based on the Slovin formula of 262 students with proportional stratified random sampling technique to ensure there was a representative sample of each student organization. The indicator of entrepreneurial intention refers to the opinion of Sukmaningrum & Rahardjo (2017), namely: (1) happy to do entrepreneurship; (2) readiness for entrepreneurship; (3) mature considerations for entrepreneurship and (4) deciding to become entrepreneurs. Indicators of self-efficacy are (1) self-confidence; (2) leadership and (3) mental maturity. While indicators of entrepreneurial culture include (1) values developed in the organization; (2) acceptance of organizational values and (3) loyalty to organizational cultural values. The research data was obtained through a questionnaire that had passed the validity and reliability test using a semantic differential scale in the form of interval data.

Results and Discussion

The results of descriptive analysis of the variables in this study can be observed in the following Table 2.

Table 2.

Summary of Descriptive Analysis

No.	Variable	Min Score	Max Score	Mean	Standard Deviation	Descriptive Score	Category
1.	Entrepreneurial Intention	21	67	47.15	7.869	47.15	Sufficient
2.	Self-Efficacy	23	75	58.05	8.845	58.05	Sufficient
3.	Entrepreneurial Culture	14	50	37.30	7.087	37.30	Sufficient

Source; Data Processed, 2019

The entrepreneurial intention was measured by indicators of happy to do entrepreneurship (high), readiness for entrepreneurship (sufficient), mature consideration for entrepreneurship (sufficient) and deciding to entrepreneurship (low). Calculation of quantitative descriptive scores for self-efficacy variables stated that self-confidence was in the sufficient category, leadership was in the high category and mental maturity was in the sufficient category. As for the entrepreneurial culture variables, the percentage of descriptive scores for each indicator occupied sufficient categories for all items, namely values developed in the organization, acceptance of entrepreneurial values and loyalty to entrepreneurial values.

Meanwhile, the normality test with Kolmogorov Smirnov (K-S) stated that the residual data was normally distributed with a significance of 0.756. Linearity test results stated that all relationships were linear with the significance of the linearity of entrepreneurial intentions with entrepreneurial attitudes 0,000, efficacy with entrepreneurial intentions 0,000 and culture with entrepreneurial intentions 0,000. The research model was also declared to pass the

multicollinearity test and the heteroscedasticity test with the Park Test.

The Effect of Self-Efficacy on Entrepreneurial Intention with Entrepreneurial Culture as an Intervening Variable

Descriptive analysis results stated the self-efficacy of students was in the sufficient category, meaning that there were still doubts within students for a career as an entrepreneur. Students were not sure that they were able to face challenges when starting a business. This lack of confidence caused student entrepreneurial intentions to be suboptimal and the courage to decide to start entrepreneurship was in the low category. Therefore, this study examined new variables that were thought to be able to mediate the effect of self-efficacy on student entrepreneurial intentions that were active in student organizations so that strategies could be formulated to increase entrepreneurial intentions, namely entrepreneurial culture variables. The results of partial tests, simultaneous tests and multiple tests on this first model can be observed in Table 3.

Table 3.

Summary of path analysis model 1

Direction of Influence	Coefficient	Sig.	Decision
Self-efficacy -> Entrepreneurial Intention	0.6120	0.000	Accepted
Self-efficacy -> Entrepreneurial Culture	0.6190	0.000	Accepted
Entrepreneurial Culture -> Entrepreneurial Intention	0.5240	0.000	Accepted
Self-efficacy -> Entrepreneurial Culture -> Entrepreneurial Intention	0.619x0.524 = 0.324	0.010	Accepted

Based on Table 3, it was known that self-efficacy proved to affect entrepreneurial intentions (**hypothesis 1 was accepted**), self-efficacy affected entrepreneurial culture (**hypothesis 2 was accepted**) and entrepreneurial culture affected entrepreneurial intentions (**hypothesis 3 was accepted**). Bird's entrepreneurial intention model based on cognitive psychology theory tries to explain or predict human behavior. Intentions are conceptualized as a function of belief that connects beliefs and behaviors that will be carried

out next (Fishbein & Ajzen, 1975). That is, people have attitudes towards certain behaviors based on the belief that doing the behavior will produce certain consequences, as well as normative beliefs about the behavior. Behavioral intentions result from attitudes and are direct determinants of behavior. Fishbein & Ajzen (1975) describe the sequence of successive events as follows: beliefs, attitudes, intentions, and behavior.

Self-efficacy is a student's confidence in his ability to organize and carry out tasks effectively and efficiently. Markman, Balkin, & Baron (2002)

stated that beliefs in the first place in the Fishbein & Ajzen theory are perceptions about the self-efficacy of students themselves and not the objective abilities which actually motivate individuals to show entrepreneurial behavior. Different from other entrepreneurial personality characters which are relatively steady, self-efficacy is affected by contextual factors such as past experience and education (Hollenbeck & Hall, 2004). Many studies have shown that self-efficacy affects entrepreneurial intentions (Utami, 2017; Wilson, Kickul, & Marlino, 2007; Zhao, Seibert, and Hills, 2005; Segal, Borgia & Schoenfeld, 2005).

In this study, the effect of self-efficacy on entrepreneurial intentions proved to be mediated by entrepreneurial culture. Table 3 showed that the entrepreneurial culture variable had a significance value of $0.0105 < 0.05$ (significant) based on the multiple test so that it proved that entrepreneurial culture was able to be a mediating variable for the effect of self-efficacy on entrepreneurial intentions (**hypothesis 4 was accepted**). Sardeshmukh & Corbett (2011) found a relationship of self-efficacy with the quality of work experience, while Kickul, Wilson and Marlino (2007) found that there was a relationship between leadership experience and self-efficacy. Organizations that have entrepreneurial activities provide an opportunity for students who are members to gain work experience and leadership experience and contribute in a team to achieve the goal of getting additional funding through entrepreneurial activities. High self-efficacy facilitates the process of adapting to entrepreneurial activities in student organizations because students have enough confidence to participate and even become leaders in carrying out entrepreneurial activities. Self-efficacy supports open-mindedness so that entrepreneurial values can be well absorbed in students so as to cause loyalty to entrepreneurial activities, even though the student organization is actually not an organization whose main purpose is to gain profit through entrepreneurship.

Furthermore, a good entrepreneurial culture will affect the increasing student entrepreneurial intention. Sajjad & Dad (2012) found the impact of culture on entrepreneurial intentions; different cultures have different ways to influence entrepreneurial intentions and different ways to influence intentions on perceived perceptions and desires. Likewise in student organizations, organizational culture greatly influences the entrepreneurial intentions of its members. If an organization has a culture of doing entrepreneurial activities to get additional funding for its activities, then its members become familiar with entrepreneurial strategies and there is a possibility that they can feel satisfaction in

carrying out entrepreneurial activities so as to increase student entrepreneurial intentions.

Effect of Self-Efficacy on the Entrepreneurial Intention with Entrepreneurial Culture as a Moderating Variable

In the second empirical model, the entrepreneurial culture variable was positioned as a moderating variable that was thought to strengthen the effect of self-efficacy on entrepreneurial intentions.

Table 4.

Summary of path analysis model 2

Direction of Influence	Coefficient	Sig.	Decision
Self-efficacy -> Entrepreneurial Intention	0.323	0.030	Accepted
Entrepreneurial Culture -> Entrepreneurial Intention	-0.211	0.239	Rejected
Entrepreneurial Culture *Self-efficacy -> Entrepreneurial Intention	0.588	0.037	Accepted

Based on Table 4, it was known that the entrepreneurial culture variable had a significance value of $0.239 > 0.05$ (not significant) and the interaction variable between self-efficacy and entrepreneurial intention had a significance value of $0.037 < 0.05$ (significant) and a regression coefficient value of $\neq 0$. The results can be concluded that the entrepreneurial cultural variable was a pure moderator variable, and **hypothesis 5** which states "Entrepreneurial culture strengthens the relationship between self-efficacy and student entrepreneurship intentions of members of the Faculty of Economics organization at UNNES" **was accepted**.

Besides being able to be a mediator between self-efficacy and entrepreneurial intentions, the entrepreneurial culture in an organization was also able to increase the effect of self-efficacy on entrepreneurial intentions. Clark (1998) has identified an integrated entrepreneurial culture as a core element for successful institutional transformation into entrepreneurial organizations. In line with the same thing, O'Shea, Allen, Chevalier, & Roche (2005) argued that universities need to develop a culture that supports commercialization so that entrepreneurship in the academic world develops.

Entrepreneurship transformation takes place at various levels (Colyvas & Powell, 2006) including at the level of student organizations. Even though entrepreneurship is not the main activity in the student organization, the existence of entrepreneurial culture in the organization can become a unique subculture (Schneider, Ehrhart, & Macey, 2013) so as to encourage strong entrepreneurial intentions for members of the organization.

Conclusion

This study confirmed that the entrepreneurial culture has a significant contribution in building a bridge between self-efficacy and entrepreneurial intention and strengthen its effect. It results in a suggestion that the university should encourage student organizations to consider entrepreneurship as one of their organization values. By implementing this policy, it is predicted that the entrepreneurial activities among students would increase. In the short term, entrepreneurial activities in student organizations have the potential to be developed to increase student fund acquisition and to improve the quality of students' activities. Getting satisfaction on their activities is expected to boost students' self-efficacy and intention in doing entrepreneurial activities. In the long term, it is expected to build a strong entrepreneurial culture among students resulting in more students become entrepreneurs after graduating from their studies.

Limitations and Future Research

This study does have limitations in terms of the scope and the research model. Firstly, this study only focus on one university and students organizations inside it. The future research might expand the population for a whole country or even more to know the pattern of students' entrepreneurship culture in each country. Secondly, this research model use only one of three independent variable from Theory of Planned Behavior, which is self-efficacy. The future research is suggested to complete it with the other variables, or to find the new relevant variables.

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