



A Model of Entrepreneurial Intention Through Behavioral Approaches

Kurjono✉, Heni Mulyani, Yusuf Murtadlo

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Accounting Education Department, Faculty of Economics and Business Education, Universitas Pendidikan Indonesia, Bandung, Indonesia

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Abstract

The purpose of this study was to determine the effect of entrepreneurial attitudes, subjective norms and perceived behaviour control on entrepreneurial intentions both directly and indirectly and to know the differences in entrepreneurial intentions in terms of gender, regional origin, and scientific fields. The research method used was explanatory survey method. The population was 19,919 students with a sample size of 377 respondents. The research sample taken from the UPI student population consisted of 13 sections, faculties and regional campuses. Data collection used a questionnaire that had been tested for validity and reliability. Data processing techniques used descriptive analysis and path analysis. The results showed that entrepreneurial attitudes and control behaviour had a significant positive effect on entrepreneurial intentions. Perceived behaviour control had the greatest influence on entrepreneurial intentions. There was no difference in intention of entrepreneurship from the aspect of gender, as well as students who come from villages and cities, however there were differences in entrepreneurial intentions from the scientific aspects between science and humanities majors. Suggestions from the results of this study were lecturers and educators should maintain an entrepreneurial attitude by increasing indicators of interest in business opportunities.

How to Cite

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✉ Correspondence Author:

Jl. DR. Setiabudhi No. 229, Isola, Sukasari, Kota Bandung, Jawa Barat 40154
Email: kurjono@upi.edu

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INTRODUCTION

Entrepreneurship education has been considered as one of the important factors in establishing and developing entrepreneurial passion, soul, and behaviour among the younger generation (Kourilsky and Walstad, 1998). With respect to the influence of entrepreneurship education, it was necessary to have an understanding of the way the young entrepreneurs develop and encourage their potential since the school age. In several previous studies, it was stated that the entrepreneurial interests of students were considered as a source for the emergence of future entrepreneurs (Kourilsky and Walstad, 1998). The increasing number of entrepreneurs is inseparable from the education involvement. Therefore, the role of entrepreneurship education is highly important in the development of a state. It is undeniable that since entrepreneurship can be taught, the need for entrepreneurship education in the curriculum at every level of education is widely and well-recognized in Europe. According to Kuratko (2005), the focus of the entrepreneurship education study in relation to its research gap could be found in the initial steps of students in the "entrepreneurial awakening lines" and entrepreneurship awareness. Eventually, entrepreneurship education motivates students to work well.

This study employed the Planned Behaviour Theory (PBT) by Ajzen (1991). The Planned Behaviour Theory identifies three factors that precede an intention. Two factors reflect the perceived desire to carry out a behaviour: a personal attitude towards perceived behaviours and perceived social norms (subjective norms). Third, the perceived feasibility reflects the perception that behaviour was controlled personally. Behaviour control reflects the perceived feasibility of carrying out a behaviour and related to the perception of situational competence (self-efficacy).

Since the issue related to the establishment of entrepreneurial intentions is considered complex, the researchers need to formulate the research problems. The aspects studied

from the behavioural aspects include: attitude towards behaviour, subjective norm, and perceived behavioural control.

Intention is considered as the best single predictor of any planned behaviour, including entrepreneurship (Norris F. Krueger, Reilly, & Carsrud, 2000). In fact, there is a strong relationship between entrepreneurial intentions and actual entrepreneurial behaviours (Norris F. Krueger et al., 2000). Attitudes have an effect on behaviours through the formulation of intentions (Norris F. Krueger et al., 2000). There are many studies started from Ajzen (1991), Shapero and Sokol (1982), and many other studies that focused on entrepreneurial intentions. Based on the qualitative data, the model showed that intention developed from the rational and intuitive thinking which in turn are influenced by the entrepreneur's social, political and economic context, and their perceived history, current personality, and abilities. Shapero and Sokol (1982) said that intention depends on the desired element of desire, the possibility to act, and perceived feasibility. The perceived feasibility is influenced by the perceived ability of the person in order to carry out the specific behaviours. Ajzen (1991) through the Planned Behaviour Theory (PBT), stated that intention was explained by attitudes to behave, subjective norms, and perceived behavioural controls. Using an evidence-based approach and expanding pioneer work by Norris F. Krueger et al. (2000), who has been the first one to compare and integrate the existing theories of intention.

Intention is considered as an important factor that can be viewed from an individual, especially when we want to look back on the executed acts. In particular, entrepreneurial intention is defined as the intention or desire of a person to carry out an act of entrepreneurship. The process of finding information for the purpose of establishing a business should be based on independence, through certain to-be-taken steps and freedom. Prospective entrepreneurs are encouraged to have the knowledge and skills to select a business, have leadership skills, and have the ability to

manage from the basic. The prospective entrepreneurs who have high intentions will always have an optimistic enthusiasm in order to face brighter future of their businesses, therefore, fostering the selected business will be executed seriously. Maintaining a gradual business in order to achieve a successful career becomes a dream that should be initiated through sincere efforts such as in mastering knowledge, skills, and work ethic. Therefore, choosing a career as an entrepreneur will be considered as a characteristic of someone who has a high entrepreneurial intention. The prospective entrepreneurs who have entrepreneurial intentions are always characterized by the ability to face a challenging future. Therefore, besides they should have the knowledge and skills, they will also be characterized by the ability to initiate a business with well and careful planning. Based on the explanation above, entrepreneurial intentions consist of indicators covering independent business lines, entrepreneurial carrier, and entrepreneurial planning.

According to Heinonen (2007), the concept of entrepreneurial behaviour became famous. As the time goes by, there was a growing need to develop entrepreneurial skills in order to encounter the current and uncertain future challenges. In the current economic situation, jobs are rarely "for life", and traditional secure career lines have disappeared. Entrepreneurial intentions are considered as the most frequently learned realm from the establishment of a business. This approach referred to an established relationship between the intentions for further action (Ajzen, 1991) and as the best predictor of entrepreneurial behaviour.

Kolvereid (1996) argued that the greater the perceived behavioural control of a person was, the stronger the intention of a person to become an entrepreneur. Entrepreneurial intention is visualized as a conscious state of mind that directs the attention. Therefore experiences and actions towards objects can reach a particular line (Bird, 1989; Yar Hamidi et al., 2008). Yar Hamidi et al. (2008) also

asserted that innovation had a strong effect on the entrepreneurial intentions. The identification and study of students' entrepreneurial characteristics assumed a special relevance for the development of adequate educational programs in relation to the entrepreneurship and business creation. Therefore, investigating the determining factors of entrepreneurial intentions is an important issue in entrepreneurial studies. Raposo, do Paço, and Ferreira (2008) found that individuals who had a greater tendency to the business creation were assumed to have confidence and leadership capacity. Lee, Lim, Pathak, Chang, and Li (2006) concluded that schools and education systems undeniably played an important role in predicting and developing entrepreneurial skills.

According to Crant, (1996) male students had higher entrepreneurial intentions than female students. Gender had an effect on entrepreneurial intentions. In fact, there were different views on works directed male and female. Crant (1996) assumed that gender had an effect on entrepreneurial intentions because men had a more proactive nature than women. Some other researchers examined gender in relation to the entrepreneurial intentions, such as the studies of Kautonen, Luoto, and Tornikoski (2010); Kourilsky and Walstad (1998); Lee et al. (2006); Liñán and Chen (2009); Pruett, Shinnar, Toney, Llopis, and Fox (2009); Sequeira, Mueller, and McGee (2007); Wang and Wong (2004); Wilson, Kickul, and Marlino (2007); Yordanova and Tarrazon (2010); Zhang, Duysters, and Cloudt (2014). They found that women had less desire or interest in initiating a new business than men. Theoretically, gender was considered as a factor that influenced the initial level of entrepreneurial intentions and the development of intentions. Also and Isaksen (2012) in relation to the Norwegian female students in high school found that the experience of young companies had indirect positive effects on entrepreneurial intentions through their effects on the subjective norms and the perceived behavioural controls. In Zhang et al. (2013) study, it also could be proven that

if men and women received entrepreneurship education, men would have a higher chance of entrepreneurial intention than women.

According to Sihombing (2011), being an entrepreneur is not always influenced by external factors such as the environment and people around. Alma (2007: 13), that there are a number of locations or areas that have a lot of business, such as in Silicon Valley in the United States where many large entrepreneurs are found, in the area entrepreneurial activities are buying and selling goods, transportation, warehousing, banking, and various consulting services. This kind of atmosphere is very influential on society to foster interest in entrepreneurship. Therefore, urban areas tend to be faster to grow interest in entrepreneurship.

Research results of Njoroge & Gathungu (2013) stated that entrepreneurship education and training are the main determinants in the growth and survival of a business. According to the theory of human capital, investment in knowledge, skills and abilities increases individual productive capacity. The program of teaching entrepreneurship has several strong positive effects for some students, depending on their background and initial perspective on entrepreneurial intentions. Entrepreneurship teaching programs have several strong positive effects for students' entrepreneurial intentions. Entrepreneurship learning in high school is in economic subjects or social studies. Even so, in vocational schools, all families are based on social studies, science and humanities are required to take entrepreneurship lessons. In accordance with the formulation of the problem, this study aims to determine the effect of entrepreneurial attitudes, subjective norms and perceived control behaviours on entrepreneurial intentions both directly and indirectly and to know the differences in entrepreneurial intentions in terms of gender, regional origin, and scientific fields.

METHODS

The research subjects were UPI students who were still active in the 2016 and 2017 classes which included 13 faculties and regional campuses, and had participated in entrepreneurship lectures. The study population consisted of 19,919 students. The study sample was calculated using the Isaac Michael formula, which obtained a sample of 377 respondents.

The technique of collecting data used a closed questionnaire with the Likert scale. Before data collection carrying out, an instrument test were conducted, namely validity and reliability. Data analysis was carried out through variable description analysis and path analysis. Tools such as percentage calculations, tables and graphs were used for the descriptive analysis of variable. The interpretation was done by comparing the number of scores achieved with the number of ideal scores multiplied by 100%. Before testing the hypothesis, the assumption test is carried out first, namely the data normality test, heteroscedasticity test and autocorrelation test. Hypothesis testing is done by using path analysis with the help of SPSS.

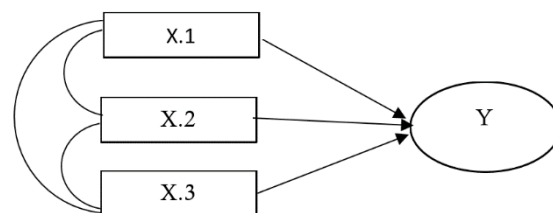


Figure 1. The Diagram for the Causal Model of the Inter-Variable Relationship Path Initial Structure

Information:

X.1 = Entrepreneurial Attitudes

X.2 = Subjective Norms

X.3 = Perceived Control Behaviour

Y.1 = Entrepreneurial intention

Table 1. Operationalization of the Research Variables

| Variable | Indicator | Data |
|-------------------------------------|---|----------|
| Entrepreneurial Attitudes (EA) | Interests in business opportunities | Interval |
| | Creative and innovative thinking | |
| | Positive view on failure | Interval |
| | Leadership and responsibility | Interval |
| Subjective Norms (SN) | Parents and lecturers' supports | Interval |
| | Friends' supports | Interval |
| | An important figure's supports | Interval |
| Perceived Behavioural Control (PBC) | Belief in business planning | Interval |
| | Belief in completing the tasks | Interval |
| | Belief in realizing the purpose of entrepreneurship | Interval |
| | Belief in being consistent in entrepreneurship | Interval |
| | Belief in experiences as strength | Interval |
| | Belief in reliable expertise | Interval |
| Entrepreneurial Intention (EI) (Y) | Self-Business Line (SBL) | Interval |
| | Entrepreneur as a Carrier | Interval |
| | Planning to Start a Business | Interval |

Source: Processed Primary Data (2018)

e. = Other Cause Variables Entrepreneurial Intention

RESULTS AND DISCUSSION

Descriptive analysis used to give an overview of the average score of each latent variable. The results of descriptive analysis of each variable along with the indicators are illustrated in Table 2. Table 2 showed that endogenous variables consisted of entrepreneurial attitudes with a percentage of 87.44. The highest indicator for this variable is a positive view of failure (90.54%) while the lowest indicator is interest in business opportunities (85.57%). Subjective norms are 71.03% in high conditions, the highest indicator is the support of people who are considered

important while the lowest indicator is friend support. The perceived control behaviour of 85.92% is categorized as very high conditions, the highest indicator of experience confidence as strength, while the lowest indicative is confidence in completing tasks. Entrepreneurial intention with a score of 83.22% in high conditions, the highest indicator is the business line itself while the lowest indicator is planning to start a business.

In the behavioural approach, it appears that the dimensions of entrepreneurial attitude have the highest score of 87.44%. Followed by perceived behavioural control of 85.92%, entrepreneurial intentions of 83.22% and subjective norms of 71.03%. The attitude of entrepreneurship as the highest dimension shows that the learning process of entrepreneurship

Table 2. Recapitulation of Average Scores for Each Variable

| No | Variable | Item | Total | Score | | % |
|--|--|------|-------|-------|--------|--------|
| | | | | Ideal | Actual | |
| Indicators of Entrepreneurship Attitude | | | | | | |
| 1 | Interest in business opportunities | 3 | 1131 | 5655 | 4839 | 85,57 |
| 2 | Creative and innovative thinking | 3 | 1131 | 5655 | 4925 | 87,09 |
| 3 | Positive views of failure | 3 | 1131 | 5655 | 5120 | 90,54 |
| 4 | Soul leadership and responsibility | 3 | 1131 | 5655 | 4894 | 86,54 |
| | | | | 22620 | 19778 | 87,44 |
| 1 | Support from the role of parents and lecturers | 2 | 754 | 3770 | 2796 | 74,16 |
| 2 | Friend support, | 3 | 1131 | 5655 | 3921 | 69,34 |
| 3 | Support of people who are considered important | 3 | 1131 | 5655 | 3995 | 70,65 |
| | | | | 15080 | 10712 | 71,03 |
| Indicator of Perceived of Behavior Control | | | | | | |
| 1 | Confidence in business planning | 3 | 1131 | 5655 | 4731 | 83,66 |
| 2 | Confidence completing tasks | 2 | 754 | 3770 | 3029 | 80,34 |
| 3 | Confidence in realizing the goal of entrepreneurship | 2 | 754 | 3770 | 3109 | 82,47 |
| 4 | Persistence in entrepreneurship | 2 | 563 | 3770 | 3343 | 88,67 |
| 5 | Confidence of experience as strength | 3 | 1131 | 5655 | 5077 | 89,78 |
| 6 | Reliable expertise confidence | 4 | 1508 | 7540 | 6623 | 87,84 |
| | | | | 30160 | 25912 | 85,92 |
| Variable: Entrepreneurial intention | | | | | | |
| 1 | Own business line (JUS) | 7 | 2639 | 13195 | 11191 | 84,812 |
| 2 | Career Entrepreneurship | 5 | 1885 | 9425 | 7991 | 84,785 |
| 3 | Career Entrepreneurship | 5 | 1885 | 9425 | 7487 | 79,438 |
| | | | | 32045 | 26669 | 83,224 |

Source: Processed Primary Data (2018)

is able to instil learning outcomes in the affective dimension, namely the embeddedness of attitudes. This is consistent with the support of his theory of humanistic psychology, personalism, open education and free schools without differences. Usually this kind of research shows concern for individual development, to

recognize differences in individual needs.

Descriptive analysis of entrepreneurial intention variables, it appears that the dimensions of the business lines themselves have the highest score of 84.81%, followed by an entrepreneurial career of 84.78% and planning to start a business was 79.44%. In the process

of learning entrepreneurship, if someone is already embedded in an entrepreneurial attitude, surely someone tends to learn to plan business activities that work well. Prospective entrepreneurs who have the intention of entrepreneurship are always characterized by the ability to face a challenging future. Therefore, in addition to the provision of knowledge and skills in the field they are engaged in, it will also be characterized by the ability to start a business with careful planning. Taking advantage of opportunities is always followed by making financial budgeting, marketing projections, raw material budgets, labour and indirect costs and production processes. In other words, prospective entrepreneurs who have high intentions will be characterized by the ability to analyse benefits & costs that will be passed.

Student profiles of respondents, viewed from the aspect of gender can be presented in the Table 3. Based on Table 3, it shows that the profile of students who are respondents are mostly female (71.43%) and the rest are male (28.57%).

Table 3. Respondents' Profile

| Gender | F | Percentage |
|--------|-----|------------|
| Male | 126 | 28.57% |
| Female | 315 | 71.43% |
| Total | 441 | 100.00% |

Source: Processed Primery Data (2018)

This study was intended to test the model, then hypothesis testing was done by the calculation process more than once, this was done to obtain the continuity of the proposed research model. Based on the simultaneous initial calculation, the effect of entrepreneurial attitude (X1), subjective norms (X2) and perceived control behaviour (X3) obtained $R^2=0.572$, $F=166,065$ ($P=0,000$) significant testing. This means that entrepreneurial attitudes (X1), subjective norms (X2) and perceived control behaviour (X3) have a positive effect on entrepreneurial intentions, but after re-examining each variable there was a non-significant variable which is subjective norm variable. The test results are shown in Table 4.

Table 4. Effect of Locus of Control (X1), Risk Taking (X2), and Confidence (X3) Towards Entrepreneurial Intention

| Variable Effect | Path Coefi | t _{count} | Sig | Hipotesis test |
|---|------------|--------------------|------|-------------------------|
| Entrepreneurship attitude towards entrepreneurial intention | ,192 | 4,371 | ,000 | H ₀ Denied |
| Subjective norms for entrepreneurial intentions | ,048 | 1,110 | ,268 | H ₀ Accepted |
| Perceived behaviour control towards Entrepreneurial Intention | ,589 | 11,94 | ,000 | H ₀ Denied |

Source: Processed Primary Data (2018)

Based on the results of testing the hypothesis, trimming is needed, which is to remove variables that are not significant and do the recalculation process. The results of the recalculation are shown in Table 5. Based on Table 5, the results of test simultaneous, the influence of subjective norms (X1), and perceived control behaviour (X3) obtained $R^2 = 0.568$, $F = 248,329$ ($P = 0,000$) significant testing. This means that subjective norms and control behaviours have a positive effect on entrepreneurial intentions, and the magnitude of the influence is 56.8% and the remaining 43.2% is influenced by other variables. Thus the more effective the subjective norms and perceived behaviour control the tendency for entrepreneurial intentions to be more positive.

Tabel 5. The results of the recount

| Model | F | Sig | R | R Square |
|-------|---------|-------------------|-------|----------|
| 2 | 248,329 | ,000 ^a | 0,570 | 0,568 |

Source: Processed Primary Data (2018)

The next step is testing the effect of variables X1 and X3 on entrepreneurial intentions. Based on Table 6, the test results obtained $t = 4,565$, $p = 0,000$, meaning significant influence. This means that there is a positive influence on entrepreneurial attitudes towards entrepreneurial intentions by 0.198, meaning that the amount of entrepreneurial attitudes towards entrepreneurial intentions is $(0.198)^2 = 0.0392 = 3.92\%$. The more positive the entrepreneurial attitude the higher the intention of entrepreneurship. The test results ob-

tained $t = 14.147$, $p = 0,000$, meaning significant influence. This means that there is a The more positive perceived behaviour control the higher the intention of entrepreneurship of 0.615, meaning that the amount of perceived control behaviour towards entrepreneurial intentions is $(0.615)^2 = 0.3782 = 37.82\%$. The more positive perceived behaviour control the higher the intention of entrepreneurship.

The attitude of behaving related to entrepreneurial intentions even forms intentions, as stated by Wijaya (2007) that attitude to behaviour is the basis for the formation of intentions. If students of SMK Negeri 1 Pati have high and positive attitude in themselves, entrepreneurial intentions will emerge in students for entrepreneurship. Fishen & Ajzen Wijaya, (2007) also mentioned the more positive the beliefs of the object attitude, the more positive the individual's attitude towards the object of the attitude, and vice versa. The results of research conducted by Vemmy (2012) showed that attitude to behaviour has a significant effect on entrepreneurial intentions. Wijaya (2007) stated that there was a positive and significant influence on attitude toward entrepreneurial intentions. Andika and Madjid (2012) also stated that there was a positive and significant influence on attitude toward entrepreneurial intentions. Entrepreneurial intention is based on the basic model of Theory of Planned Behaviour formed by entrepreneurship, subjective norms and self-efficacy through entrepreneurial potential. The attitude of individuals who are able to tolerate risk has the intention to entrepreneurship (Zhao, Seibert, & Hills, 2005). The more positive the attitude of the

Table 6. Effect of Entrepreneurship Attitudes (X1) and Perceived Control Behavior (X3) Towards Entrepreneurial Intention

| Effect Variable | PathCoef | t_{count} | Sig | Hypothesis test |
|--|----------|-------------|------|-----------------|
| Entrepreneurship Attitude towards Entrepreneurial Intention | ,198 | 4,565 | ,000 | H_0 Denied |
| Perceived behavior control towards Entrepreneurial Intention | ,615 | 14,147 | ,000 | H_0 Denied |

Source: Processed Primary Data (2018)

Table 7. Decomposition of Results of Calculation of Direct, Indirect Effects and Total Influence

| Variable | Effect | | | Total effect |
|----------------|--------|---------------------------------|---------------------------------|--------------|
| | Direct | Indirect through X ₁ | Indirect through X ₂ | |
| X ₁ | 0,0392 | - | 0.0762 | 0,1154 |
| X ₃ | 0,3782 | 0,0762 | - | 0,4644 |
| Total effect | | | | 0,5798 |

Source: Processed Primary Data (2018)

individual, the higher the entrepreneurial intention. The results of testing the direct and indirect effects of entrepreneurial attitude variables and perceived control behaviour on entrepreneurial intentions are explained in Table 7.

Based on Table 7, it appears that the control behaviour is felt to have the highest effect of 0.4644. Based on the table above, the structural model is explained in the figure as follows

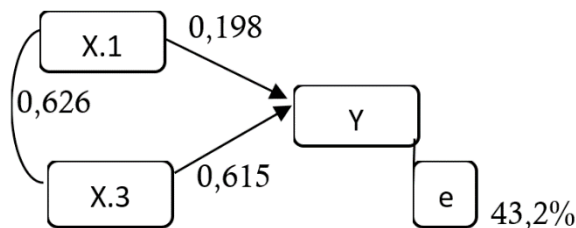


Figure 2. Research Structural Model

Information:

- X.1 = Entrepreneurial Attitudes
- X.3 = Perceived Control Behavior
- Y = Entrepreneurial Intention
- e. = Non-Examined Factors

The correlation coefficient between exogenous variables (entrepreneurial attitudes and perceived control behaviour) is 0.626 including the strong category. The strong relationship between entrepreneurial attitudes and perceived behavioural control proves that the development of student entrepreneurial intentions requires the support of entrepreneurial attitudes and control behaviours that are felt as well as vice versa. This finding is in line with the results of the study which states that stu-

dents' entrepreneurial intentions are influenced by behavioural, psychological and demographic factors. Another study that supports that the need for achievement, self-confidence, and personal attitudes positively influenced entrepreneurial intentions. Furthermore, subjective norms and personal attitudes influence perceived behavioural control. These findings can have a significant impact on knowledge about the contribution of behavioural theory to entrepreneurial intentions. These findings have implications for the proposition that the strong relationship between entrepreneurial attitudes and control behaviours that can be felt can be maintained and improved in order to produce high synergy between the two.

Hypothesis 1 test results produce p value $0.00 < 0.05$ which shows that for $\alpha = 0.05$ which means rejecting H₀ and accepting H_a. Thus, the hypothesis "The attitude of entrepreneurship has a positive effect on entrepreneurial intentions", is acceptable. This is in accordance with the results of Ajzen's research, (1991) as an established relationship between intentions for further action. Strengthening the results of Bird's research (1989) and Yar Hamidi et al. (2008). About the strong influence of the attitude of innovation on entrepreneurial intentions. Relevant with Raposo et al. (2006, 2008a, b) that individuals prove a greater tendency for the creation of business pilot seems to have confidence and leadership capacity. Likewise, according to Shapero's research (1982) which states that attitudes, subjective norms and behavioural control are perceived as the best predictors of entrepreneurial behaviour

The results of testing hypothesis 2 produce p value $0.00 < 0.05$, indicating that for $\alpha = 0.05$, which means rejecting H_0 and accepting H_a . Thus, the hypothesis "Control behaviour that is felt to have a positive effect on entrepreneurial intentions. This is in accordance with Kolvereid's (1996) study relating to control perceived according to perceived feasibility, one of the key factors of self-efficacy, so that the greater control of a person's behaviour is felt, the stronger the person's intention to become an entrepreneur. This is confirmed by Fayolle (2005) and Kickul et al. (2008) where self-efficacy significantly influences entrepreneurial behaviour and supports entrepreneurship. Likewise, in accordance with the results of research by Raposo et al. (2006, 2008a, b) who found that individuals proved a greater tendency for the creation of business pilot seemed to have confidence and leadership capacity.

Testing the next hypothesis is to know the differences in intangible intentions from the aspect of gender, regional origin and scientific field. Entrepreneurial intention from gender factors is shown in the calculation of Table 8 using the independent sample t-test. First, we examine whether there are similarities in variance between men and women, as shown in Table 8. Based on Table 8, the results of 1 test t -1,704 and p-value of 0.89 are obtained, so that at a significant level of 0.05 H_0 it is accepted that there is no significant difference in student entrepreneurial intentions based on gender.

The results of testing Hypothesis 3 show that there is no difference in entrepreneurial intentions between men and women.

This shows that in the period of entrepreneurship learning, gender does not affect entrepreneurial intentions from the aspects of the business path, entrepreneurial career and business planning. This is not in accordance with Crant's (1996) study, which found that men had higher entrepreneurial intentions than female students. Likewise with the research of Kourilsky and Walstad, (1998); Shay and Terjesen, (2005), Wilson et al., (2004); Wang and Wong, (2004), Sequeira et al., (2007); Linan and Chen, (2009), Pruett et al. (2009), Yordanova and Tarrazon, (2010), Kautonen et al., (2010), Lee et al., (2011) and Zhang et al (2013) and Also and Isaksen (2012) that women lack have a desire to start a new business rather than men, gender in its theoretical model as a factor that influences the initial level of entrepreneurial intentions and the development of intentions.

The results of testing hypothesis 4, show that there is no difference in entrepreneurial intention seen from the village and the city shows no difference. This is contrary to Sihombing's opinion (2011) that said being an entrepreneur is not always influenced by external factors such as the environment and people around. Likewise with Alma (2007: 13), that there are several locations or areas that have a lot of business, such as in the Silicon Valley area in America where entrepreneurial activities are found. The atmosphere of many business activities is more urbanized. Based on the results of the research of villages and cities not different, this shows that in the era of globalization students from villages and cities have a homogeneous intention.

Based on the Table 8 obtained p-value of

Table 8. Test Free Samples of Entrepreneurial Intention from Gender, Region and Science

| Levene's Test for Equality of Variances | Gender | | | Original region | | | Anova | Science | |
|---|--------|------|--------|-----------------|------|-------|-------|---------|-------|
| | F | Sig. | t | F | Sig. | t | | F | sig |
| Intentions | 1,860 | ,173 | -1,704 | ,138 | ,710 | 1,429 | | 3,222 | 0.041 |

Source: Processed Primary Data (2018)

Table 9. Recapitulation of Research Results

| No | Proposition | Conclusion |
|----|--|--|
| 1 | Entrepreneurship attitude has a positive effect on entrepreneurial intentions | Entrepreneurial attitudes have a positive effect toward entrepreneurial intentions |
| 2 | Perceived Behaviour Control have a positive effect on entrepreneurial intentions | Perceived control behaviour have a positive effect toward entrepreneurial intentions |
| 3 | There is a difference between the average intention of student entrepreneurship by gender | There is no difference in entrepreneurial intentions in terms of gender |
| 4 | There is a difference between the average intention of student entrepreneurship based on regional origin | There is no difference in entrepreneurial intentions in terms of regional origin |
| 5 | There is a difference between the average intention of student entrepreneurship based on science | There is a difference in entrepreneurial intentions in terms of scientific field |

Source: Processed Primary Data (2018)

0.41, thus in the real level of 0.05 H0 rejected means that there are significant differences in the intention of student entrepreneurship based on science. The average entrepreneurial intention of the largest is IPS (71.29), Humanities (68.53) and Science (67).

The results of testing hypothesis 5, indicate that there are differences in entrepreneurial intentions seen from science. This is in accordance with the research of Njoroge & Gathungu (2013) which stated that the program for teaching entrepreneurship has several strong positive effects for some students. This is because initially when school respondents were in high school or vocational school, more entrepreneurship subjects were given in the IPS family. This causes entrepreneurial intentions to experience differences.

CONCLUSION

Based on the results of the study, it was concluded that descriptively entrepreneurial attitude variables is in very high conditions, perceived behavioural control variables and entrepreneurial intention variables are in high conditions. Hypothesis testing shows that entrepreneurial attitude and control behaviour variables have a positive and significant effect

on entrepreneurial intentions. There is no difference in entrepreneurial intentions between men and women, there is no difference in entrepreneurial intention from villages and cities. And there is difference in entrepreneurial intentions from the scientific aspect, where the highest one is the IPS class. Therefore, to gather science and humanities, material of entrepreneurial intention should be given. Suggestions for further research are the need for additional indicators of interest in business opportunities in the entrepreneurial attitude variable. It is recommended to improve the control behaviour variable through adding the indicator of confidence in completing tasks. This can be implemented in student discipline in compiling, presenting and lecturing assignments. For other researchers, it is recommended to examine entrepreneurial intentions further in order to complete the behavioural approach of entrepreneurial attitudes, subjective norms and perceived control behaviours.

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