



The Role of Gender Moderates the Effect of Entrepreneurial Mindsets on Student Intention

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Abstract

The purpose of this research was to explain how gender roles in moderating the entrepreneurial mindset affect one's intentions. Is it through the entrepreneurial mindset that a man will be able to increase his intentions or is it greater than women? The method used in this article was Moderating Regression Analysis (MRA) and Process macro Hayes version 3.5.3. This study had a population of 5170 students and 371 students were used as samples. The results of the analysis indicated if the entrepreneurial mindset had a positive and significant effect on intentions. There was no effect of gender moderation on the effect of entrepreneurial mindset and intention. An entrepreneur needs to own an entrepreneurial mindset in him to cultivate intentions. This improvement can be done by designing and creating a program that can develop and grow the entrepreneurial mindset of students without the need to pay attention to gender-related characteristics (both men and women have the same opportunities). The uniqueness of this research was to test the effect of an entrepreneurial mindset on intention, moderated by gender. The contribution to this research was the effect of gender moderating the effect of entrepreneurial mindset on student intentions.

How to Cite

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INTRODUCTION

Globally, entrepreneurship is considered a major factor in economic development and a major key to the economic growth of a country (Ahmed et al., 2020; Omri, 2020; Tunali & Sener, 2019). Entrepreneurship as a person's career provides financial independence and a means of contributing to the economy by creating jobs. However, this depends on the size of the entrepreneurial intention that is manifested by individuals, so that somebody who would be an entrepreneur must own prerequisites in the form of intention. (Iwu et al., 2019).

Entrepreneurial intention refers to one's intention to undertake entrepreneurial behavior. A person's entrepreneurial behavior will not occur without entrepreneurial intention (Ramos et al., 2020). Entrepreneurial intention is considered a fundamental and essential requirement to become a new entrepreneur (Duong et al., 2020). The entrepreneurial intention could be a good predictor in entrepreneurial behavior or actions to create new businesses, so assessment in students' entrepreneurial orientation, intentions, and interests are important for educational institutions also policymakers (Krueger, Reilly, and Carsrud 2000).

Educational institutions in Indonesia make entrepreneurship a subject for schools and universities to increase economic growth and reduce open unemployment in Indonesia, and it is hoped that students will have provisions in the form of entrepreneurial intention and entrepreneurial skills to graduate as job makers. Entrepreneurship education is an appropriate and effective tool to improve entrepreneurial intention. Entrepreneurship education can also be a means of observing gender differences in implementation. Gender equality in Indonesia is included in the main part of the Sustainable Development Goals. Gender equality is related to economic growth, increasing human capital, and worker productivity. Increasing human capital is carried out through improving the quality of women's education. If there is still gender inequality, it can lead to economic decline.

Data (BPS (Central Bureau of Statistics), 2019) report for August on Indonesian labor conditions, gender-based Labor Force Participation Rate (LFPR) was obtained, men and women were 83.13% at 51.89%. The TPAK for women increased by 3.02% points from men by 0.42% points during 2015-2019. The Open Unemployment Rate (TPT) according to gender in 2019, namely, men at 5.31% and women 5.23%. This

shows that the TPT for men was greater than that of women. However, the decline in TPT for men (0.09% points) was greater than that for women (0.03% points). The average monthly net salary wage for female workers was lower than that of men, namely 2.39 to 3.06 million rupiahs. This BPS data illustrates that the economy in Indonesia is still dominated by men.

The phenomenon of gender inequality in Indonesia in the economy emphasizes the need to increase worker productivity through entrepreneurship education and improve the quality of education, especially for women. Entrepreneurship education is where a process of forming entrepreneurial intention takes place, which motivates them to establish their own business after building the competencies needed to own and run a business. The objectives of entrepreneurship education are generally to develop a set of entrepreneurial skills, increase the entrepreneurial mindset, stimulate entrepreneurial behavior, prepare and assist students' entrepreneurial efforts (Kakkonen, 2011).

An entrepreneurial mindset is one's mindset related to entrepreneurship. Entrepreneurial intention is considered as a thought formed before entrepreneurial behavior occurs, meaning that someone who has entrepreneurial intentions will have an entrepreneurial mindset about what will become an entrepreneurial action or behavior. (Bui et al., 2020). The entrepreneurial mindset is created from the dimension of entrepreneurial orientation, this happens because the mindset is related to strategic thinking, which is entrepreneurial thinking, so those are a parallel relationship among entrepreneurial mindset and behavior, this is what builds the basis for entrepreneurial orientation (Ramadani et al., 2020). It is important to study the entrepreneurial mindset based on gender because they both contribute differently to community development (Hyams-Ssekasi et al., 2018).

An entrepreneurial mindset can be defined by interpreting the word mindset than the word entrepreneurial. Mindset is a mental attitude or inclination that is structured and can change, through a mindset of talents and abilities that are fixed but can be developed. The development of greater awareness about mindset can make someone start thinking of taking steps to act and react in new ways. Entrepreneurial refers to an attitude or character of businesses (Entrepreneur) (Bosman & Fernhaber, 2017). So, the entrepreneurial mindset is a mindset that tends to find, evaluate, and take advantage of opportunities. The entrepreneurial mindset strategically has an important

role in encouraging and supporting entrepreneurial thinking. Strategic experts, along with entrepreneurs define the entrepreneurial mindset as a need for more strategic thinking, starting with identifying opportunities for action (Krueger and Sussan 2017).

Two important components in the entrepreneurial mindset are the elaborating mindset and the implementing mindset. Elaborating mindset is an important requirement in developing an entrepreneurial mindset, the greater a person's elaborating mindset, the lower the possibility of deciding so that the elaborating mindset has no relationship with entrepreneurial behavior. The implementing mindset is an entrepreneurial mindset that leads to entrepreneurial behavior, which means that it has a positive effect on entrepreneurial behavior (Cao & Ngo, 2019). Four elements of the entrepreneurial mindset are alertness to opportunity, risk propensity, ambiguity tolerance, and dispositional optimism (Cui et al., 2019).

Entrepreneurship education is a place to grow and encourage entrepreneurial intention which is important for an entrepreneur. An entrepreneur who has entrepreneurial intention will have an entrepreneurial mindset, so it is important to see its effect and its relation with the moderator variable, namely gender. This research looks at an entrepreneurial mindset that has a positive effect on intention, does gender moderate the relationship between entrepreneurial mindset and intention?

METHOD

This study used non-experimental quantitative research methods, namely descriptive research. This study used four variables including entrepreneurial mindset as the independent variable (X), the mediator variable in this research was gender with Z code (male = 1, female = 0), the intention was the variable Y (dependent), the control variable was the type of faculty (science and technology / social humanities) to control the effect between the independent and dependent variables, K (science and technology =1, social humanities =0).

This study had a population of 5170 undergraduate students at Sebelas Maret University, class of 2017. Determination of the sample was done by using the Slovin calculation method (error rate 5%) 371 students. The sampling technique used purposive sampling, with sample characteristics: firstly, undergraduate students at the Sebelas Maret University, 2017. Secondly,

students who had taken entrepreneurship education. Lastly, faculties that had entrepreneurship education courses, so other samples other than these characteristics were not be used.

The research instrument used a closed and direct type of questionnaire, where respondents can easily choose the answers that had been provided in the questionnaire. then directly or through google forms were given and filled out by the respondent according to himself. The instrument item was made with a 4-point Likert-type scale, the alternative answers and values started from the highest value, namely 4 with an alternative answer of strongly agree to the lowest value of 1 with an alternative answer of strongly disagree. The questions in the instrument were designed by looking at indicators for each variable, namely intention had 7 statements, and entrepreneurial mindset consisted of 10 items.

The instrument was then tested for validity and reliability. validity test used Confirmatory Factor Analysis (CFA) with SPSS 21 software. Reliability was tested by using the Raykov structural equation model approach or Raykov composite reliability, the testing process was carried out by using SPSS 21 and Ms. Excel. Research instrument testing was conducted on 150 students. Factor analysis criteria were declared good when the sample had a size of more than or equal to 50 and the number of samples was more than 100, the better (Hair et al., 1998).

The analysis method of this research was carried out through Moderating Regression Analysis (MRA) to find the effect and interaction of the entrepreneurial mindset and intention variables which were moderated by gender. Then we tested the effects of the interactions that had been obtained and made plotting through the process macro Hayes test (simple slope analysis). The measures undertaken in data analysis in this study included: First, doing descriptive analysis. Second, performing classical assumption test or prerequisite test in descriptive quantitative research (linear regression analysis), which included multicollinearity, heteroscedasticity, and normality tests. The classical assumptions that had been done showed the results if the data had met the prerequisite tests in descriptive quantitative research so that the next step could be taken.

Third, conducting the Moderating Regression Analysis (MRA) test was a special analysis tool for multiple linear regression, intending to interpret the role of gender in moderating the effect between entrepreneurial mindset and intention with educational background (type of school) as a control variable. The types of mod-

erator variables consisted of 4 types, namely: (1) Intervening, exogen, antecedent, and predictor (independent): if the moderator variable has a relationship and does not interact with the independent variable; (2) Moderator homologizes: if the moderator variable has no relationship to the independent variable and/or the dependent, and does not have significant interaction in the independent or dependent variable; (3) Quasi moderator: if the moderator variable has correlations to the independent and/or dependent variable, and has a significant interaction on the independent or dependent variable; (4) Pure moderator: if the moderator variable has no relationship with the independent and/or dependent variable, it also has significant interaction with the independent or dependent variable.

The MRA test was carried out by analyzing R square, analyzing the significance of the model by performing the F and t-tests, and determining the type of moderator variable through the following three equations:

$$Y_i = \alpha + \beta_1 X_i + \varepsilon \dots \dots \dots (I)$$

$$Y_i = \alpha + \beta_1 X_i + \beta_2 Z_i + \varepsilon \dots \dots \dots (II)$$

$$Y_i = \alpha + \beta_1 X_i + \beta_2 Z_i + \beta_3 * Z_i + \varepsilon \dots \dots \dots (III)$$

The determination of the types of moderators was seen through the value of the B value on Unstandardized Coefficients with the following criteria: First, The independent (predictor) is not a moderating variable, if the equation models (II) and (III) are not significantly different, ($\beta_3 = 0$; $\beta_2 \neq 0$). Second, pure moderator, if the regression equation model (I) and (II) are the same, it must also have differences with the equation model (III), ($\beta_2 = 0$. Third, $\beta_3 \neq 0$) Quasi moderators, when models (I), (II), and (III) must have differences from each other or ($\beta_2 \neq \beta_3 \neq 0$) (Ghozali, 2013).

Process macro Hayes (simple slope analysis) version 3.5.3, when the predictor (entrepreneurial mindset), moderator (gender), and interaction (entrepreneurial mindset * gender) variables in the regression model have given significant results, this means that it has informed through the interaction effect that moderation has occurred, but the nature of the interaction effect cannot yet be known, so it is necessary to carry out a simple slope analysis. Simple slope analysis performs regression equations for predictors and outcomes and rates the lows, highs, and averages of the moderators. The level of 'high' and 'low' in the Process using the high and low standard deviation of the average value of the moderator then calculate the significance of the regression slope so that we can see which moderator values have a significant relationship between the predictors

and Johnson and Neyman's results (Cohen et al., 2002).

The process macro Hayes performs the mean centering of the predictors, the coefficients for the two variables that determine which products will be interpreted in the range of data. Interpretation of the results by looking at the value of B any predictor also standard error. Every B compares with zero using a t-test, then calculated from beta divided by the standard error. When the character of the interaction effect has been known, it can perform authentication through Process (simple slope analysis), plotting to create graphs, and data are located at the bottom of the output (Hayes, 2012).

RESULTS AND DISCUSSION

Descriptive analysis of each variable in the research includes average value (mean), lowest (minimum) value, highest (maximum) value, and standard deviation. Look at Table 1. Results of MRA test analysis to determine the effect of X on Y, also Z which moderates it, look at Table 2.

There are three equations used in the analysis through the following:

Equation 1: Entrepreneurial Intention = α + Faculty + β_1 Entrepreneurial Mindset + ε

Equation 2: Entrepreneurial Intention = α + Faculty + β_1 Entrepreneurial Mindset + β_2 Gender + ε

Equation 3: Entrepreneurial Intention = α + Faculty + β_1 Entrepreneurial Mindset + β_2 Gender + β_3 Entrepreneurial Mindset * Gender + ε

Explanation of the regression results at these three models or equations, namely: First, The coefficient of determination, R Square in equation 1 (see table 2) was 0.429, indicating that 42.9% of the variation in entrepreneurial intention was explained by the entrepreneurial mindset which was controlled by one control variable (faculty), the rest (57.1%) was described by other variables instead of of the model. R Square 0.429 <0.5 told that entrepreneurial mindset and entrepreneurial intention had a weak relationship. Then to analyze the significance of the model, the F test was carried out, seen in table 4 $F(2, 368) = 138.062$, $p < 0.05$, which intended that the regression model was significant and an entrepreneurial mindset had a joint effect on entrepreneurial intention. The impact for each predictor (partially), seen from the coefficient value and its significance in table 4 if, $B = 0.389$, $t = 16.608$, $p < 0.05$, namely that the entrepreneurial mindset had a significant impact on intention. Value at β_1 Entrepreneurial Mindset sees Unstandardized

Table 1. Descriptive Statistical Analysis Results

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	371	0	1	.28	.450
Faculty	371	0	1	.38	.487
Entrepreneurial Intention	371	5	16	11.20	2.113
Entrepreneurial Mindset	371	9	28	21.42	3.565
Valid N (listwise)	371				

Source: Primary Data Processed (2021)

Table 2. The Coefficient of Determination R2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,655	0,429	0,426	1,60111
2	0,655	0,429	0,424	1,60318
3	0,658	0,433	0,427	1,59927

Source: Primary Data Processed (2021)

Table 3. t test Results and Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		T	Sig.
		B	Std. Error	Beta			
1	(Constant)	2,985		0,508		5,877	0,000
	Fakultas	-0,291	0,171	-0,067	-1,700	0,090	
	Mindset	0,389	0,023	0,656	16,608	0,000	
2	(Constant)	2,993		0,510		5,869	0,000
	Fakultas	-0,290	0,172	-0,067	-1,691	0,092	
	Mindset	0,389	0,023	0,656	16,587	0,000	
	Codg (Code gender)	-0,041	0,185	-0,009	-0,219	0,827	
3	(Constant)	2,457		0,602		4,083	0,000
	Fakultas	-0,293	0,171	-0,068	-1,711	0,088	
	mindset	0,414	0,028	0,699	14,886	0,000	
	Codg	1,802	1,117	0,384	1,613	0,108	
	Interaction	-0,086	0,051	-0,401	-1,672	0,095	

Source: Primary Data Processed (2021)

Table 4. F test results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	707,857	2	353,929	138,062	0,000 ^b
	Residual	943,383	368	2,564		
	Total	1651,240	370			
2	Regression	707,981	3	235,994	91,820	0,000 ^c
	Residual	943,259	367	2,570		
	Total	1651,240	370			
3	Regression	715,132	4	178,783	69,901	0,000 ^d
	Residual	936,108	366	2,558		
	Total	1651,240	370			

Source: Primary Data Processed (2021)

Coefficients (table 3) of 0.389 with a significance of 0.000 or ($\beta_1 = 0$).

Second, Coefficient of determination, R Square at equation two (see table 2) was 0.429, meaning that 42.9% was a variation of entrepreneurial intention which can be explained by entrepreneurial mindset and gender was controlled by one control variable (faculty), and the rest (57, 1%) came from other than the variables in the model. R Square value $0.429 < 0.5$ showed that those were a weak correlation among entrepreneurial mindset, gender also intention. Then to analyze the significance of the model, the F test was carried out, shown in Table 4, $F(3, 367) = 91.820$, $p < 0.05$ which meant significant regression model and effect together towards entrepreneurial Intention. The effect for each predictor (partially), seen from the coefficient value and its significance in Table 4, namely, $B = -0.041$, $t = -0.219$, $p > 0.05$, showed that gender did not significantly affect entrepreneurial intention. Values of β_1 Entrepreneurial Mindset and β_2 Gender on Unstandardized Coefficients (table 3) were 0.389 and -0.041 with a significance of 0.000 and 0.827 or ($\beta_1 = 0$; $\beta_2 \neq 0$).

Third, The coefficient of determination, R Square in equation 3 (see table 2) was 0.433, indicating that 43.3% at entrepreneurial intention variation can be explained with an entrepreneurial mindset, gender, also interactions were controlled by one control variable (faculty), while the rest (56, 7%) described by external variables that did not come from the model. R Square $0.433 < 0.5$ indicated a weak correlation between the

entrepreneurial mindset, gender, interaction, and entrepreneurial intention. Then to analyze the significance of the model test F, shown in table 4 $F(4, 366) = 69.901$, $p < 0.05$ showed significant regression model and effect together towards entrepreneurial Intention. The effect for each predictor (partially), seen from the coefficient value and its significance in table 4 if, $B = -0.086$, $t = -1.672$, $p > 0.05$, meaningful if interactions are not significantly influence entrepreneurial Intention. The values of β_1 Entrepreneurial Mindset, β_2 Gender, and β_3 Entrepreneurial Mindset * Gender on Unstandardized Coefficients (table 3) were 0.389, -0.041, and -0.09 with a significance of 0.000, 0.827, and 0.095 or ($\beta_1 = 0$; $\beta_2 \neq 0$; $\beta_3 \neq 0$).

Results of analysis we obtained showed us that the regression model for each equation was significant, but for the effect of each predictor variable, only the entrepreneurial mindset variable had a significant impact on entrepreneurial intention while gender and interaction variables did not significantly affect entrepreneurial intention. Coefficient and probability values of each model to determine the type of moderator can be concluded that if gender was not a moderator variable, it means that gender can be an intervening variable, predictor, exogen, or antecedent. So, to prove this result, a Process Hayes analysis (simple slope analysis) can be carried out. Does gender have no moderating effect? Following are the results of the Process Hayes analysis (simple slope analysis):

Results of Process Hayes analysis (simple

Table 5. Model Summary

R	R-sq	MSE	F	df1	df2	P
0,655	0,429	2,571	91,743	3,000	367,000	0,000

Source: Primary Data Processed (2021)

Table 6. Model Regression

Model	Coeff (B)	se	T	P	LICI	ULCI
Constant	11,203	0,083	134,530	0,000	11,039	11,367
Mindset	0,387	0,023	16,548	0,000	0,341	0,433
Codg	-0,041	0,186	-0,222	0,824	-0,406	0,323
Int_1	-0,085	0,051	-1,652	0,099	-0,186	0,016

Source: Primary Data Processed (2021)

Table 7. Test(s) of highest order unconditional interaction(s)

	R2-chng	F	df1	df2	p
Mindset*Codg	0,004	2,729	1,000	367,000	0,099

Source: Primary Data Processed (2021)

slope analysis) showed, if it is more or less the same as in the regression. Significant regression model was $F(3,367) = 91.743$, $p < 0.05$, $R^2 = 0.429$. However, interaction still had an insignificant effect, namely $B = -0.085$, $t(367) = -1.652$, $p > 0.05$, meaning that gender did not moderating effect at the effect of entrepreneurial mindset on intention, this can also be seen from the test of highest order unconditional interaction (s) (table 7), namely $F(3,367) = 2.729$, $p > 0.05$. This explained that if there is no tendency for male and female differences to influence the entrepreneurial mindset on student entrepreneurial intention, so that the next step, namely analyzing the nature of the interaction effect and proving the nature of the interaction effect through graphs, cannot be done.

The effect of entrepreneurial mindset on student entrepreneurial intention

An entrepreneurial mindset is a mindset that seeks to find, evaluate, and take advantage of opportunities, which will then encourage someone to have entrepreneurial intentions and behaviors. Results indicated that entrepreneurial mindset had positive effect on intentions (Cao & Ngo, 2019). A person who applies the elaborate mindset and the implementing mindset can cause more cognitive activity which will increase the threshold between intention and action (Mathisen & Arnulf, 2013). This indicates a positive effect between the elaborate mindset and the implementing mindset at an entrepreneurial intention. Results showed that the entrepreneurial mindset had positive effect on a person's intention.

Gender effects moderate the entrepreneurial mindset on entrepreneurial intention

Gender is statistically not significantly related to entrepreneurial intention. Participation of women in entrepreneurship was very low compared to males in nearly all societies (Gupta et al., 2014). Women tend to have negative learning outcomes related to studying business plan methodologies. Men are less inclined to run online businesses than women. Female students own a higher intention to implementation online business than males (Suryawirawan, 2020).

Research showed that there was no gender difference at the barriers of entrepreneurship, indicating men and women graduates encounter the same obstacles on entrepreneurship (Baliyan et al., 2020). We also cannot detect a moderating effect between gender inequality and other role models (Bastian et al., 2019). Gender did not have a significant effect on entrepreneurial

intention, indicating that the tendency realizing intention to become a strat business in the future had no significant difference among females and males. In addition, gender did not moderate the correlation between entrepreneurship education to entrepreneurial intention (Kusmintarti et al., 2018). Gender was not a moderating variable for the effect of entrepreneurial knowledge at intention (Hutasuhut, 2018).

CONCLUSION

The description of the results and discussion in this research can be concluded as follows: entrepreneurial mindset had positive and significant effect on the intention at Sebelas Maret University students, or it could be said of an entrepreneurial mindset was a predictor variable for intention. That is, if the entrepreneurial mindset acquired through on-campus entrepreneurship education increases, it will also improve the intention of students. A student who has experience in entrepreneurship education will have an entrepreneurial mindset, then grow intention in him, and through this, it will encourage him to carry out entrepreneurial behavior. There was a negative and insignificant effect between the interaction (gender*entrepreneurial mindset) and the intention of Sebelas Maret University students. This explains that there was no gender moderating effect between entrepreneurial mindset and intentions at Sebelas Maret University students, or other words, gender was not a moderating variable so that men and women did not have a significant difference.

This study described how the entrepreneurial mindset affected the intention and gender moderated the relationship. We need to assess the impacts on the role of entrepreneurship education to cultivate and develop an entrepreneurial mindset and intention. Students should study an elaborate mindset and implementing mindset, which can improve intention. The factors driving the entrepreneurial mindset can build or develop intention, also we need to examine again what factors can make difference in male and female intentions. We can see the effect of gender as an intervening and antecedent variable in further research.

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