

The Effect of Entrepreneurship Education on Entrepreneurial Intention of University Students by Adopting Linan Model

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Received: 30th January 2017/ Revised: 16th March 2017/ Accepted: 22nd March 2017

How to Cite: Buana, Y, Hidayat, D., Prayogi, B., & Vendy. (2017). The Effect of Entrepreneurship Education on Entrepreneurial Intention of University Students by Adopting Linan Model. *Binus Business Review*, 8(1), 67-75. <http://dx.doi.org/10.21512/bbr.v8i1.1958>

ABSTRACT

The success of entrepreneurship education programs remains unanswered if it is associated with some students who have decided to launch and pursue a business venture. It is important to know the intentions of a nascent entrepreneur to start up the business ventures persistently if experts and policy makers' attentions are drawn on how to arouse interest in starting a business. Quantitative approached was used in this research to examine the influence of entrepreneurship education, social norms and self-efficacy on intentions to pursue business ventures by adopting Linan model of intention-behavior. The model was addressed to the students who participated in entrepreneurship education program during the mid of study in Bina Nusantara University. Last, the result is in line with Linan model.

Keywords: entrepreneurial intention, Linan model, perceived desirability, perceived feasibility

INTRODUCTION

The number of qualified entrepreneurs in a country is determined by the number of students who intend to become entrepreneurs (Linan & Chen, 2009). In a country with a large population, it is reasonable if it requires serious support from the government to inaugurate college student as an entrepreneur. Thus, they can utilize the existing potential in a proportionate manner to provide new jobs (Adejimola & Olufunmilayo, 2009). Moreover, some ways should be prepared for college students to have the desire and intention about entrepreneurship, so the availability of new jobs are provided (De Jorge-Moreno, 2012). To realize these graduates as young entrepreneurs, the government should also create policies that can support entrepreneurship nuanced social conditions other than entrepreneurial education by universities (Mason & Brown, 2013). Besides that, policies are made because the development of entrepreneurship education has significant progress globally (Kelley, Singer, & Herrington, 2012). In addition, policies

are needed to stimulate the rise of entrepreneurial intention, which is not only confined to the classroom alone since entrepreneurial atmosphere can also stimulate young people to start a business venture. There is a policy that can stimulate an entrepreneurial atmosphere, and have a concept closely related to the formation of entrepreneurial behavior (Linan & Chen, 2009). Moreover, policymakers are expected to know how effective the program is to produce young entrepreneurs (Isenberg, 2010). Policymakers are also involved in comprehensively research institutions to conduct research in entrepreneurship. The result will provide further feedback in the form of developments, breakthroughs, and innovation in public policy that should be done (Reddy, 2011).

Theory of planned behavior by Ajzen (1985; 1991) describes the actions of individuals regarding intentions. It is also about how to build relationships between attitudes and behavior (Ajzen & Fishbein, 2005). Personal attitude toward behavior explains that a person has favorable or unfavorable evaluations about what is the focus in individuals' mind (Ajzen,

1989). In addition, Perceived Behavioral Control (PBC) explains the perceived ease or difficulty in performing a specific behavior as explained by Godin, Valois, and Lepage (1993). The measurement of PBC should include self-efficacy (Terry & O’Leary, 1995). That deals mostly with ease or difficulty of performing behavior and control, the degree to which an individual’s performance (Ajzen, 2002). Definition of attitude can be something that reflects a sense of pleasure, happiness, or plain feelings (neutral) of an individual against something or someone (Eagly & Chaiken, 2007). It is believed by Maio and Haddock (2014) that attitudes have a component of empathy, openness, authority, responsibility, and ability to self-assess the individual. There is also a tendency that the attitude is shown as an effort to make the individual as a role model and example (Feinberg & Willer, 2013).

In entrepreneurship, a positive attitude towards the whole work is interpreted as a challenge (Packham, Jones, Miller, Pickernell, & Thomas, 2010). Justification of attitude towards knowledge is applied in entrepreneurship. According to Ajzen’s first theory about the intentions of individual attitudes in Lee, Wong, Der Foo, and Leung (2011) and Greenwald (2014), it agreed that attitude was important in psychology. The identification to obtain an accurate approach is needed to know what is considered by individuals to overcome the current entrepreneurial difficulties (McMullen & Dimov, 2013). It is assumed that being a successful entrepreneur is the desired outcome of entrepreneurial behavior (Townsend, Busenitz, & Arthurs, 2010). Thus, detailed research is required on individual intentions towards entrepreneurship concerning personal attitude. Also, the object is not only in the form of interests, talents, and abilities, but is also the behavior and more benchmarks that can be explored (Engle *et al.*, 2010).

According to Drucker (2014) and Edelman, Brush, Manolova, and Greene (2010), the concept of entrepreneurial behavior had become well known that there was a growing need to develop the ability of entrepreneurial intentions to face the challenges of the present and an uncertain future. In the current economic situation, there is rarely a job that traditionally could be said as a secure career path (Levenson, 2010). The entrepreneurial intention is learned in the most venture creation. By doing that, a person can have a greater perceived behavioral control and the intention to become self-employed than before (Zellweger, Sieger, & Halter, 2011).

The perceived social norms are considered as an additional aspect to strengthen the performance of attitude and behavior coming from outside the individual (Cialdini, Kallgren, & Reno, 1991). Based on Schultz, Nolan, Cialdini, Goldstein, and Griskevicius (2007), social norms usually give pressure to perform the behavior. The social norms are influenced by outside variables, although individuals tend to plan their behavior, they still consider the appropriateness to the surrounding conditions (Crandall, Eshleman, & O’Brien, 2002). For that reason, social norms are

considered as a strong influence when people control their behavior (Lapinski & Rimal, 2005). Intentions tend to go through the planning process and serious consideration (Ajzen, 1985). To figure out whether the individual intention is to become entrepreneurs, it requires integrated research, especially in cases that behavior is difficult to observe (Basu & Virick, 2008). Individuals are influenced by what they believe that there are indicators of assessment similar to those that are considered important to the individual. It is possible to approve or deny that such behavior has been presented (Blume & Covin, 2011). According to Bicchieri (2005) and Kandori (1992), a social norm was defined as the unwritten rules of behavior in a group, which indirectly specified the desired behavior and attached them with sanctions for not following the behavior applied in a particular community. Similarly, social norms affect the entrepreneurial intentions and behavior referring to the theories that have been proposed by Welter (2011) to be the appropriate framework to evaluate the effects of both the cultural and spatial context in entrepreneurial activity. Several previous researches share the assumption that beliefs and behaviors of individuals are structured with rules and general norms from the social environment. Ostrom (2014), and Kibler, Kautonen, and Fink (2014) agreed that the social norms of behavior activated or inhibited an individual’s behavior. Therefore, it stimulated the creation of dependency on the social environment. According to Meek (2010), testing this aspect of social norms as it affected the entrepreneurial intentions was necessary to review on how strong the influence of entrepreneurship could provide help to understand not only why some people chose to become entrepreneurs, but also why they chose a specific business to start. It also predicted whether entrepreneurship would create social benefits, instead of finding how to predict entrepreneurial intentions. In short, social norms influence not only the entrepreneurial action but also the effectiveness of policies that enable the creation of economic and environmental benefits for the society.

In addition, business creation requires strong interaction between contextual aspects which act in influencing many factors in individual perceptions (Shinnar, 2012). The consideration to become entrepreneurs is the result of some external changes. Caliendo (2014) said that the solution to external changes depended on the perception of desire and feelings deserved. Moreover, based on Sommer and Haug (2011), the perception of feasibility was included as the basis of self-knowledge competency to feel and to plan the intention to carry out certain behavior. The emergence of a desire is planning behavior towards something that is considered beneficial for individuals (Shapiro & Sokol, 1982). Hence, there is hope that both of them are recognized to be positively associated with entrepreneurial intentions.

According to Ajzen (2002), self-efficacy meant an individual who believed in the ability to realize the desire or intention that had been planned. Derived from efficacy, there is the ability to produce something

desired or intended as stated by Kumar and Uz Kurt (2011). It refers to the faith that someone can succeed. If it is involved in planned behavior to achieve specific objectives, then the outcome is largely formed by successful practices occurred in the past (Makhbul & Hasun, 2011). There are possible conditions of self-efficacy in self-individuals. With a high level of those conditions, it will be easy for people to find a way out of the obstacles encountered. On the contrary, it will be easy to convince the futility of the efforts, when obstacles come to them if those conditions are low (Bandura, 2012). Researches on self-efficacy are increasingly offering many important findings for the sustainable entrepreneurship (Makhbul & Hasun, 2011). For example, researchers have shown positive effects of self-efficacy on following aspects; effort, perseverance, goal setting, and performance as described by Salanova, Llorens, and Schaufeli (2011). It showed that people with high self-efficacy concerning entrepreneurship engaged in an entrepreneurial activity (Mueller, 2013). Pihie and Bagheri (2013) said to be successful people needed to convince themselves that they had the ability and were able to execute it. It needs to be conducted to shape the experiences in the control of behavior (Engle *et al.*, 2010). By this logic, there is a perception which success will increase the self-efficacy, and the motivation to perform repeatedly. On the contrary, the failure will make people avoid doing it again (Oosterbeek, 2010). In terms of intentions as part of self-efficacy, some researchers have tried to explore the entrepreneurial intentions in advance. Wright and Stigliani (2013) revealed that experience of the entrepreneurs from starting until steadily running would have a better ability in information processing, decision making and other cognitive capabilities than a nascent entrepreneur. This means that entrepreneurial success is a process (Makhbul & Hasun, 2011). According to Obschonka, Silbereisen, and Schmitt-Rodermund (2010), it was because the function of time and experience helped to achieve more positive results in the future, and success was the result of the efforts. Ultimately personal attitude persists to the perceived feasibility as the key factor of self-efficacy (Zellweger, Sieger, & Halter, 2011). In previous research, Fayolle and Gailly (2015) found that self-efficacy significantly influenced entrepreneurial behavior and was a key tool in entrepreneurship education to improve students' entrepreneurial intentions. Moreover, Ferreira, Raposo, Gouveia Rodrigues, Dinis, and do Paco (2012) stated that Self-efficacy in a conscious state of mind would direct its attention. Therefore, experience and action on a particular object or path would be affected by it.

Entrepreneurs enjoy the freedom to have a business themselves rather than having a boss. However, they are distracted by long working hours for this freedom to be successful (Alstete, 2008). The opportunities in entrepreneurship require expertise in processing the information they have as said by Maina (2011). That information can be obtained from various sources. For example, it can be an educational

program aiming to build knowledge and skills for entrepreneurial purposes. Carsrud and Brännback (2011) showed a clear distinction between who had the intention to become entrepreneurs and those who did not. In addition, Kwong (2016) found that there was a strong desire to choose a career as an entrepreneur. However, when they were asked when it would happen, most were still hesitant to decide. The key assumption of entrepreneurial education was that knowledge of entrepreneurship could be taught, but not for personal characteristics, and the entrepreneur as a discipline can be learned (Oosterbeek, 2010; Drucker, 2014). This statement is confirmed by the notion that entrepreneurship education can improve and develop attitudes related to entrepreneurship and provide the necessary skills to start a business. Linan (2004) proposed that entrepreneurship education to an individual had to strengthen the participant's intention to become an entrepreneur. He also integrated two theories of planned behavior by Ajzen (1991) and theory of entrepreneurial event by Shapero and Sokol (1982) to become a model of entrepreneurial intentions by adding the element of entrepreneurial knowledge, acquired through education as shown in Figure 1.

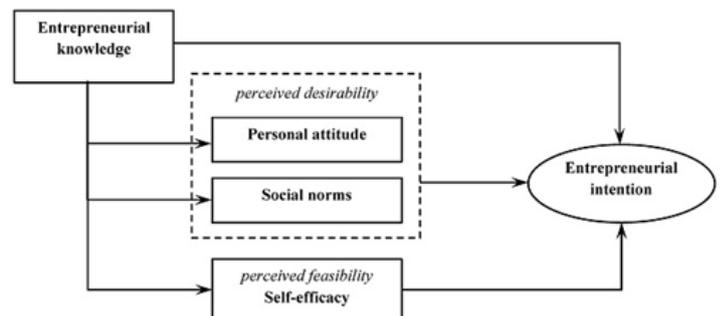


Figure 1 Linan Model on Entrepreneurial Intentions

The purpose of this research is to measure the influence of entrepreneurial knowledge to the factors that drive the intentions according to Ajzen's TPB. In the early stages, participating students on entrepreneurship education program (EEP) are selected to see their intention to the world of entrepreneurship. It is expected in the long term as a comprehensive assessment of aspects related to the intention to start a business and a desire to pursue the business. This research is also expected to have the possibility to be developed into the early stage of prediction of the success of the program. Regarding the pattern of relationships in the Linan model, the role of the personal attitudes perceived by environment as social norms and self-efficacy, known as PBC is important in perceived businesses in the long term by adopting TPB. The pattern of relationships in the model is focused on the aspect to know the entrepreneurial intentions.

There are several expectations of the results. First, it is to obtain initial confirmation that the intention

model of TPB suggested can be directed to the original purpose to be used as an indicator of the impact of EEP. Second, it is suggested that the intention models should have more important aspects than just the factors associated with the previous entrepreneurial experience. Finally, from a practical standpoint, it is expected to provide a strong perspective on the direction of formation of elaboration, design, and EEP orientation to fulfill the strong demand for the success of the program in the long term.

METHODS

In this research, entrepreneurial knowledge and the three aspects of the TPB by Ajzen (1991), namely the attitude, social norms and PBC are used as a basis for the measurement of intention for participants of the EEP. Then those aspects are adapted to adjust the relationships contained in the Linan model on entrepreneurial intentions (Linan, 2004).

Moreover, the survey is given to the college students who have followed EEP. The students who take entrepreneurship courses are from various subject areas for the population. Therefore, the sample is selected in accordance with the presence of students during the academic year of 2015-2016. As participants of the program, they have been given the opportunity to establish their business as a group assignment at the beginning of the program.

The instrument adopted in this research is entrepreneurial intention questionnaire in a series of research conducted in different countries and different cultures. These produce the tools in the form of a few questions to learn the intentions of youth entrepreneurship through the collection of data related to entrepreneurial activity, social norms, education and experience, ability, knowledge, entrepreneurial purposes, and new venture creation (Linan & Chen, 2009). Hence, data for this research are collected using a standardized questionnaire. The questionnaire consists of two parts. The first part consists of questions about respondents' demographic profile. Meanwhile, the second section has 30 questions including knowledge of entrepreneurship (5), personal attitude (6), social norms (8), self-efficacy (4) and entrepreneurial intention (7).

Then, the measurement of independent variables and the dependent variable in the model is based on the questionnaire answers to all questions related to the measurement of the intention of the model parameters. It is entirely made with Likert scale or with a score ranging from 1 (strongly disagree) to 7 (strongly agree).

Furthermore, the data are analyzed by using standard statistical procedures with the statistical analyzer software. The initial stage is to analyze the data obtained through a questionnaire to test the validity and reliability and check the internal consistency (Cronbach's alpha) to exclude other types of data that do not fit. Before testing the hypothesis, the classic

assumption test will be performed such as testing the significance value, distribution or heterogeneity of data, autocorrelation, and multicollinearity. Next, from literature and Linan model, this research aims at the investigation of following hypothesis and multiple regression analysis is used to test the hypothesis.

- H1 : There is an influence of entrepreneurial knowledge on entrepreneurial intention
- H2a : There is an influence of entrepreneurial knowledge on personal attitude
- H2b : There is an influence of entrepreneurial knowledge on social norms
- H3 : There is an influence of perceived desirability identified as the combination of personal attitude and perceived social norms on entrepreneurial intention
- H4 : There is an influence of perceived feasibility represented by self-efficacy to the intention of entrepreneurship

RESULTS AND DISCUSSIONS

By demographics, from 845 respondents, the male is 60,5% (n = 511) and 39,5% (n = 334) are female. The respondents are between 20-23 years (96%), while the rests are older. Respondents are university students from third to the fifth semester. Moreover, they are chosen because they have early stimulation for the entrepreneurial atmosphere from entrepreneurship event. Besides that, in this situation, the students are also stimulated to be more serious in studying to determine their future, as an employee or entrepreneur. In this research, demographic variables considered not to affect entrepreneurial intentions directly. However, it can be useful in identifying personal attitudes, social norms, and perceived behavioral control.

The survey results are based on questions asked and divided into five groups. At the beginning of the survey, respondents are asked about their opinions with five questions about entrepreneurship. The first is a question regarding understanding aspects which the education or knowledge strongly supports the ability of individuals in entrepreneurship. The second is the understanding of the importance of the added value of entrepreneurship. Associated with the previous question, the third and the fourth are the questions of understanding about the entrepreneurship that requires innovation and creativity. Then, the fifth question is investigating whether the respondents know in detail, what it takes to start and run a business or not.

Table 1 shows the understanding of the importance of knowledge about entrepreneurship including aspects about demands of the role of universities in preparing students to be more interested in entrepreneurship. Therefore survey conducted is represented by questions that lead to students'

understanding that knowledge in entrepreneurship is important accompanied by added value, innovation and creativity. Moreover, Table 1 shows how students feel about the importance of entrepreneurship from knowledge perception, as the knowledge develops power of innovation and sense of creativity to increase value of their business.

Table 1 The Understanding the Importance of Knowledge Aspects in Entrepreneurship

Items	Corrected Correlation	Cronbach's Alpha
Supporting ability	0,590	0,933
The added value	0,610	
Innovation	0,571	
Creativity	0,533	
Detailed knowledge	0,535	

Table 2 shows the result which is related to the personal attitude. It is to know the opinion of respondents about the desire to become entrepreneurs as the goal of their life. In connection with that matter, it must be supported by deep knowledge of what they think about the profession of an entrepreneur. Moreover, the advantage and disadvantage of entrepreneur profession according to the perspective of the respondents also become the object of the surveys. The opinions about self-satisfaction may be obtained when being an entrepreneur is the next question. It is followed by a question of the tendency of their strong desire regarding opportunities and resources to start a venture. The entire investigation in this group ends with a question to the respondents' attitudes. It is whether they still have the desire to become an entrepreneur when they are offered an opportunity to become an employee with many benefits that is more interesting than all the advantages possessed by entrepreneur according to the knowledge they have or not.

Table 2 The Opinion about Reason of Desire to Become Entrepreneurs

Items	Corrected Correlation	Cronbach's Alpha
Entrepreneurs as professional	0,784	0,932
Attractiveness	0,818	
Advantages and disadvantages	0,644	
Satisfaction	0,802	
More than just an employee	0,634	
Opportunities and support resources	0,786	

Table 3 investigates the degree of consent of the respondents to the social norms accepted around them, related to the profession as an entrepreneur.

The respondents are asked about the possibility of the approval and support from families, friends, partners, or colleagues. The respondents are also asked about the culture of entrepreneurial activity in the vicinity, and how the respondents' perception of the environment that considers the entrepreneurial activity as a high-risk activity. Furthermore, in the scope of social norms, it also asks the recognition of the people around them to the profession as entrepreneurs, and whether the role in the economy is well received or not from the viewpoint of a student.

Table 3 The Degree of Consent to the Social Norms

Items	Corrected Correlation	Cronbach's Alpha
Approval and support: - from family	0,737	0,932
- from couple	0,754	
- from friends and colleagues	0,741	
Entrepreneurial figure in family	0,045	0,941
Family entrepreneurial activity	0,092	
Entrepreneurial role in the vicinity	0,078	
Vicinity perception of entrepreneurial activity	0,066	
Entrepreneurship as high-risk activity	-0,010	

In accordance with the self-efficacy, the researchers give questions to the respondents about the ease of starting a venture including the ability to run easily according to the perception of a student. Moreover, it is followed by the question of the confidence level to succeed if they start the venture. Then, the confidence level of ability to master and control the process, and how to manage their business in good faith to operate properly are also proposed to respondents. The results are shown in Table 4.

Table 4 The Indicator on Reliability and Consistency of Self-Efficacy

Items	Corrected Correlation	Cronbach's Alpha
Easiness of starting a venture	0,428	0,935
Successfully level	0,653	0,933
Mastery in operating	0,712	0,932
Control attitude	0,619	0,933

The research also requires relationship developed from four aspects, namely knowledge, personal attitude, social norms, and self-efficacy. It is related to the entrepreneurial intentions of students as the object of the survey. On the other hand, it also requires the opinion of the respondents to determine

the level of intention on entrepreneurship. The survey includes several questions such as the readiness of respondents in preparing to be an entrepreneur. Similarly, the respondents are also asked about the self-determination and seriousness of being an entrepreneur. They should be convinced that entrepreneur is a professional purpose and many things should be prepared for starting and running their venture. Finally, the seriousness and determination to create and start their venture in the future are also analyzed. Table 5 describes the results.

Table 5 The Level of Self-Agreement to the Intention of Entrepreneurship

Items	Corrected Correlation	Cronbach's Alpha
Readiness to do anything to become entrepreneurs	0,723	0,931
Professional goals as an entrepreneur	0,783	
Willingness to make an effort to start and operate own venture	0,797	
Self-determination in creating business venture in the future	0,812	
Seriousness thinking of starting a business venture	0,751	
Strong intention to start a business venture	0,787	
Strong wishes to immediately start a business venture	0,757	

Next, the Cronbach's alpha of the variables related to reliability and consistency of entrepreneurial knowledge, personal attitude, social norms, self-efficacy, and level of self-agreement to the intention of entrepreneurship among students, respectively are good in accordance with the rule of thumb by George and Mallery (2016). Table 6 shows analysis that is carried out in several stages. First, it is to test H1. It investigates the impact of education on entrepreneurial intentions. Second, H2a and H2b are about the impact of education on perceived desirability, represented by personal attitude and social norms. Third, it tests the H3 or the impact of education on perceived feasibility. Last, the impact of perceived feasibility on entrepreneurial intentions or H4.

Table 6 The Result of Hypotheses Test

Items	Pearson Correlation	α	t
H1	0,532	0,000	1,985
H2a	0,572	0,000	13,933
H2b	0,559	0,000	3,851
H3	0,616	0,000	-0,216
H4	0,739	0,000	5,969

Based on some tests of hypotheses conducted, it describes the results that H1 is accepted. It confirms that entrepreneurial knowledge has a positive influence on the entrepreneurial intention with the p-value (α) = 0,000. Meanwhile, H2a for testing the influence of the entrepreneurial knowledge on personal attitude is accepted with the p-value (α) = 0,000. H2b with the result of p-value (α) = 0,000 proves there is the positive influence of entrepreneurial knowledge on social norms. Next, for H3, it shows perceived desirability identified as the combination of personal attitude and perceived social norms have the positive influence on the entrepreneurial intention with the p-value (α) = 0,000. The last hypothesis (H4) shows that perceived feasibility represented by self-efficacy to the intention of entrepreneurship also gives the result that p-value (α) = 0,000. It means there is the positive relationship.

CONCLUSIONS

The acceptance of the overall hypothesis test shows that almost all respondents recognize the importance of entrepreneurship, even though they are still young. The suggested model describes that education should be based on strengthening the entrepreneurial intentions of the participants to become an entrepreneur. The integration of the two theories, the theory of plan behavior (Ajzen, 1991) and theory of entrepreneurial event (Shapero & Sokol, 1982), and the model of entrepreneurship intention is by adding an additional element of entrepreneurial knowledge through education. It provides enrichment to propose the concept of entrepreneurship education at student age level whose is still relatively young and has a lot of passion and idealism. This is believed to be the capable path. However, it will be better if it is considered as a roadmap to the overall educational success. It means involving all aspects of educational institutions and also outside variables which are supporting it. It refers to TPB and TEE especially in a form that is integrated with entrepreneurial intention models. There will be a lot of linkages between those aspects. Therefore, it cannot only rely on internal programs of educational institutions or the variations in measurements will cover only a limited area.

Education and training should focus on changing personal attitudes with the use of the owned knowledge because it can give more significant effect to the business creation process and to overcome many obstacles felt during its entrepreneurship process. Moreover, the education system should emphasize the promotion of the entrepreneurial value and culture. This requires entrepreneurial teaching methods that must be explored thoroughly and persistently.

The results of this research have the empirical results. It allows the contribution of concept and literature on behavioral and psychological approaches that explain the strength of the entrepreneurial intention. Then, a proposed model can promote an entrepreneurial pathway and linkages. Related to the

results, it can still have a significant impact on the contribution of behavioral theory to entrepreneurial intentions. Similarly, it can be possible to design a test with psychological and behavioral-based approach to measure concepts defined as the intention of entrepreneurship in students. It focuses on the other influences on the students' intentions.

Further research is needed to develop a variety of multidimensional respondents to explore more about the intention of entrepreneurship, and entrepreneurial intention models by applying different methodologies and samples. It is to evaluate the contribution of behavioral and psychological variables for entrepreneurial purposes. In addition to the variables mentioned in the model of the entrepreneurial intention, the intention of entrepreneurial behavior can also be influenced by several aspects which would produce new findings that contribute positively to entrepreneurship education. The model in this research can be improved by modifying some significant constructs and number of construct enhancements for further research. Last, it would be better if the further research makes determine aspects that can affect entrepreneurial intentions to give better results

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