

Entrepreneurial Family Background and its Mindset as Moderators to Strengthen Intention to be Entrepreneur

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Abstract

This study aims to examine moderating effect of entrepreneurial family background, and its mindset between relationship of entrepreneurial educational and intention to be entrepreneur. Purposive Sampling with total sample of 150 respondents of public universities' students is employed. The results of this study indicate that the variable of entrepreneurial education has a significant effect on entrepreneurial intention. Furthermore, entrepreneurial family background has more essential role as moderator than entrepreneurial mindset between the relationships. This current study contribute to the academic perspective, where entrepreneurial family background is need to be consider in educational to promote entrepreneurial intention would be apply in the future. Additionally, family with entrepreneur background should regenerate their business activity through entrepreneurial education in order to ease for next generation to sustain their business with having the stronger intention. Implication of this finding has proven that entrepreneurial family background could be an important moderating variable among relationship of entrepreneurial education and intention to be entrepreneur.

Keywords: Entrepreneurial Education, Intention, Family Background, Mindset

Introduction

There are a number of previous studies on entrepreneurial intentions, including as explained by Fitzsimmons and Douglas (2011); Saeed, et al, (2014); Aprilianty (2012); and, Ardiyani and Kusuma (2016).

Fitzsimmons and Douglas (2011) produced findings that entrepreneurial intentions have a relationship with perceived feasibility and desirability. This is in line with Saeed, et al, (2014), that perceptions of desirability and feasibility have a relationship with a person's entrepreneurial intention. Therefore; the higher desirability and feasibility, the higher a person's intention to start up business' activities.

Shittu and Dosunmu's (2014) model explains that intention is a function of perceived feasibility and perceived desire in starting a business. In this way, this model identifies that the factors that directly influence entrepreneurial intentions are perceptions of desirability and perceptions of feasibility. Meanwhile, research conducted by Shittu and Dosunmu (2014) concluded that family background has a significant influence on shaping perceived self-efficacy for entrepreneurship. Likewise, research conducted by Saeed et al, (2014), which found that entrepreneurial family background has a significant influence on entrepreneurial intentions.

The above discover is supported by another study concluded that the family environment influences entrepreneurial intention where it can be defined as something that arouses attention to something and interest indicates what one wants or does or what one likes (Aprilianty, 2012).

Other research on the influence of attitude, education and family environment on interest in entrepreneurship concludes that the variables of attitude, education and family environment have a positive and significant effect on intention in entrepreneurship (Ardiyani and Kusuma, 2016). Thus, the role of the family is quite important in fostering this intention.

Furthermore, it can be justified that through entrepreneurial experience, a student can empirically see, hear and feel how to become an entrepreneur. Nanda and Sørensen (2010) highlighted the peer effect and showed that the experience of former colleagues in entrepreneurship will increase an individual's intention to become an entrepreneur. Having family or peers who are successful entrepreneurs will provide an example to students; so that it can increase students' intentions to become entrepreneurs (Adesola et al., 2019; Boldureanu et al., 2020). Thus, previous studies show that family entrepreneurial orientation can influence students' intentions. Families with an entrepreneurial orientation and career pass on entrepreneurial values to their children (Arzubiaga et al., 2019; Visser and van Scheers, 2020).

In addition, an entrepreneurial mindset is also important, as illustrated as follows: "If we want to get out of the world economic downturn, then entrepreneurship is the most appropriate way" (Badal and Streur, 2012). And, an entrepreneurial mindset is no longer the exclusive property of business owners. Therefore; as a consequently nowadays, more companies are seeking, cultivating, and rewarding entrepreneurial-minded employees, sometimes known as "intrapreneurs," and critically examining the extent to which their corporate culture allows entrepreneurial thought and action to flourish (Morris, Kuratko, and Covin, 2008). Even students got in on the action. Bachelor's degrees in entrepreneurship have grown rapidly. Since 2006, the Princeton Review and Entrepreneur magazine have partnered to name the best entrepreneurship programs in the world, ranking them 50th at the undergraduate level and 50th at the graduate level; in 2012. This phenomenon becomes research's activities and objectives conducted by some authors.

Related to the above point of view, research aimed at explaining how an entrepreneurial family background can shape the intention to become an entrepreneur need to be conducted in Aceh Province, because apart from the researchers domiciled in this area ,and there are also still many unemployed people. The following are notes from the Central Statistics Agency regarding the number of unemployment in Aceh.

Table 1.*Condition of The Open Unemployment Rate in Aceh Province*

Province	Unemployment (Percentage)		
	2020	2021	2022
ACEH	6,59	6,30	6,17

Source: Aceh Province Central Statistics Agency (2023)

The table above informs that the unemployment rate in Aceh has decreased, although not yet significantly. In 2020 the open unemployment rate was 6.59% and in 2022 it will be 6.17%. This means there was a decline of only 0.42% in two years. The main cause of the large number of unemployed people is that it is still difficult for entrepreneurs to develop.

The problem that makes it difficult for entrepreneurs to develop is that the Indonesian education system previously did not teach entrepreneurship from an early age. In order to produce entrepreneurs, an important element in education is entrepreneurship education. Entrepreneurship education has become a central part of the current national curriculum due to the increasing amount of literature that has proven the role of entrepreneurship in contributing to entrepreneurial intention behavior. Entrepreneurship education is believed to help become one of the key factors influencing actual entrepreneurial behavior (Liñán et al., 2011). Other research has documented that entrepreneurship education contributes to entrepreneurial intentions among students (Hattab, 2014; Mei et al., 2020).

Research Objective

The aims of this research are as follows:

1. To find out how much the influence of entrepreneurship education on entrepreneurial intentions.
2. To find out how a moderating role family background and entrepreneurial mindset in the influence of entrepreneurship education on entrepreneurial intentions.

Literature Review

Intention to start a business is the motivation to set up a plan to take action to open a business. Thompson (2009) defines an entrepreneurial intention as an individual's affirmation of his intention to own a new business and to develop a plan to carry out this action at a certain time in the future. Therefore, the intention to start a business is not only a yes or no question but also expressed at a low to high and very high intention level (Doan and Phan, 2020).

According to Doan and Phan (2020), one of the efforts to improve entrepreneurial intention is to provide entrepreneurial education. The improvement of education is expected to improve a willing to start business (entrepreneurial intention) as Liu X, et al. (2019) justify. However, entrepreneurial education only does not always improve the intention. There are others factor that may moderate the relationship, e i. entrepreneurial family background (Georgescu and Herman, 2020), and its mindset (Liu X, et al., 2019; and Kouakou et al., 2019).

The following premise may present the relationships and moderating effect clearly.

The Link between Entrepreneurial Education and Entrepreneurial Intention

Doan and Phan (2020) defines entrepreneurship education is the transmission of knowledge about entrepreneurial competence including necessary skills, spirit the attitudes

and knowledge necessary for individuals to turn start-up ideas into startup intentions and entrepreneurship behaviors.

Moreover, according to Liu X, et al. (2019), investing much time and energy in studying the latest developments in business management, having received some entrepreneurial education or training, having a lot of knowledge about management (entrepreneurship), and having many entrepreneurial experiences may positively effect on intention to be entrepreneur.

Therefore, based upon the above point of view, the better the entrepreneurial education, the higher the entrepreneur intention will occur.

The Link between Entrepreneurial Education and Entrepreneurial Intention moderated by entrepreneurial Family Background

According to Georgescu and Herman (2020), Entrepreneurial Family Background is entrepreneurs, who have a family background that inherits a business environment that can influence their future career intentions in business. Georgescu and Herman (2020) justify that entrepreneurial family background—based on prior, through considering the occupational status of the respondents' parents (employees or other category = 0; self-employed or entrepreneur = 1). These categories may moderate the relationship of entrepreneurial education and their intention respectively.

The above premise may result the hypothesis whereas there is the effect of Entrepreneurial Education on Entrepreneurial Intention moderated by entrepreneurial Family Background.

The Link between Entrepreneurial Education and Entrepreneurial Intention moderated by entrepreneurial Mindset

An entrepreneurial mindset is the way a person thinks and views the world in the context of entrepreneurship (Kouakou et al., 2019). An entrepreneurial mindset possesses the ability to stay open to ideas, innovation and think of new solutions.

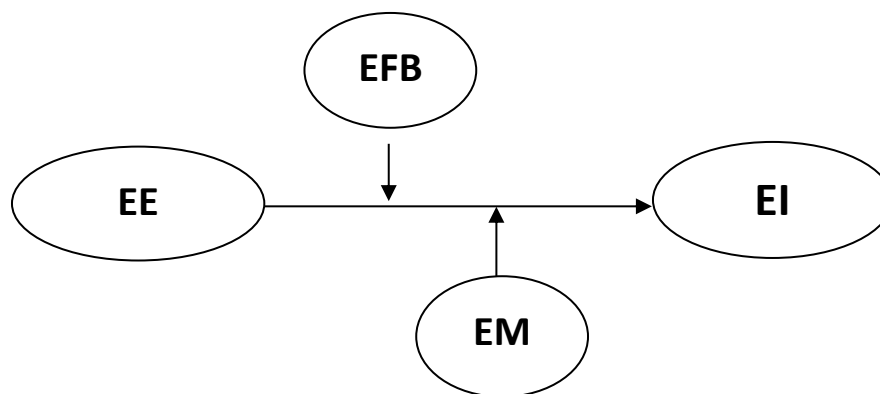
Entrepreneurial mindset is a mindset that includes the attitudes, values, and skills needed to become a successful entrepreneur (Daspit et al., 2023). Entrepreneurial mindset may be categorized into three types, namely employee mindset = 1, and entrepreneurial mindset = 2.

Rationally, education that performs intention to start business may become be stronger influencing when they have their own entrepreneurial mindset. In other words, the relationship between education and entrepreneurial intention may seem to be better when entrepreneurial mindset moderates it. Thus, hypothesis then that will be tested is there is moderating effect of entrepreneurial mindset between the effects of entrepreneurial education on entrepreneurial mindset.

It is based upon the above literature review, it can be explained that entrepreneurial education may increase entrepreneurial intention; and it's subsequently moderated by entrepreneurial family background and its mindset.

Theoretical Framework of Study

It bases upon background of study, literature review, and preposition as mentioned above, theoretical framework of this study then can be developed as figured in the following diagram:



Note:

- EE (Entrepreneurial Education)
- EFB (Entrepreneurial Family Background)
- EM (Entrepreneurial Mindset)
- EI (Entrepreneurial Intention)

Figure 1. Theoretical Framework of This Study

Research Method

Research location, population and sample

This current study is conducted in Banda Aceh City. Population of this study is the overall Universities' Student that has taken entrepreneur subject. Non probability sampling technique is utilized due to the population cannot be properly defined. Purposive random sampling method is adopted as it considers the sample by fulfilling criteria, whereas the students having completed subject of entrepreneur, being the age of between 20 to 27 years old, and living in City of Banda Aceh.

In terms of defining the number of samples, Hair et al. (2017) provides guidance to the following formula: the number of indicator x 5 (five). Because the amount of indicators consisted of 12 (twelve), the minimum sample size can be: $5 \times 12 = 60$ as respondents. Therefore, this study takes a sample of 150 (one hundred and fifty) respondents. Thus, the amount has been in line with the minimum requirements (60 respondents) as based upon the formula as suggested by Hair et al. (2017).

Questionnaire Design

The research questionnaire is divided into four parts. The first part is entrepreneurial intention which is measured by starting own business in the future; considering running own company; being given the chance, choosing to start own business; considering the current situation, and various restrictions (such as capital), still choosing to start own business. The second part is about entrepreneurial education measured by investing much time and energy in studying the latest developments in business management; having received some entrepreneurial education or training; having a lot of knowledge about management (entrepreneurship); and having many entrepreneurial experiences. For these two constructs, respondents are asked to state their level of agreement based upon the five Likert's Scales applied in this study.

The third part is entrepreneurial family background that is measured by the occupational status of the respondents' parents (employees or other category = 1; self-employed or entrepreneur = 2). And, finally is about entrepreneurial mindset measured by two categories (employee mindset = 1, and entrepreneurial mindset = 2).

Validity and Reliability Testing

Before the main research, a "Pilot Project" is conducted involving 30 respondents who are randomly selected to test the questionnaire. The testing show that all items for independent and dependent variables consisted of indicators of entrepreneurial family background and its intention have a correlation value of r that is greater than 0.60 (Maholtra, 2011). Thus, the statement items for all variables are valid.

In terms of reliability testing, results statistically indicate that as figured in the following table:

Table 2.

Reliability Test

No.	Variable	Amount of Indicator	Standardized Cronbach's Alpha	Reliability
1.	Entrepreneurial Education (EE)	4	0.873	Reliable
2.	Entrepreneurial Intention (EI)	4	0.916	Reliable

Source: Data Analysis, 2023

The above finding describes that all research instruments are declared reliable.

Testing of Classical Assumptions

- Normality Testing

If the residual data distribution is normal, then the line that describes the real data will follow the diagonal line (Maholtra, 2011). Result produces the pattern a normal distribution; therefore, the regression model is fit to be utilized.

- Multicollinearity Testing

Finding indicates that the value of tolerance of the two independent variables is above 0.1, and the value of Variance Inflation Factor (VIF) below 10 as suggested by Malhotra (2011). It can be concluded that the multiple linear regression equation does not happen multicollinearity.

- Heteroscedasticity Testing

Based on the data analysis, it can be explained that the regression model of this study does not occur heteroscedasticity, because there is no particular pattern in the scatterplot graph and the points are no specific form regular patterns (wavy, widened then narrowed), and the points are scattered above and under 0 on the Y axis; therefore, there is no heteroscedasticity according to the opinion expressed by Malhotra (2011).

Regression Analysis

Hypothesis Testing

Multiple regression and moderated regression analysis (Baron and Kenny, 1986) is conducted to test this study's hypotheses base upon t-test to determine whether entrepreneurial education has positively and significantly effect on entrepreneurial intention. The results of regression analysis can be described as follows:

Table 3.
Model Summary of Regression Analysis

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	,706 ^a	,498	,496	1,919	,498	246,115	1	248	,000
2	,726 ^b	,528	,524	1,865	,030	15,541	1	247	,000

- a. Predictors: (Constant), Entrepreneur_Education
- b. Predictors: (Constant), Entrepreneur_Education, M_EFB
- c. Dependent Variable: Entrepreneur_Intention

The model summary above shows that there are two statistical models, where the first model results that entrepreneurial intention would be explained by entrepreneurial education at about 0.496 (Adjusted R²). The second one indicates that adjusted R² changes (increases) to be 0.524 with significant F change less than 0.05 (Sig. F Change = 0.000). It means that variable of entrepreneurial family background has significantly moderated between the relationships.

The above picture concludes that hypothesis 1 presenting the better the entrepreneurial education, the higher the entrepreneur intention will occur, cannot be rejected. Moreover, hypothesis 2 claiming that there is the effect of Entrepreneurial Education on Entrepreneurial Intention moderated by entrepreneurial Family Background cannot be rejected.

Furthermore, correlation coefficient of multiple regressions can be seen in the following table:

Table 4.
Coefficients Regression of Variables

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3,579	,731		4,896	,000		
	Entrepreneur_Education	,775	,049	,706	15,688	,000	1,000	1,000
2	(Constant)	5,235	,825		6,343	,000		
	Entrepreneur_Education	,520	,081	,474	6,460	,000	,356	2,812
	M_EFB	,083	,021	,289	3,942	,000	,356	2,812

- a. Dependent Variable: Entrepreneur_Intention

The above values of multiple regression coefficients indicate that there is a partial, positive and significant relationship between the variables of entrepreneurial education at about 0.706 and entrepreneurial intention, where this finding is respectively significant with the value of P < 0.05. Finally, there is a positive and significant relationship between entrepreneurial family background and entrepreneurial intention amounted to 0.289, where the significant value is P < 0.05 respectively.

On the other hand, when moderator of entrepreneurial mindset is incorporated into the model, the output of tested model does not support the hypothesis. In other words, there is not moderating effect of entrepreneurial mindset between the effects of entrepreneurial education on entrepreneurial mindset. Output of statistical analysis is presented in the following table.

Table 5.
Model Summary of Regression Analysis

Model Summary^b

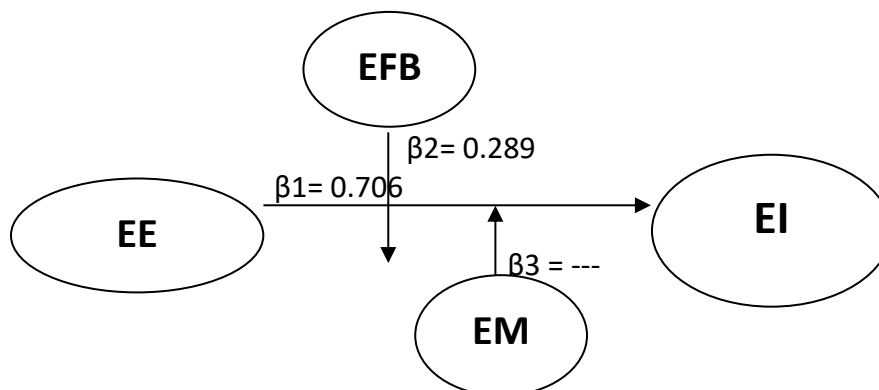
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.706 ^a	.498	.496	1,919	.498	246,115	1	248	.000

a. Predictors: (Constant), Entrepreneur_Education

b. Dependent Variable: Entrepreneur_Intention

The above figure shows that there is only one model exist even though moderating variable of entrepreneurial mindset is incorporated into the analysis. This condition explains that hypothesis 3 mentioning that there is moderating effect of entrepreneurial mindset between the effects of entrepreneurial education on entrepreneurial mindset cannot be accepted.

Based on the results of the statistical analysis, description of the relationship/direct effect of the variables constructed in this research model can be seen clearly as in the following figure.



Note:

- EE (Entrepreneurial Education)
- EFB (Entrepreneurial Family Background)
- EM (Entrepreneurial Mindset)
- EI (Entrepreneurial Intention)

p < .05

ns = not significant

Figure 2. Condition of Significant Relationships among Constructs

Discussion

Entrepreneurial education has positively and significantly effect on entrepreneurial intention. This finding supports the opinion discovered by Liu X, et al. (2019) who states that entrepreneurial education has an important contribution in improving entrepreneurial intention. This finding also strengthens the research results of Doan and Phan (2020) who also proves that entrepreneurship education is the transmission of knowledge about entrepreneurial competence including skills, spirit the attitudes and knowledge necessary for individuals to turn start-up ideas into start-up intentions. Therefore, offering better

entrepreneurial education, it is entrusted to be able to provide excellent intention to start up business.

Additionally, there is a moderating effect significantly of entrepreneurial family background. The variable plays a role as a moderator in this research model in terms of strengthening entrepreneurial intention caused by entrepreneurial education. These findings are similar to the viewpoint of Georgescu and Herman (2020). However, entrepreneurial mindset does not has a significant role as moderator in the current model. This finding is not in line with the argument of Kouakou et al. (2019), and Daspit et al. (2023).

This study results a major finding that variable of entrepreneurial education and family background play a significantly role in the current model, whereas in order to increase willingness to run own business, the university must consider education of entrepreneurship and its participants should be come from entrepreneurial family background who have basic attitudes, values, and skill having significant intention in order to become a successful entrepreneur as suggested by Daspit et al. (2023).

Additionally, as entrepreneurial family background has been proven as a significant moderating variable based upon the current study; therefore, it becomes a major contribution for the future researcher and practitioners to refer to this finding in their future researches and business plan activities in order to avoid a fail.

Conclusion and Recommendation

The finding of this study has provided a significant contribution to the knowledge of entrepreneurship, especially for the behavior of entrepreneurial intention by considering factor of entrepreneurial education, family background, and mindset in order to improve willingness to be entrepreneur.

This study still has weaknesses; therefore, it needs to be replicated and modified model to incorporate some potential factors influencing entrepreneurial intention. Further research on entrepreneurship should no longer be carried out on those who might intent to be entrepreneurs; however, it rather on those who have already started entrepreneurship in other to result better finding and its contribution. Therefore, incorporating a successfully entrepreneurial capability as a variable to the current model might be very potential to enrich contribution in academics.

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