

Young Entrepreneurs' Challenges: Entrepreneurship Education and Family Background in The Formation of Entrepreneurial Orientation

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Abstract

Building an independent nation requires a multitude of young entrepreneurs. Various initiatives have been undertaken by both students and universities to foster an entrepreneurial orientation among students. This study aims to determine whether education influences the development of student entrepreneurial orientation by comparing those who have received entrepreneurship education with those who have not. The research sample consisted of 567 final-year students. A proportionate-quota sampling method was employed for data collection. The assessment of entrepreneurial orientation was grounded in the theory established by Lumpkin & Dess (1996). The results revealed significant differences in entrepreneurial orientation, particularly in the dimensions of innovativeness, risk-taking, and proactiveness, when comparing students who received entrepreneurship education with those who did not. Moreover, students with entrepreneurship classes and an entrepreneurial family background showed a greater entrepreneurial inclination than their counterparts without entrepreneurship education or an entrepreneurial family background. Consequently, both family and campus environments play a crucial role in shaping students' potential future careers as entrepreneurs.

Keywords: *Entrepreneurial Orientation; Entrepreneurial Education; Family Background; Students, Higher Education.*

INTRODUCTION

In this age, the world is undergoing rapid change, and globalization has brought about a new phase characterized by the fourth industrial revolution. The COVID-19 pandemic, alongside this industrial shift, has disrupted human endeavors across a spectrum of domains—not only in technology but also in the economic, social, and political spheres. As a result, college graduates need to be equipped with innovative and creative capabilities to meet the evolving demands of the job market. The Central Statistics Agency of Indonesia reported that as of August 2023, the unemployment rate stood at 7.86 million individuals (Infobanknews, 2023). The Central Statistics Agency (2023) reported that the number of Open Unemployment Rate (TPT) as of February 2023 is 5.45% (BPS, 2023). This situation indicates that holding a college degree does not necessarily secure employment. Addressing this issue requires the implementation of effective strategies.

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One approach to mitigating unemployment among college graduates is to bolster the entrepreneurial movement (S. M. Lee & Peterson, 2000). By engaging in entrepreneurial endeavors, college graduates have the opportunity to create innovative products and solutions. The emergence of entrepreneurial businesses is critical for societal welfare and global economic development as it contributes to job creation, market product innovation, and the enhancement of community economies (Kadiyono, 2014), (Setyaningrum et al., 2023), (Octavia & Sriayudha, 2021), (Elert et al., 2015). Additionally, entrepreneurship plays a supportive role in achieving the United Nations' Sustainable Development Goals, which aim to eradicate poverty, reduce social inequalities, and safeguard the environment.

The number of entrepreneurs in the country currently stands at only 3.47 percent of the total productive age population (Yudistira, 2023). This figure underscores the imperative to foster entrepreneurship within Indonesian society, particularly among students, who are pivotal to the nation's future. Enhancing entrepreneurship among graduates necessitates an initial focus on developing their entrepreneurial orientation. Educators must possess a profound understanding of their students' entrepreneurial dispositions to cultivate the requisite drive and competencies for a successful career in entrepreneurship (Basso et al., 2009). It aims to see if students really have the drive for entrepreneurship as well as the competencies that support a successful entrepreneurial career.

At an individual level, entrepreneurial orientation encompasses essential characteristics for an entrepreneur such as the desire to be proactive, a willingness to take risks, and an ability to innovate creatively (Fan et al., 2021). Assessing the entrepreneurial orientation of students is invaluable for faculty and universities as it aids in both the teaching of entrepreneurship and the development of pedagogical methods (Yuan, 2022). Tools for measuring entrepreneurial orientation at the individual level have been developed specifically for entrepreneurial spheres (Bolton & Lane, 2012).

Efforts to increase student entrepreneurship have been supported by various programs, including entrepreneurship education and courses. Entrepreneurs who receive expert counseling tend to be more successful than those without such education (Rowe & Zegwaard, 2017). This is attributed to the comprehensive benefits of entrepreneurship education, which not only imparts fundamental knowledge and skills but also fosters a positive attitude toward entrepreneurship (Kayed et al., 2022). Additionally, entrepreneurship education equips students with critical entrepreneurial knowledge and skills and examines factors that contribute to entrepreneurial failures and strategies to prevent them (Jiatong et al., 2021). Entrepreneurship education encourages a positive attitude toward entrepreneurship (Doan & Phan, 2020). It will also lend legitimacy to entrepreneurship as a viable career path (Qudsia Yousaf et al., 2022). Furthermore, entrepreneurship education can foster an entrepreneurial culture among students (Luo et al., 2022). Entrepreneurship education is significantly related to student's ability to take risks and their proactiveness (Anwar et al., 2022). Other research also indicates that students undergoing entrepreneurship education report enhanced competence in the innovation process and increased confidence to take initiatives to a higher level (Liu et al., 2019). Entrepreneurship courses vary across faculties; some make them mandatory, others offer them as electives, and some do not provide them at all. Despite these offerings, many students remain apprehensive about pursuing entrepreneurship due to various factors, including a lack of understanding, fear of failure, absence of courage to begin, confusion regarding the direction of their entrepreneurial endeavors, inexperience, risk aversion, and a prevailing sense of fear associated with starting a business.

A factor that can also influence is family background as an entrepreneur (Georgescu & Herman, 2020). The work of family members as entrepreneurs will provide role models to students about the work itself (Khadri et al., 2020). Family members who are also entrepreneurs will provide motivation and influence students by providing examples of real experiences as entrepreneurs (Abun et al., 2022). Students not only get

information about lifestyle and life as entrepreneurs but also receive information about success as entrepreneurs that can give them the opportunity to achieve success as entrepreneurs (Li et al., 2022).

The purpose of this study was to investigate the impact of entrepreneurship education and familial entrepreneurial background on students' entrepreneurial inclination. This is evident within the context of the investigation depicted in Figure 1.

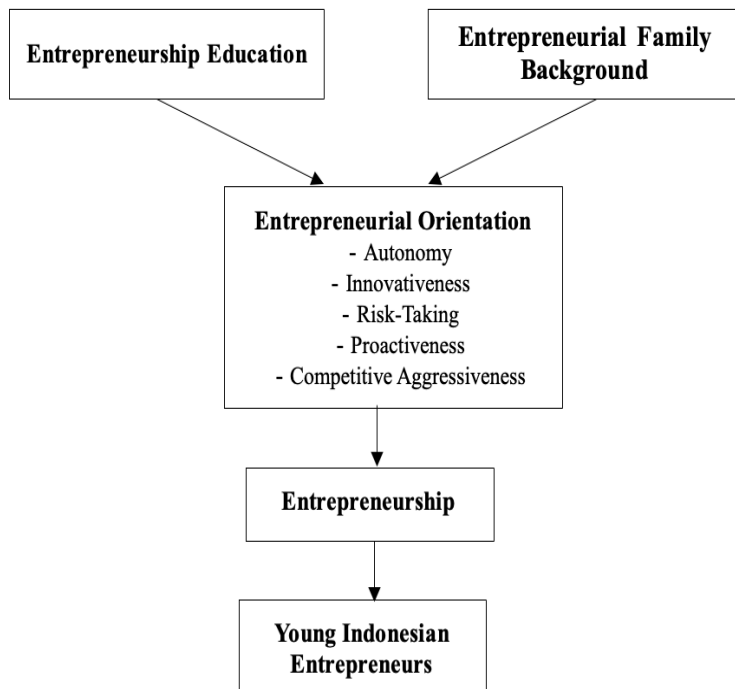


Figure 1. Young Entrepreneur's Research Framework

The introduction of entrepreneurship to students during several years of education at the university will be important for their career (Y. Lee et al., 2021). Entrepreneurship should be presented to students as a viable career option, offering an alternative to traditional employment perceptions, and should draw on the successful experiences and role models found within entrepreneurial families (Bouhaleb, 2020). As presented by Ginzber et al., in (Santröck, 2011) Entrepreneurship should be introduced to students as a career option, providing an alternative to the traditional job mindset and drawing upon the successful experiences and role models from entrepreneurial families. Entrepreneurial orientation is defined as a company's strategic posture, characterized by distinct decision-making styles, methodologies, and business procedures (Lumpkin & Dess, 1996a). Entrepreneurial orientation refers to a mindset that includes creative and inventive thinking, strategic planning, risk-taking, and decisive action to achieve goals in entrepreneurial endeavors (Lumpkin & Dess, 1996b). Furthermore, entrepreneurial orientation in individuals is also perceived as a thorough assessment of individual inclinations towards entrepreneurship (Basso et al., 2009). An individual's performance is positively correlated with their entrepreneurial orientation (Lumpkin & Dess, 2013).

Entrepreneurial orientation consists of five forming dimensions (Lumpkin & Dess, 2001). Firstly, autonomy refers to an individual or group's capacity for independent action in conceiving and executing an idea or vision. Secondly, the dimension of innovativeness is characterized by a propensity for generating new ideas, engaging in experimentation, and introducing creative processes that may lead to new products, services, or technological advances. Thirdly, risk-taking represents the boldness to act and allocate substantial resources in uncertain environments, accepting the possibility of uncertain outcomes. Lastly, proactiveness involves actively anticipating and addressing future needs by

seeking new opportunities and launching new products in a competitive marketplace. Furthermore, competitive aggressiveness is the propensity of a company to engage actively and intensely with competitors with the aim of outperforming them in the marketplace. The conducted study aimed to explore the impact of entrepreneurship education and family entrepreneurial background on the progression of students' entrepreneurial orientation, particularly highlighting the importance of nurturing emerging entrepreneurs in Indonesia

METHOD

This study used comparative quantitative methods. The population in this study is students at several universities in West Java. West Java was chosen as the most populous province in Indonesia so that student representation can be generalized to students in Indonesia. Sampling was carried out on final-year students at universities in West Java with a sample quota. Students consist of two large groups which are divided into students who received entrepreneurship education and those who did not get entrepreneurship education in college. Then data is obtained whether the student has an entrepreneurial family or not.

The sampling technique used is proportionate quota sampling, which is to determine the minimum number of samples in both groups. The survey participants consisted of 567 individuals, categorized into two groups: 334 students who enrolled in entrepreneurship courses and 233 students who did not. Data collection was conducted by an online questionnaire in the format of a Google form, with informed consent obtained from those who willingly agreed to participate in this study. The measurement tool of this study is an entrepreneurial orientation questionnaire with reliability measured using Cronbach's Alpha internal consistency and obtained a score of 0.933 which means that this measurement tool is very reliable. The magnitude of Cronbach's alpha score and its dimensions can be seen in Table 1.

Table 1. Reliability

No	Dimension	Cronbach's Alpha (α)
1	Entrepreneur Orientation	0,933
2	Autonomy	0,722
3	Innovativeness	0,864
4	Risk-taking	0,834
5	Proactiveness	0,748
6	Competitive aggressiveness	0,802

RESULTS

Based on the results of the study, respondent demographic data can be seen in table 2.

Table 2. Demographic Data of Research Participants

Partisipants		Entrepreneurial Education		No Entrepreneurial Education	
		Frequencies (f)	Percentages (%)	Frequencies (f)	Percentages (%)
Gender	Man	118	35,3	89	38,2

	Woman	216	64,7	144	61,8
Entrepreneurial Family Background	Yess	246	43,4	150	26,5
	No	321	56,6	417	73,5

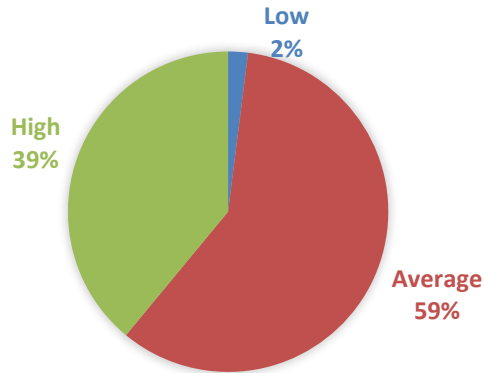


Figure 2. Entrepreneurial Orientation of Students Who Received Entrepreneurship Education

Based on the results of data processing on students who take entrepreneurship courses, as many as 2% of students are in the low entrepreneurship orientation category, 59% of students are in the medium entrepreneurship orientation category, and 39% of students are in the high entrepreneurship orientation category. In addition, based on descriptive processing, overall students have an average of 3.57, which means they are classified as medium. This demonstrates that students lack a strong inclination towards entrepreneurial activities that involve creativity, innovation, strategic planning, risk-taking, decision-making, and goal-oriented actions. Then hypothesis testing was carried out to examine whether there were differences in entrepreneurial orientation in final year students who took and did not take entrepreneurship courses. The results can be seen in table 2.

Table 2. Comparison of Entrepreneurship Orientation Overview in Final Year Students Who Take and Do Not Take Entrepreneurship Courses

Group	Mean	SD	p-value	Information
Educational Entrepreneurship	3.568	0.53367	0.008	H ₀ rejected
No Educational Entrepreneurship	3.444	0.56589		

Level students who take entrepreneurship courses have a higher mean than level students who do not take entrepreneurship courses. When viewed from the other tests conducted, a p-value of $0.008 < \alpha 0.05$ was obtained, so that H₀ was rejected. Thus, there is a significant difference in entrepreneurial orientation between final-year students who take entrepreneurship courses and final-year students who do not take entrepreneurship courses. In this case, final-year students who take entrepreneurship courses have a higher entrepreneurial orientation than final-year students who do not take entrepreneurship courses.

Table 3. Comparison of Entrepreneurship Orientation Overview in Final Year Students Who Have Entrepreneurial Families and Those Who Don't

Group	Mean	SD	p-value	Information
Entrepreneurial Family Background	3.6403	0.51633	0.034	H ₀ rejected
No Entrepreneurial Family Background	3.5154	0.54147		

Final year students who take entrepreneurship courses who come from entrepreneurial families have higher mean scores than those who do not come from entrepreneurial families. When viewed from the other tests that have been done, the p-value of $0.034 < \alpha 0.05$, so that H₀ is rejected. Thus, there is a significant difference in entrepreneurial orientation between level students who take entrepreneurship courses who come from entrepreneurial families and non-entrepreneurs.

When viewed from the dimensions forming entrepreneurial orientation, a comparison of dimensions based on entrepreneurial education can be seen in figure 3 and based on family background which can be seen in figure 4.

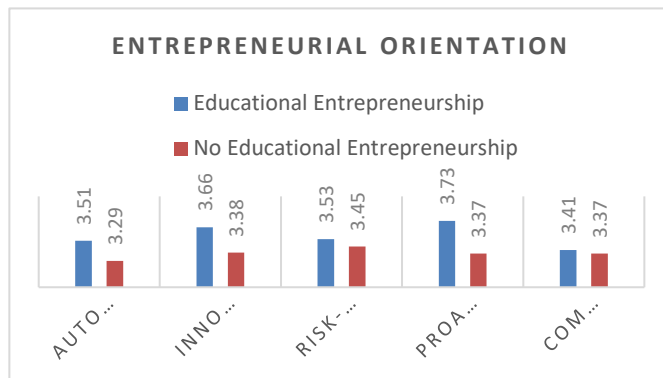


Figure 3. Average Entrepreneurship Orientation Score for Final Year Students Who Received and Did Not Take Entrepreneurship Education

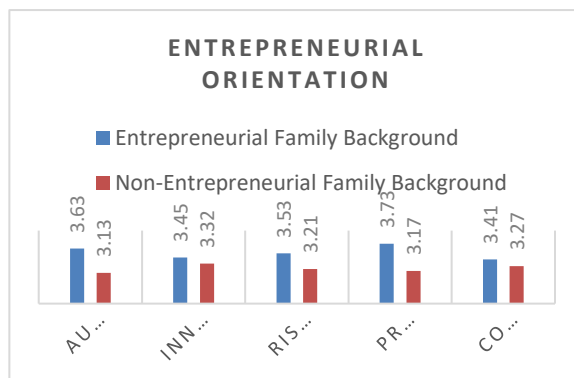


Figure 4. Average Entrepreneurship Orientation Score for Students with Entrepreneurial and Non-Entrepreneurial Family Backgrounds

In the autonomy dimension, the final-year student group who took entrepreneurship courses had a higher mean value than the student group who did not take entrepreneurship courses, as well as the student group who had an entrepreneurial family background, had a higher mean compared to students who did not have an entrepreneurial family background. When viewed from the other tests that have been done, the p-value of $0.0356 > \alpha 0.05$, so that H₀ is rejected. Thus, there are significant differences in

autonomy in both groups, both entrepreneurship education and family background.

In the dimension of innovativeness, the final year student group who took entrepreneurship courses had a higher mean score than the final year student group who did not take entrepreneurship courses, as well as the student group who had an entrepreneurial family background, had a higher mean compared to students who did not have an entrepreneurial family background. When viewed from the other tests that have been done, the p-value of $0.027 < \alpha 0.05$, so H_0 is rejected. Thus, there is a significant difference in innovativeness between final-year students who take and do not take entrepreneurship courses. Thus, there are significant differences in innovativeness in both groups, both entrepreneurship education and family background.

In the risk-taking dimension, the final year student group who took entrepreneurship courses had a higher mean value than the final year student group who did not take entrepreneurship courses, as well as the student group who had an entrepreneurial family background, had a higher mean compared to students who did not have an entrepreneurial family background. When viewed from the other tests that have been done, the p-value of $0.019 < \alpha 0.05$, so that H_0 is rejected. Thus, there is a significant risk-taking difference between final-year students who take and do not take entrepreneurship courses. Thus, there are significant risk-taking differences in both groups, both entrepreneurship education and family background.

In the proactiveness dimension, the final year student group who took entrepreneurship courses had a higher mean value than the final year student group who did not take entrepreneurship courses, as well as the student group who had an entrepreneurial family background, had a higher mean compared to students who did not have an entrepreneurial family background. When viewed from the other tests that have been done, the p-value of $0.007 < \alpha 0.05$, so H_0 is rejected. Thus, there is a significant difference in proactiveness between final-year students who take and do not take entrepreneurship courses. Thus, there are significant differences in proactiveness in both groups, both entrepreneurship education and family background.

In the dimension of competitive aggressiveness, the final-year student group who took entrepreneurship courses had a higher mean value than the group of students who did not take entrepreneurship courses, as well as the student group who had an entrepreneurial family background, had a higher mean compared to students who did not have an entrepreneurial family background. However, when viewed from the other tests that have been done, the p-value of $0.507 > \alpha 0.05$, so that H_0 is accepted. Therefore, there is no notable disparity in the level of competitive assertiveness between graduating students who enroll in entrepreneurship courses and those who do not. Consequently, there was no notable disparity in the level of competitive assertiveness between the two groups, encompassing those with both entrepreneurship education and a family background.

DISCUSSION

Entrepreneurship education, specifically the inclusion of an entrepreneurship course in the educational curriculum, aims to cultivate a sense of self-reliance, productivity, and economic growth within individuals (Luo et al., 2022). Through entrepreneurship education, students can learn what factors can cause failure in entrepreneurship and how they can avoid it. This entrepreneurship education has an influence on the entrepreneurial orientation of students. Entrepreneurship education is significantly related to risk-taking and proactiveness in students (Katkova et al., 2021). Other studies have also shown that students who pursue entrepreneurship education report higher innovation process competence (innovativeness) (Ucbasaran et al., 2008).

Entrepreneurship itself is something that can be learned and taught (Lux et al., 2020). By getting an entrepreneurship education, entrepreneurship develops into one of the career choices and also develops an entrepreneurial culture among students (Musa & Semasinghe, 2014). Following the completion of entrepreneurship education, participants demonstrated an elevated perception regarding their inclination and practicality of initiating a business venture, as evidenced by a study. This can also be seen from the supporting data which shows that almost all students who take this entrepreneurship course are entrepreneurial after they graduate (Bergmann, 2017).

Entrepreneurship education is also a strategy to make more innovations (Jensen et al., 2016). In addition, university-based entrepreneurship education can also develop entrepreneurial capacity and mindset (Bergmann, 2017). This is also supported by the supporting data obtained in this study, where most students who take entrepreneurship courses state that they are interested in or like entrepreneurship courses that have been taken (Millán et al., 2014). This is because through these courses they can obtain concepts and tips on how to start and manage a business, encourage the emergence of new creativity and innovation, foster entrepreneurial motivation, provide sources of ideas, and encourage creating entrepreneurial products or services.

In addition, according to researchers, this significant difference is thought to be related to things learned by students in the entrepreneurship course itself, namely:

1. Students can learn about the concept of entrepreneurship, how to start and manage a business or business, and the character of an entrepreneur.
2. How to see business opportunities and create creativity and innovation of business products in accordance with their respective sciences.
3. Students know the importance of entrepreneurship and are encouraged to pursue a career in entrepreneurship.
4. Students are taught how to consider the challenges and risks in entrepreneurship and in some majors, students also have the opportunity to apply the knowledge they have learned.

When comparing final year students who receive entrepreneurship education with those who do not, significant differences are observed in the dimensions of autonomy, innovativeness, risk-taking, and proactiveness, which are all components of entrepreneurial orientation ($pvalue < 0.05$). On average, students who enroll in entrepreneurship courses achieve higher scores compared to students who do not enroll in such courses.

Students with an entrepreneurial family background experience the same condition as those without such a background. Various research have discovered evidence indicating that familial background does not exert a substantial influence on the development of entrepreneurial inclinations (Saffu et al., 2008), but different conditions occur in Indonesia. Families affect the career choices of family members because there is a support system and support in running their business. This has an impact on students who have entrepreneurial family backgrounds and will encourage students to take the same path because they already have examples of how to run a business, as well as additional resources to encourage the emergence of entrepreneurial behaviour.

When viewed in the dimension of forming entrepreneurial orientation, then in the dimension of autonomy, students have an entrepreneurial orientation in the average category, which means that students here have not fully had independent actions to produce new businesses and produce results or have not been fully able to do their own work, try new ways of completing their work, and are not yet quite able to make decisions easily. This spirit of independence is very much needed in entrepreneurship and can be seen in how students promote their new ideas and venture into new markets. Based

on the data processed, there are still quite a few students who have been directly involved in entrepreneurial activities even though on the other hand many of them have the desire to carry out entrepreneurial activities after graduation.

In the dimension of innovativeness, most students are also in the average category, which means that students here do not fully have the tendency to produce certain creativity and conduct experiments to produce new things by taking advantage of existing opportunities. This innovativeness can be seen from how students show a desire to create product innovations in entrepreneurship or innovation in the development of new methods in entrepreneurship. These innovations can be developed from something in the surrounding environment and also product innovations that are beneficial to the community.

In the risk-taking dimension, both students are also in the average category, which means that students here do not fully have the courage to take action and utilize significant resources to explore in an uncertain environment. In other words, students are not yet fully capable of daring actions and are capable enough to take risky actions. Risk-taking is one quality that can describe entrepreneurial behaviour, so students who have an entrepreneurial orientation are usually symbolized by risk-taking behaviour. Risk-taking in students can be seen in how they dare to take advantage of opportunities that exist in uncertain circumstances, choosing to do risky jobs rather than activities that are not challenging, but accompanied by certain considerations.

In the proactiveness dimension, students are in the medium category. These results show that students who take entrepreneurship courses already have the ability to find new opportunities and look forward to producing new products and services with the aim of anticipating future demand. Meanwhile, students who do not take entrepreneurship courses do not fully have this ability. Other characteristics associated with this proactiveness are being able to be the first to perform tasks rather than waiting for others to do them, constantly generating new ideas, and being able to anticipate future changes. Proactive students are usually oriented to the future by always making new innovations, so this is important in entrepreneurial orientation.

In the dimension of competitive aggressiveness, students are in the medium category, which means that students here do not fully have the ability to make efforts or efforts to outperform their competitors. This characteristic is very important for entrepreneurship, in particular failure. When failing, an aggressive and competitive nature will lead a person to achieve business success. This can be seen from supporting data that shows that of students who have experienced failure in entrepreneurship, only some still decide to try entrepreneurship again, both with the same and different products and

In all dimensions, students who take entrepreneurship courses and have entrepreneurial family backgrounds have higher mean scores than students who do not take entrepreneurship courses or who do not have entrepreneurial family backgrounds. If viewed further, there is no significant difference in the dimension of competitive aggressiveness between the two. However, there are significant differences in the other four dimensions, namely autonomy, innovativeness, risk-taking, and proactiveness. This is in line with previous research on entrepreneurship education (Bergmann, 2017). In the dimension of competitive aggressiveness, students are in the medium category, which means that students here do not fully have the ability to make efforts or efforts to outperform their competitors. This characteristic is very important for entrepreneurship, in particular failure. When failing, an aggressive and competitive nature will lead a person to achieve business success. This can be seen from supporting data that shows that of students who have experienced failure in entrepreneurship, only some still decide to try entrepreneurship again, both with the same and different products.

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viewed further, there is no significant difference in the dimension of competitive aggressiveness between the two. However, there are significant differences in the other four dimensions, namely autonomy, innovativeness, risk-taking, and proactiveness. This is in line with previous research on entrepreneurship education (Imania & Suwatno, 2019). Other studies have also shown that entrepreneurship education in college students also shows higher levels of innovation (Obschonka & Stuetzer, 2017).

The primary objective of the entrepreneurship education program is to impart practical application of theoretical knowledge and foster a comprehensive understanding of the concept of entrepreneurship (Elert et al., 2015). Therefore, pupils are required to possess self-assurance and drive, exhibit initiative and ingenuity, and acquire the ability to collaborate effectively. Entrepreneurship education enhances individuals' understanding and perspectives on crucial elements of entrepreneurship (Bergmann, 2017). The findings suggest that entrepreneurship education or courses have a notable influence on objectives connected to entrepreneurship and several entrepreneurial abilities associated with entrepreneurial orientation, such as autonomy, innovativeness, risk-taking, and proactiveness.

Final-year students who take and do not take entrepreneurship courses have no difference in behavior or independent action in doing their jobs and in making efforts to outperform their rivals. However, final-year students who take entrepreneurship courses are higher in terms of the tendency to create creativity and conduct experiments to create new things, the courage to take action in the uncertain and changing world of competition, and the tendency to look for opportunities or opportunities to produce novelty in the world of competition. The same thing also happens to students who have an entrepreneurial family background. Competitive Aggressiveness does not significantly have a difference because the ability to compete is very closely related to the products and services to be offered and other competencies that are business management capabilities, rather than the capacity to start a business. It also shows that there is a significant role for education and family background in shaping entrepreneurial orientation.

CONCLUSION

The entrepreneurial orientation of students who take entrepreneurship courses is higher than students who do not take entrepreneurship courses. Students who have an entrepreneurial family background also have a higher entrepreneurial orientation than students who do not have an entrepreneurial family background. Significant dimensions show differences in entrepreneurial orientation, namely autonomy, innovativeness, risk-taking, and proactiveness. Thus, as practical advice in forming a more massive and more developed entrepreneurial orientation in the future, it is necessary to further develop entrepreneurship education in college to strengthen the entrepreneurial orientation of students so that they make efforts to be able to build entrepreneurship as a storm to support the nation's economy to produce young Indonesian entrepreneurs.

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