




Analysis of the Effect of Entrepreneurial Self-Efficacy and Entrepreneurial Education on Social Entrepreneurial Intention

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Abstract. This study analyzes the effect of self-efficacy in entrepreneurship and entrepreneurship education on the interest in social entrepreneurship. Indonesia occupies the highest position in the level of concern over the problem of social inequality. This condition will continue to occur if people's concerns about the issue of social disparities do not change through efforts to improve entrepreneurship education and self-efficacy in entrepreneurship. Successful entrepreneurship education and self-efficacy in entrepreneurship are marked by increasing the ability of community entrepreneurs so they can improve their standard of living through entrepreneurial activities. To obtain data about the interest in social entrepreneurship in Indonesia, researchers used a descriptive quantitative method on 50 respondents, who were met face-to-face and virtually. The data collected were analyzed by multiple regression method using SPSS software. Based on the results of the data analysis, self-efficacy in entrepreneurship and entrepreneurship education have a simultaneous influence on social entrepreneurship interest.

Keywords: Entrepreneurial Education, Entrepreneurial Self-Efficacy, Social Entrepreneurial Intention

1. INTRODUCTION

This study analyzes the effect of self-efficacy in entrepreneurship and entrepreneurship education on the interest in social entrepreneurship. Indonesia occupies the highest position in the level of concern over the problem of social inequality. This condition will continue to occur if people's concerns about the issue of social disparities do not change through efforts to improve entrepreneurship education and self-efficacy in entrepreneurship. Successful entrepreneurship education and self-efficacy in entrepreneurship are marked by increasing the ability of community entrepreneurs so they can improve their standard of living through entrepreneurial activities. Table 1 shows the level of social inequality¹.

Table 1. Level of Social Inequality

No	Country	%
1	Indonesia	44
2	Hungaria	42
3	Thailand	42
4	Brazil	41
5	Holland	40
6	Argentina	40
7	Colombia	40
8	Germany	35
9	Belgium	34
10	Turkiye	33

Social entrepreneurship is a source of social value creation to shape good changes for developing and changing social problems². Interest in social entrepreneurship can occur due to motives and cognition, such as self-efficacy³. Entrepreneurship education is crucial in increasing interest in social entrepreneurship⁴. Based on Table 1. Indonesia has the potential for very high social inequality compared to other countries. This problem should not be ignored because this problem will cause the adverse effects of social inequality, such as social discrimination, jealousy, crime, and conflict⁵. Therefore, serious efforts are needed to prevent these bad things from happening. These reasons make the researchers interested in identifying entrepreneurial education and self-efficacy as predictors of social entrepreneurial intention. The intention of social entrepreneurship is the belief and desire of individuals to establish social organizations⁶. Previous research shows that entrepreneurial education influences social entrepreneurial intention⁷. Then, the researchers propose the research hypothesis as follows:

H1: Entrepreneurial education positively influences social entrepreneurship intention.

The dimensions of interest in social entrepreneurship are empathy, moral judgment, perceived social support, prior knowledge, and psychological capital^{8,9}. As a variable, interest in entrepreneurship in this study is measured using indicators of having dreams, finding opportunities, having will, and having hopes. As a predictor of entrepreneurial interest, entrepreneurship education is defined as a process of education for entrepreneurial attitudes and skills¹⁰. Entrepreneurship education has become a significant development priority to overcome uncertainty and overcome various social, economic, and technological problems related to health, living conditions, educational systems, employment, and economic growth¹¹. As a variable, entrepreneurship education in this study was measured using indicators of leadership skills, creativity, innovation, and identification¹². Besides being influenced by entrepreneurship education, interest in social entrepreneurship can be formed through entrepreneurial self-efficacy attitudes⁷. Based on previous research, the researchers propose the research hypothesis as follows:

H2: Entrepreneurial self-efficacy positively influences social entrepreneurial intention.

As a variable, indicators to measure self-efficacy in this study are trained, prioritized, skills and abilities, and determination¹³. In connection with Hypothesis 1 and Hypothesis 2, the researchers simultaneously tested the effect of predictors on social entrepreneurial intention at the 95% confidence level. This test is conducted because previous researchers only did partial testing, which is something new in studying social entrepreneurial intention. The following are the proposed hypotheses:

H3: Entrepreneurial education and entrepreneurial self-efficacy simultaneously influence social entrepreneurial intention.

2. METHODS

2.1 Hypothesis

The research design aimed to address the research problem, focusing on Indonesia's top-ranking public awareness of social inequality. It employed a causal design to collect data and analyze cause-effect relationships in research variables¹⁴, with purposes: 1) Understanding independent and dependent variables in entrepreneurship, 2) Establishing cause-effect relationships, and 3) testing causal hypotheses. According to the review of literature, this study was conducted based on the grand theory of entrepreneurship, social entrepreneurial intention, entrepreneurial education, and entrepreneurial self-efficacy⁷, as shown in Fig. 1

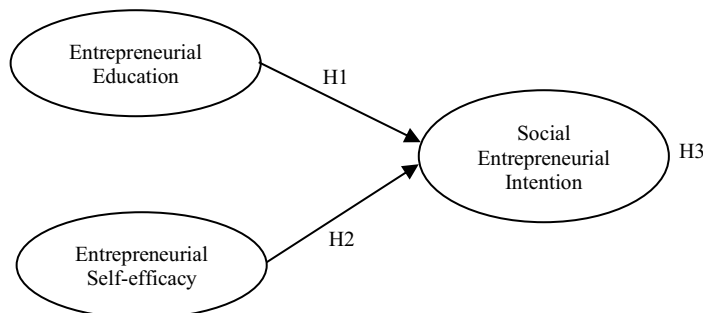


Fig. 1. Relationship between entrepreneurial education, entrepreneurial self-efficacy, and social entrepreneurial intention.

2.2 Sample and Data Collection

The study's population comprised registered university students in Indonesia. Researchers collected data through email and face-to-face surveys from 396 individuals, ensuring random selection. They achieved a 0.12% response rate, with 64 Ministry of Education and Culture-listed respondents. Of these, 7.2% gave identical ratings to all items, resulting in a final sample of 50 respondents with varied ratings. This quantitative study employed statistical analysis, specifically regression. Regression is a versatile method for modelling the impact of independent variables on the dependent variable. It serves two primary purposes: 1) Predicting the dependent variable based on independent variables, and 2) Understanding their relationship.

3. RESULT AND DISCUSSION

3.1 Result

Entrepreneurial education in public and private universities was evaluated in four dimensions: leadership skills, creativity, innovation, and identification. Overall, students rated it highly, with an average score of 4.3. The highest score was for identification and innovation at 4.5, while leadership skills scored the lowest at 3.94. From the data, 28% of students want to focus on leadership skills, while 60% aim to enhance creativity. Moreover, 60% believe entrepreneurial education can improve their ability to spot business opportunities, with 58% expressing confidence. As a result, high-education students show a very high entrepreneurial intention level, scoring 4.17. Their average social entrepreneurial intention, influenced by entrepreneurial education, is 4.34. For self-efficacy improvement, 40% of students see business-trained individuals aiming to be entrepreneurs, and 50% prioritize entrepreneurship as a profession.

Moreover, 26% believe they have the necessary skills, and 28% are determined to become entrepreneurs. High-education students exhibit a high entrepreneurial intention level at 4.17, with an average self-efficacy score of 4.34. The highest dimension score is for consistency at 4.60, while relative scores are the lowest at 3.76.

3.2 Discussion

Analysis of Influence of Self-Efficacy on Social Entrepreneurial Intention

The initial analysis aimed to calculate the regression coefficients for each entrepreneurial education variable concerning social entrepreneurial intention. You can find the results in Table 2¹⁵. The Summary Model

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. An error in the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df2	Sig. F Change
1	.654 _a	.428	.416	1.723	.428	35.860	1	48	.000

a. Predictors: (Constant),
b. EntrepreneurialEducation

Table 2 reveals that the relationship between entrepreneurial education and social entrepreneurial intention is represented by an R-value of 0.654, falling within the interval of 0.41-0.70, indicating a substantial relationship. The R² value of 0.428, the coefficient of determination, signifies that entrepreneurial education influences social entrepreneurial intention by 42%, while independent variables outside the regression model influence the remaining 58%. Based on Table 2, if the significance value is 0.00 < 0.05, the H1 is accepted, meaning that entrepreneurship significantly affects social entrepreneurial intention. The entrepreneurial education variables, including leadership, creativity, innovation, and identification, significantly affect social entrepreneurial intention. Creativity has the highest influence, scoring 0.904 in correlation.

Analysis of Influence of Self-Efficacy on Social Entrepreneurial Intention

The initial analysis assessed the correlation between self-efficacy and social entrepreneurial intention, using the relationship and determination coefficients shown in Table 3, Model Summary¹⁵.

Table 3. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.737 ^a	.543	.534	1.539	.543	57.114	1	48	.000

a. Predictors: (Constant), SelfEfficacy

b. Dependent Variable: SocialEntrepreneurialIntention

Table 3 indicates a strong relationship between self-efficacy and social entrepreneurial intention with an R-value of 0.73717, falling within the high correlation range of 0.71-0.90. Additionally, the R² value of 0.543 represents that self-efficacy accounts for 54.3% of the variance in social entrepreneurial intention. The remaining 45.7% is attributable to independent variables not included in the regression model. Table 3. indicates a significance value of 0.00, less than 0.05. Thus, H2 is accepted, signifying that self-efficacy significantly impacts social entrepreneurial intention. Notably, the ability dimension holds the highest influence, with a correlation score of 0.844. The research on the impact of self-efficacy on social entrepreneurial intention highlights the significance of self-efficacy in driving individuals' interest and fostering a visionary lifestyle.

Analysis of Influence of Entrepreneurial Education and Self-Efficacy on Social Entrepreneurial Intention

The initial analysis assessed the relationship between entrepreneurial education, self-efficacy, and social entrepreneurial intention. The relationship coefficient between entrepreneurial education, self-efficacy, and social entrepreneurial intention is represented by an R-value of 0.78217, falling within the high correlation range of 0.71-0.90. Additionally, the R² value of 0.612 indicates that entrepreneurial education contributes to 61.2% of the variance in social entrepreneurial intention, while the remaining 38.8% is attributed to independent variables outside the regression model. The following analysis aimed to investigate the influence of the four dimensions of entrepreneurial education and the six dimensions of self-efficacy on the four dimensions of social entrepreneurial intention. In this study, the primary hypothesis to be tested is H3. The test was conducted using the significance values listed in Table 4. ANOVA. Table 4 indicates that if the significance value is less than 0.05 but greater than 0.00, H3 is accepted. This implies that both entrepreneurial education and self-efficacy indeed have a significant impact on social entrepreneurial intention.

Table 4. ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	152.315	2	76.158	37.068	.000 ^a
	Residual	96.565	47	2.055		
	Total	248.880	49			

a. Predictors: (Constant), SE, EE

b. Dependent Variable: SEI

4 CONCLUSION

The research focuses on the relationship between entrepreneurial education, self-efficacy, and social entrepreneurial intention among students, revealing a strong correlation. Students in entrepreneurship programs have the potential to excel as social entrepreneurs, and the growing number of universities offering such programs can generate more interest in this field, aiding in addressing social issues. However, since the study primarily involved university students in entrepreneurship, gauging interest in social entrepreneurship among students from other majors is challenging. The researchers suggest future studies should explore non-tertiary students studying entrepreneurship to uncover additional research opportunities.

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