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## **The Influence of Organizational Support and Family Support on the Entrepreneurial Intentions of Lampung University Students**

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### **ABSTRACT**

Entrepreneurial activities are seen as having an important role of driving innovation, creating jobs, and supporting economic growth. The intention to become an entrepreneur is considered the most effective primary indicator for predicting entrepreneurial behavior, which can then developed into entrepreneurial actions. This research examines the influences of organizational support (university) and family support on entrepreneurial intention among students at the University of Lampung. This research aims to determine whatever there is an influence between organizational support (university) on the entrepreneurial intention of student at the Universiyt of Lampung and the influence of family support on the entrepreneurial intention of students at the University of Lampung. In this study, the approach used is a survey through questionnaires given to respondents involving 391 students from the University of Lampung. The research result show that the organizational support (university) has a positive and significant impact on the entrepreneurial intention of students at the University of Lampung, and family support has a positive and significant impact on the entrepreneurial intentions of students at the University of Lampung. Then, this research also suggest that universities should enhance business development support for students, and it is important to note that the economic support provided by families plays a crucial role in determining an individual's decision to start a business.

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*Organizational Support, Family Support, Entrepreneurial Intention.*

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### **INTRODUCTION**

Entrepreneurship plays a crucial role in economic growth and societal well-being (Van Praag & Versloot, 2007), particularly in job creation. It has become an increasingly popular career choice among young people, including university students (Edelman et al., 2016). Amid employment uncertainty, entrepreneurship fosters innovation and societal development regardless of situational demands (Barba-Sánchez & Atienza-Sahuquillo, 2018). In developing economies, entrepreneurial activities contribute significantly to job

creation, economic expansion, and innovation (Chan & Mustafa, 2021). However, entrepreneurship is a complex and challenging process that often originates from entrepreneurial intention. This intention serves as a primary indicator in predicting entrepreneurial behavior, as without it, further entrepreneurial actions are unlikely to materialize (Liñán & Fayolle, 2015).

Preliminary research conducted in 2024 involving 115 students from Lampung University (cohorts 2021 and 2022) examined their entrepreneurial intentions. The findings indicated that 89.6% of respondents expressed interest in entrepreneurship, yet only 25.2% had actually initiated a business. This discrepancy suggests that while entrepreneurial interest is high, actual engagement in entrepreneurship remains low. The measurement of entrepreneurial intention in this study was adapted from Martins & Perez (2020), encompassing two dimensions: entrepreneurial intention and individual financial readiness.

Organizational support has been identified as a key factor in fostering youth entrepreneurship (Field et al., 2016). Such support significantly influences job creation and establishes new business standards, thereby contributing to economic improvement (Israr & Saleem, 2018). Universities, as part of the broader organizational framework, can enhance entrepreneurial intentions through workshops, seminars, skill development programs, and networking opportunities (Shahzad et al., 2021). Entrepreneurial education at the university level plays a vital role in fostering innovation and entrepreneurial activity (Yi, 2021), providing students with resources and funding to develop and launch new ventures (Y. Li et al., 2023). Previous research has demonstrated the significant impact of university support on the growth of new businesses (Aliedan et al., 2022), with universities increasingly serving as economic development agents (Guerrero et al., 2018).

A preliminary survey on organizational (university) support among Lampung University students found that 97.4% acknowledged receiving entrepreneurial education through coursework, 96.5% felt motivated by the university to start their own businesses, and 74.8% believed that the university provided tangible support for launching new ventures. These findings suggest that the university plays a crucial role in fostering entrepreneurial intention among students. Beyond institutional support, family support also significantly influences entrepreneurial aspirations. Family support encompasses emotional, social, and financial encouragement in pursuing entrepreneurship (Klyver et al., 2020). Families shape individuals' confidence, attitudes, risk-taking abilities, and career choices (Lotfizadeh & Heidarzadeh Hanzae, 2014). Research indicates that family support is particularly critical in the early stages of

business ideation, offering emotional and moral reinforcement (Edelman et al., 2016). Moreover, it can mitigate employment-related challenges by providing financial and social resources (Hahn et al., 2020). However, some families may discourage entrepreneurship due to its perceived risks, instead favoring conventional career paths (Boldureanu et al., 2020). Family support is assessed across three dimensions: emotional, intellectual, and economic support (Osorio et al., 2017).

A preliminary study on family support among Lampung University students revealed that 94.8% felt supported in their career choices, while 93.9% reported receiving encouragement to pursue entrepreneurship. Despite these high levels of support, entrepreneurial intention remained low, as reflected in the small proportion of students who had actually started a business. Previous studies on university support and entrepreneurial intention have yielded mixed findings. While some researchers argue that university support directly influences entrepreneurial intention (Saeed et al., 2015; Mustafa et al., 2016; Aliedan et al., 2022), others have found no significant direct impact (Sim et al., 2023). Additionally, research by C. Li et al. (2023) suggests that university support mediates the relationship between entrepreneurial intention and entrepreneurial behavior. However, their study was limited to female students from business, economics, and social science programs, highlighting the need for further research across diverse academic disciplines.

This study focuses on Lampung University students from the 2021 and 2022 cohorts to examine entrepreneurial intention. The rationale for selecting this group is based on preliminary findings indicating that while students receive substantial support from both their university and families, their entrepreneurial engagement remains low. Given the importance of entrepreneurship in economic growth and employment creation, this study aims to explore the influence of organizational (university) and family support on entrepreneurial intention.

## **RESEARCH METHOD**

### **Research Population and Sample**

According to Sekaran and Bougie (2017), a population refers to a collection of individuals, events, or objects of interest from which researchers draw conclusions based on sample statistics. This study's population comprises active Universitas Lampung students from the 2021 and 2022 cohorts, totaling 17,129 students as of August 2024. The selection of this population is based on the educational support dimension of organizational (university) support, specifically targeting students who have completed entrepreneurship courses.

A sample is a subset of the population representing its characteristics (Sekaran & Bougie, 2017; Morissan, 2017). Hair et al. (2014) suggest a representative sample should be five to ten times the number of indicators, thus requiring 260 respondents. The study employs probability sampling using a simple random sampling technique, ensuring equal selection chances for all Universitas Lampung students from the 2021 and 2022 cohorts (Sekaran & Bougie, 2017).

### **Data Collection Techniques**

This study utilizes both primary and secondary data sources. Primary data refers to information collected directly by researchers to address specific research variables (Sekaran & Bougie, 2017). In contrast, secondary data consists of pre-existing information obtained from documents or other sources (Sekaran & Bougie, 2017). Data collection employs a structured questionnaire with a five-point Likert scale (Sekaran & Bougie, 2016), distributed through Google Forms and social media to Universitas Lampung students from the 2021 and 2022 cohorts. Additionally, a literature review is conducted to examine theoretical frameworks and concepts relevant to the study (Sugiyono, 2018).

### **Operational Definition of Variables**

The operational definition of variables is essential to determine the types, indicators, and measurement scales of each variable in this study, facilitating accurate hypothesis testing. Organizational or university support (X1) for entrepreneurship enhances students' cognitive skills, awareness, motivation, and entrepreneurial ideas (Sim et al., 2023). It consists of three dimensions: educational support, conceptual development, and business development, measured using a five-point Likert scale. Family support (X2) is defined as an individual's perception of receiving emotional, intellectual, and financial support from family when starting a business (Osorio et al., 2017). Entrepreneurial intention reflects an individual's commitment to entrepreneurial behavior (Martins & Perez, 2020), encompassing both intention and financial readiness.

Indicators for each dimension include aspects such as university-provided entrepreneurship courses, financial assistance, family encouragement, and individual willingness to invest in a business. Data is gathered through structured questionnaires, employing validated measurement items to ensure reliability and consistency across variables (Sim et al., 2023; Osorio et al., 2017; Martins & Perez, 2020).

### **Research Instrument Testing**

Validity testing assesses the extent to which an instrument accurately measures the intended concept (Sekaran & Bougie, 2017). The purpose is to

determine the alignment between actual data and the data reported by researchers. In this study, validity is examined using the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy. If the KMO value is below 0.50, factor analysis is deemed inappropriate, whereas a value above 0.50 indicates suitability. The analysis is conducted using IBM SPSS Statistics 26.

Reliability testing evaluates the consistency of a measurement instrument, ensuring it is free from bias and measurement errors (Sekaran & Bougie, 2017). Reliability is assessed using a statistical coefficient, where values below 0.60 indicate low reliability, 0.70 is acceptable, and above 0.80 is considered high (Sekaran & Bougie, 2017).

### **Data Analysis Techniques**

Multiple linear regression is an analytical method utilized when a dependent variable is influenced by two or more independent variables (Hair et al., 2019). This analysis predicts changes in the dependent variable in response to variations in independent variables. The magnitude of individual regression coefficients indicates the effect of a unit increase in an independent variable while others remain constant (Sekaran, 2016). Hypothesis testing employs the t-test, which examines the partial influence of an independent variable on the dependent variable (Sugiyono, 2018). Statistical significance ( $\text{Sig.} \leq 0.05$ ) indicates an effect, while  $\text{Sig.} > 0.05$  suggests no effect. The analysis uses IBM SPSS Statistics 26.

## **RESULT AND DISCUSSION**

### **Respondent Characteristics**

This study was conducted through the distribution of questionnaires to a sample of Universitas Lampung students from the 2021 and 2022 cohorts, with a total of 391 respondents. The collected data were subsequently analyzed to describe the respondents' characteristics. In terms of gender distribution, 35% (137 respondents) were male, while 65% (254 respondents) were female. Regarding entry year, 55.8% (218 respondents) were from the 2021 cohort, and 44.2% (173 respondents) were from the 2022 cohort.

Furthermore, the respondents were drawn from various faculties: 12.5% from the Faculty of Economics and Business (FEB), 12.5% from the Faculty of Law (FH), 15.1% from the Faculty of Social and Political Sciences (FISIP), 10.5% from the Faculty of Engineering (FT), 15.4% from the Faculty of Agriculture (FP), 15.1% from the Faculty of Teacher Training and Education (FKIP), 10.7% from the Faculty of Mathematics and Natural Sciences (FMIPA), and 8.2% from the Faculty of Medicine (FK).

### Respondent Responses

The findings of this study, based on questionnaire responses, provide insights into organizational support, family support, and entrepreneurial intentions among students. Regarding organizational or university support, the highest level of support was found in the dimension of concept development, particularly in motivating students to start new businesses. In contrast, the lowest level of support was observed in the business development dimension, specifically in terms of the university serving as the primary customer for student-led businesses. Overall, organizational support received a mean score of 3.92.

Family support was most prominent in the emotional support dimension, with the highest agreement on family approval of entrepreneurial decisions. On the other hand, the lowest level of support was identified in the economic dimension, particularly in terms of financial assistance for business initiation. The overall mean for family support was 4.27, indicating strong family encouragement for entrepreneurship. In terms of entrepreneurial intentions, individual financial readiness emerged as the highest-rated factor, with students expressing willingness to invest personal savings in their businesses. Meanwhile, a slightly lower level of agreement was observed in the general entrepreneurial intention dimension, with the weakest response being in the commitment to making maximum efforts to run a business. The overall mean for entrepreneurial intention was 4.05. Entrepreneurial intention scores varied across faculties, with the Faculty of Law demonstrating the highest entrepreneurial inclination, followed by the Faculty of Agriculture and the Faculty of Social and Political Sciences. Conversely, the Faculty of Engineering exhibited the lowest level of entrepreneurial intention, suggesting that students from this faculty may have a lesser interest in pursuing entrepreneurship.

### Multiple Linear Regression Test and Partial Test (t-Test)

The multiple linear regression analysis examines the influence of university support and family support on entrepreneurial intentions among students.

Table 1.  
 Multiple Linear Regression Test and Partial Test (t-Test)

Model		<i>Coefficients<sup>a</sup></i>				
		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	t	Sig.
		B	<i>Std. Error</i>	Beta		
1	<i>(Constant)</i>	9,969	1,958		5,092	0,000
	Organizational	0,105	0,028	0,173	3,727	0,000

	Support					
	Family Support	0,594	0,073	0,380	8,184	0,000

According to Sekaran & Bougie (2016), this technique assesses the effect of multiple independent variables on a dependent variable. The findings indicate that university support has a positive and significant effect on entrepreneurial intention, as evidenced by a regression coefficient of 0.173 and a t-value of 3.727, which exceeds the critical value (1.649), with a significance level of 0.000. This suggests that stronger university support enhances students' entrepreneurial intentions. Similarly, family support also has a positive and significant effect, with a regression coefficient of 0.380, a t-value of 8.184, and a significance level of 0.000. This implies that greater family encouragement positively influences students' motivation to pursue entrepreneurship. Consequently, both hypotheses in this study are supported, reinforcing the critical role of institutional and familial support in fostering entrepreneurial aspirations among students at Universitas Lampung.

**The Effect of Organizational Support (University) on Entrepreneurial Intentions**

Organizational support serves as the first independent variable in this study, while entrepreneurial intention represents the dependent variable. The hypothesis testing results indicate that organizational support exerts a positive and significant influence on the entrepreneurial intention of Universitas Lampung students from the 2021 and 2022 cohorts, thereby confirming the first hypothesis. This relationship suggests that universities play a crucial role in fostering students' entrepreneurial intentions. The highest mean score for organizational support is observed in the dimension of concept development support, highlighting its substantial role in stimulating entrepreneurial aspirations. These findings align with Shi et al. (2019), who identified a positive relationship between university support and entrepreneurial intention. Additionally, Aliedan et al. (2022) further reinforce this notion by demonstrating the significant positive impact of university education support. However, this study differs from Shi et al. (2019) in terms of geographical context, and from Aliedan et al. (2022) by incorporating broader dimensions of organizational support, including education, concept development, and business development.

**The Effect of Family Support on Entrepreneurial Intentions**

Family support constitutes the second independent variable in this study. The findings indicate that family support has a positive and significant effect on the entrepreneurial intention of Universitas Lampung students from the 2021

and 2022 cohorts, thereby confirming the second hypothesis. Many young individuals rely on their families for emotional, intellectual, and financial support in pursuing their aspirations (Hu et al., 2021). This aligns with the survey results, where the highest mean score for family support is observed in the emotional support dimension, emphasizing its role in providing psychological encouragement, empathy, and motivation to achieve personal goals. These findings are consistent with Osorio et al. (2017), who identified a positive relationship between family support and perceived feasibility in entrepreneurship. Furthermore, Chauhan et al. (2024) corroborate this by demonstrating the significant impact of family support on entrepreneurial intention. This study differs from prior research in geographical scope, as Osorio et al. (2017) focused on the United States, Chauhan et al. (2024) on India, whereas this study was conducted in Indonesia.

## **CONCLUSION**

The findings of this study indicate that organizational and family support significantly influence the entrepreneurial intentions of Universitas Lampung students, particularly those from the 2021 and 2022 cohorts. Specifically, organizational support, provided by the university, exhibits a positive and significant effect on students' entrepreneurial intentions. This implies that when universities offer extensive support for entrepreneurship, students' intentions to pursue entrepreneurship are strengthened. Similarly, family support also demonstrates a positive and significant impact, suggesting that greater family encouragement leads to stronger entrepreneurial intentions among students.

Based on these findings, several recommendations can be proposed. First, regarding organizational support, responses indicate that business development support received lower average ratings. To address this, universities should enhance entrepreneurship support initiatives by promoting student businesses through relevant programs, establishing business incubators, and providing funding opportunities for both aspiring and existing student entrepreneurs. Second, with respect to family support, the findings show that emotional support is highly rated, while economic support is relatively lower. Since financial backing plays a crucial role in entrepreneurial decision-making, families should consider providing stronger economic support. Lastly, regarding entrepreneurial intentions, lower ratings suggest that students should develop greater confidence and commitment when considering entrepreneurship as a career path.



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