

Shaping Entrepreneurial Intention: Entrepreneurial Passion, Self-Efficacy, and Social Support

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ABSTRACT

Unemployment arises from the mismatch between labour supply and job opportunities, highlighting the need for entrepreneurship. This study examines the effects of entrepreneurial passion, self-efficacy, and social support on entrepreneurial intention among 110 students at the University of Surabaya, using Structural Equation Modelling–Partial Least Squares (SEM-PLS) with IBM SPSS 26 and Smart PLS 4. Results demonstrate that passion, self-efficacy, and social support significantly enhance entrepreneurial intention, though social support does not moderate the self-efficacy–intention relationship. These findings underscore the importance of fostering psychological and social factors to strengthen students' entrepreneurial orientation.

Keywords: entrepreneurial intention, passion, self-efficacy, social support, students.

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Topic: Management

Themes: Student Entrepreneurship, Entrepreneurial Factors

1. Introduction

Unemployment remains a persistent issue in Indonesia due to the mismatch between job availability and the growing labour force. In February 2024, the Central Bureau of Statistics (BPS) recorded 7.2 million unemployed (4.82%), with the highest rate among youth aged 20–24. This condition underscores the urgency of entrepreneurship as an alternative career for university graduates. Entrepreneurial intention, defined as the decision to pursue entrepreneurship and accept risks (Primandaru, 2017; Liñán & Chen, 2009), is a strong predictor of entrepreneurial behaviour. Promoting such intentions is crucial, as entrepreneurship drives economic growth, job creation, and income generation (Bappenas, 2022). The Theory of Planned Behaviour (TPB), developed by Ajzen (1991), explains that an individual's intention is the primary factor influencing their actions. Intention reflects the motivation that shapes behavior and demonstrates a person's willingness and readiness to act (Armitage & Conner, 2001). TPB consists of three main components: attitude toward behavior, subjective norms, and perceived behavioral control. These three components simultaneously influence a person's intention to perform a behavior. In the context of entrepreneurship research, the variable entrepreneurial self-efficacy is related to perceived behavioral control.

In contrast, entrepreneurial passion corresponds to the components of attitude and perceived behavioral control, representing an individual's positive or negative evaluation of the idea of starting or running a business. Meanwhile, variable social support is closely associated with the subjective norms component, reflecting social influence or pressure from the surrounding environment on one's intention to act. When individuals receive support from their social environment for entrepreneurial activities, they are more likely to feel encouraged and confident to engage in entrepreneurship. Conversely, a lack of social support may reduce one's entrepreneurial intention.

Prior studies present mixed results: some confirm the influence of entrepreneurial passion, self-efficacy, and social support, while others show insignificant relationships. These inconsistencies reveal a research gap that this study seeks to address among University of Surabaya students.

Hypotheses

- H1: Entrepreneurial passion has a significant positive effect on entrepreneurial self-efficacy.
- H2: Entrepreneurial passion has a significant positive effect on entrepreneurial intention.
- H3: Entrepreneurial self-efficacy has a significant positive effect on entrepreneurial intention.
- H4: Social support has a significant positive effect on entrepreneurial intention.
- H5: Entrepreneurial self-efficacy has a significant positive effect on entrepreneurial intention, moderated by social support.

Based on propositions and theories, the research model that is constructed can be seen in Figure 1.

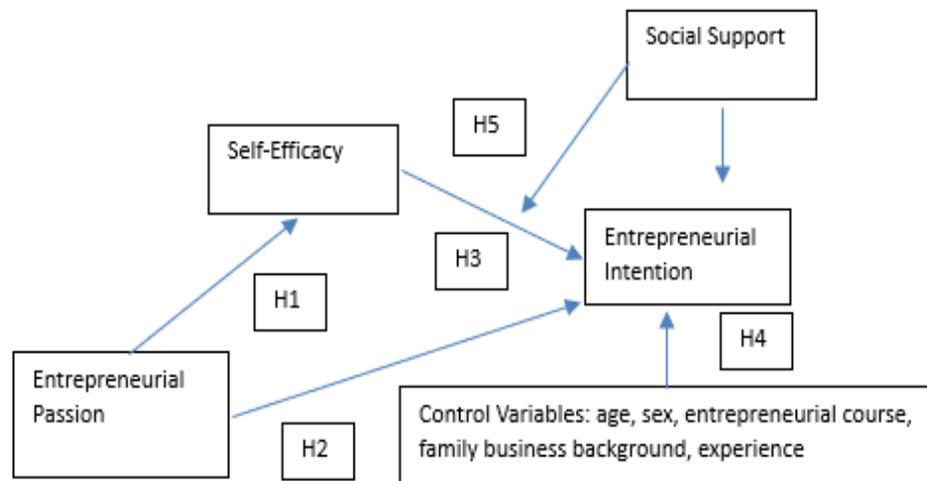


Figure 1. Research Model

2. Methods

This study is classified as basic research, as it focuses on the development and testing of theories derived from previous studies. The research design is causal, aiming to examine cause-and-effect relationships between two or more variables. The data type employed is cross-sectional, consisting of both primary and secondary data. Primary data were collected via online questionnaires distributed via Google Forms, while secondary data were obtained from journal articles, e-books, and information available on various websites. The questionnaire items were designed based on Neneh (2020). Measurement was based on an interval scale using a numerical range of 1 to 5 for each item. The target population was students of the University of Surabaya (UBAYA), with the following characteristics: active students, those currently enrolled in or having completed the Entrepreneurship and Innovation (KWI) course, students from entrepreneurial family backgrounds, and students with prior experience in product development or business innovation. According to Hair *et al.* (2020), an adequate sample size ranges from 100 to 200 respondents, with a recommended minimum of 5–10 observations per estimated indicator. This study employs 15 indicators; thus, the minimum required sample size is $15 \times 5 = 75$ respondents. To ensure a more representative result, the study set a target sample size of 110 respondents. Sampling was conducted using a non-probability sampling technique, which does not provide equal opportunities for each population member to be selected; thus, the probability of selection varied. Data analysis employed Structural Equation Modelling (SEM) with a Partial Least Squares (PLS) approach using IBM SPSS Statistics 26 and Smart PLS 4.

3. Results and Discussion

The data analysed in this study were obtained from respondents through an online questionnaire. A total of 114 responses were collected; however, four did not meet the completion criteria, leaving 110 valid responses for analysis. The respondent characteristics considered in this study include age, gender, and faculty. Descriptive data analysis was conducted using IBM SPSS Statistics 26, while validity, reliability, and hypothesis testing were conducted with SmartPLS 4. Validity and reliability tests were based on Ghozali (2021), in which an indicator is considered valid if the Average Variance Extracted (AVE) ≥ 0.5 and reliable if the composite reliability is between 0.60 and 0.70. Hypothesis testing was carried out by comparing the t-statistic with the critical t-value from the t-table using the path coefficient test and a bootstrapping procedure. A p-value < 0.05 with a significance level (α) of 5% was applied. Hypotheses were accepted if the t-statistic exceeded the critical t-table value.

Descriptive analysis showed that most respondents were aged 19–22 years (95 respondents, 86.4%),

predominantly female (67 respondents, 60.9%). Furthermore, the Faculty of Business and Economics contributed the most significant number of respondents (47, 42.7%). The results of the validity and reliability tests are presented in Table 1 and Table 2.

Table 1. Average Variance Extracted (AVE) and Construct Reliability (CR)

No.	Variable	AVE	CR
1.	<i>Entrepreneurial Passion</i>	0,627	0,871
2.	<i>Entrepreneurial Self-efficacy</i>	0,574	0,843
3.	<i>Social Support</i>	0,652	0,849
4.	<i>Entrepreneurial Intention</i>	0,639	0,876

Sources: Primary Data (processed)

Table 1 shows that the AVEs for Entrepreneurial Passion, Entrepreneurial Self-efficacy, Social Support, and Entrepreneurial Intention are all greater than 0.5, and the composite reliabilities (CRs) exceed 0.70. Thus, all variables meet the validity and reliability requirements.

Table 2. Path Coefficient Test

Hypotheses		Original Sample (O)	T Statistics	P Value	Result
H1 (+)	EP → ESE	0,541	5,593	0,000***	Supported
H2 (+)	EP → EI	0,489	5,719	0,000***	Supported
H3 (+)	ESE → EI	0,259	3,536	0,000***	Supported
H4 (+)	SS → EI	0,215	2,752	0,006**	Supported
H5 (+)	SS x ESE → EI	-0,027	0,653	0,514	Not Supported

Sources: Primary Data (processed)

The first hypothesis tests the effect of entrepreneurial passion on entrepreneurial self-efficacy among students of the University of Surabaya. Based on the path coefficient test in Table 2, the original sample value of this hypothesis was 0.541 with a significance level of 0.000. The results of testing H1 are consistent with previous studies by Neneh (2020), Biraglia & Kadile (2017), and Murad et al. (2021), which state that entrepreneurial passion has a significant positive effect on entrepreneurial self-efficacy. The findings indicate that entrepreneurial passion influences the entrepreneurial self-efficacy of University of Surabaya students. This demonstrates that entrepreneurial passion plays a vital role in enhancing students' confidence in their entrepreneurial capabilities. This result is consistent with Neneh (2020), who showed that individuals with strong entrepreneurial passion tend to be more confident in pursuing entrepreneurial activities. Such passion motivates students to overcome challenges, acquire new skills, and take concrete steps toward entrepreneurial goals. Thus, entrepreneurial passion becomes a critical factor in shaping students' self-efficacy, which in turn supports entrepreneurial intention.

The second hypothesis tests the effect of entrepreneurial passion on entrepreneurial intention. Based on the path coefficient test in Table 2, the original sample value of this hypothesis was 0.489 with a significance level of 0.000. The results of testing H2 are in line with previous studies by Neneh (2020) and Putry et al. (2020), but contradict the findings of Azmi et al. (2022), which reported that entrepreneurial passion does not significantly affect entrepreneurial intention. The findings of this study indicate that entrepreneurial passion influences entrepreneurial intention among students of the University of Surabaya. This demonstrates that students with higher entrepreneurial passion are more likely to develop intentions to start a business. This passion, in the form of motivation and enthusiasm toward entrepreneurship, encourages students to explore opportunities, plan initial steps, and face

challenges with greater confidence. The higher the level of entrepreneurial passion, the stronger the drive to take concrete steps toward entrepreneurial aspirations. These findings are consistent with Sunardi (2022) and Faradilla & Christina (2023), who also confirmed that entrepreneurial passion has a significant positive effect on entrepreneurial intention and that students with high entrepreneurial passion tend to exhibit stronger intentions to start a business.

The third hypothesis tests the effect of entrepreneurial self-efficacy on entrepreneurial intention. Based on the path coefficient test in Table 2, the original sample value of this hypothesis was 0.259 with a significance level of 0.000. The results of testing H3 are consistent with previous studies by Neneh (2020) and Fragoso et al. (2020), but contradict Putry et al. (2022), who stated that entrepreneurial self-efficacy does not significantly affect entrepreneurial intention. The findings of this study demonstrate that entrepreneurial self-efficacy influences entrepreneurial intention among students of the University of Surabaya. This indicates that students with high confidence in their entrepreneurial abilities are more likely to develop stronger intentions to start a business. Such confidence enables students to face challenges better and take tangible steps toward developing business ideas. The findings suggest that the higher the level of entrepreneurial self-efficacy, the stronger the entrepreneurial intention. Therefore, it is essential to enhance students' entrepreneurial confidence through effective entrepreneurship education programs. These findings are consistent with Amir et al. (2022), Wijaya et al. (2021), and Primandaru & Adriyani (2019), who highlighted that entrepreneurial self-efficacy has a significant positive influence on entrepreneurial intention and that students with high self-confidence in their entrepreneurial abilities are more motivated to start a business and face entrepreneurial challenges.

The fourth hypothesis tests the effect of social support on entrepreneurial intention. Based on the path coefficient test in Table 2, the original sample value of this hypothesis was 0.215 with a significance level of 0.006. The results of testing H4 are consistent with Neneh (2020) but contradict Fragoso et al. (2020), who stated that social support does not significantly affect entrepreneurial intention. This study finds that social support influences entrepreneurial intention among students at the University of Surabaya. This demonstrates that students who receive greater social support from family and peers tend to have stronger entrepreneurial intentions. Such support—whether emotional, informational, or practical—helps students build confidence as they face entrepreneurial challenges. With adequate support, students become more motivated, confident, and willing to take concrete steps toward realizing business ideas. Thus, fostering a supportive social environment is crucial to strengthening students' entrepreneurial intention. These findings are consistent with those of Hasanah et al. (2019), Herwiek et al. (2020), and Tanumihardja & Slamet (2023), who also found that social support significantly influences entrepreneurial intention and that students who receive social support are generally more confident, motivated, and determined to start a business.

The fifth hypothesis tests the moderating effect of social support on the relationship between entrepreneurial self-efficacy and entrepreneurial intention. Based on the path coefficient test in Table 2, the original sample value of this hypothesis was -0.027 with a significance level of 0.514. The results of testing H5 are consistent with Fragoso et al. (2020), but contradict Neneh (2020), who reported that entrepreneurial self-efficacy has a significant positive effect on entrepreneurial intention when moderated by social support, resulting in the highest entrepreneurial intention when both entrepreneurial self-efficacy and social support are high. The findings of this study show that social support does not moderate the relationship between entrepreneurial self-efficacy and entrepreneurial intention among students of the University of Surabaya. This indicates that students with high entrepreneurial self-efficacy still possess strong entrepreneurial intentions even without significant social support. In other words, social support does not strengthen the relationship between confidence in entrepreneurial abilities and the intention to start a business. This confirms that entrepreneurial self-efficacy remains the primary factor shaping entrepreneurial intention, while social support exerts a direct but not moderating effect. Possible explanations for this non-significant moderating role include:

(1) the independence of individuals with high self-efficacy, who tend to make decisions autonomously and thus rely less on social support; (2) the limited relevance of social support, which may not always align with specific entrepreneurial needs such as technical skills or business knowledge; and (3) family background, as students from entrepreneurial families may not necessarily be inspired to start businesses, particularly if negative entrepreneurial experiences exist or if entrepreneurship does not align with their personal interests. These findings are consistent with Wardani & Nugraha (2021), who showed that family environment does not always significantly influence entrepreneurial intention. This underscores that while social support is important, developing entrepreneurial self-efficacy is more effective in fostering entrepreneurial intention among students. Moreover, it demonstrates that social support, as a moderating variable, does not significantly affect the relationship between entrepreneurial self-efficacy and entrepreneurial intention.

4. Conclusions

This study demonstrates that entrepreneurial passion, entrepreneurial self-efficacy, social support, and entrepreneurial intention are perceived positively across all indicators. The results of SEM analysis using SmartPLS confirm that: (1) entrepreneurial passion significantly influences entrepreneurial self-efficacy and intention; (2) entrepreneurial self-efficacy significantly influences entrepreneurial intention; (3) social support significantly influences entrepreneurial intention; and (4) social support does not moderate the relationship between self-efficacy and intention. Among these, entrepreneurial passion exerts the most potent effect on self-efficacy ($O = 0.541$), suggesting that it enhances students' confidence in pursuing entrepreneurial activities. Thus, fostering entrepreneurial passion through education and training is crucial.

Based on research results, there are some recommendations : (1) Heads of study programs within relevant faculties are encouraged to update and develop the entrepreneurship curriculum by integrating current business trends and also collaborating with Ubaya Innovation Hub to provide structured mentoring for student startup development. (2) The university's executive management (rectorate) should facilitate and improve various infrastructural and administrative supports to help students initiate or further develop their business ventures.

However, there are some limitations: (1) This study is limited to a single university, which restricts the generalizability of the findings. (2) The data were collected using a cross-sectional design, which does not allow for a comprehensive depiction of the development of students' entrepreneurial intentions over time. Therefore, suggestions for future research are (1) Conduct a longitudinal study to obtain a more comprehensive understanding of the evolution of students' entrepreneurial intentions over time. (2) Increase the sample size by including respondents from other universities to enable and improve the generalizability of research results.

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