

## **The Influence of Entrepreneurial Intention, Entrepreneurial Commitment, Family Support, on Entrepreneurial Behavior to Students in Bandung**

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### **Abstract**

*Students with high entrepreneurial intention but who have not yet transformed it into entrepreneurial behavior represent a contradictory issue that requires in-depth research. This study explores the influence of entrepreneurial intention, entrepreneurial commitment, and family support on the entrepreneurial behavior of students in Bandung. The study involved 193 students from three universities in Bandung using a non-probability sampling method, specifically judgmental sampling. The results of the study indicate that entrepreneurial intention has a positive influence on entrepreneurial behavior, both directly and indirectly through entrepreneurial commitment. However, entrepreneurial commitment does not have a direct influence on entrepreneurial behavior. Furthermore, family support does not provide a positive moderating effect on the relationship between entrepreneurial intention and entrepreneurial commitment. This study provides insights into the importance of entrepreneurial intention in shaping entrepreneurial behavior, despite the absence of a role for entrepreneurial commitment and family support.*

**Keywords:** *Entrepreneurial Intention, Entrepreneurial Behavior, Entrepreneurial Commitment, Family Support*

### **Introduction**

In recent decades, entrepreneurship has gained widespread recognition as a key topic in economics, social sciences, and academia (Chaudhary, 2017). Entrepreneurship is seen as a driving force for development, capable of creating value, creating jobs, and accelerating innovation (Jones et al., 2020). Entrepreneurs play a vital role in revitalizing stagnant economies through the creation of new businesses based on creativity and innovation (Jones et al., 2018; Robert et al., 2021; Wei et al., 2019). Therefore, entrepreneurship is often referred to as the "engine of economic growth" (Al-Mamary & Alshallaqi, 2022).

One important concept in entrepreneurship research is entrepreneurial behavior. Entrepreneurial behavior encompasses individual actions in identifying, evaluating, and exploring business opportunities. Factors influencing this behavior include intrinsic motivation, environmental support, entrepreneurship education, and practical experience (Fayolle & Gailly, 2015; Saeed et al., 2018; Piperopoulos & Dimov, 2015). In Indonesia, particularly among university students, entrepreneurial behavior is considered crucial for addressing employment challenges while simultaneously driving economic development.

Bandung City is a relevant research context because it is known as a center of the creative industry with a dynamic business ecosystem. Bandung has the highest student population in West Java, with 79,194 students at state universities and 205,844 students at private universities in 2021 (Agustian, 2023). This indicates significant potential for developing student entrepreneurship. However, Bandung City's economic growth data for 2023 only reached 5.07%, lower than the 5.41% recorded in 2022. This phenomenon indicates the need for a significant contribution from young entrepreneurs to increase regional economic competitiveness.

Despite high levels of entrepreneurial intention, not all students successfully translate this into actual entrepreneurial behavior. Entrepreneurial intention is considered a crucial predictor of business startups (Singh & Onahring, 2019; Muhammad et al., 2015; Elnadi & Gheith, 2021). However, the gap between intention and actual action remains a fundamental problem (Liñán & Fayolle, 2015). To bridge this gap, the concept of

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entrepreneurial commitment is crucial. Entrepreneurial commitment reflects an individual's dedication to entrepreneurship, including the willingness to invest time, energy, financial, and emotional resources (Soelaiman & Puspitowati, 2019; Rauf, 2020). Strong commitment can improve business management effectiveness and entrepreneurial performance (Rauf, 2020). However, previous research suggests that commitment does not always automatically arise from intention, requiring further analysis.

Furthermore, family support plays a significant role in supporting students in realizing their entrepreneurial intentions. Family support can take the form of moral encouragement, advice, financial assistance, and social networks (Irwansyah & Subiyantoro, 2018; Saeed et al., 2018; Edelman et al., 2016). Research shows that family support can increase students' self-confidence, reduce uncertainty, and strengthen the transition from entrepreneurial intention to entrepreneurial behavior (Elfving et al., 2009; Eesley & Wang, 2017; Osorio et al., 2017). In a collectivist cultural context like Indonesia, family approval and support can even be determining factors in entrepreneurial career choices (Sawitri et al., 2014).

Based on these conditions, this study focuses on students in Bandung City to examine the influence of entrepreneurial intention on entrepreneurial behavior, taking into account the role of entrepreneurial commitment and the moderating role of family support. This research is expected to provide theoretical contributions to the development of entrepreneurship literature, as well as practical recommendations for universities, families, and policy makers to strengthen the entrepreneurial ecosystem among students.

## Literature

### Entrepreneurial Intention

Entrepreneurial intention is defined as an individual's propensity or intention to start a new venture, encompassing motivation, beliefs, and willingness to take risks (Haque et al., 2017). Intention is considered the best predictor of entrepreneurial behavior because it reflects cognitive commitment before actual action occurs (Schlaegel & Koenig, 2014; Alferaih, 2017). Individuals with high intention are more sensitive to business opportunities and act more quickly (Meyer, 2020).

### Entrepreneurial Commitment

Entrepreneurial commitment is an individual's dedication to an entrepreneurial venture, demonstrated through a willingness to invest time, energy, money, relationships, and emotions (Soelaiman & Puspitowati, 2019). Commitment serves as a "bridge" between intention and actual behavior, binding individuals to pursue their entrepreneurial goals (Dahmardeh & Nastiezaie, 2019). High commitment is believed to increase the effectiveness of business management and entrepreneurial performance (Rauf, 2020).

### Family Support

Family support encompasses emotional, social, moral, and financial support provided by family members during an individual's entrepreneurial journey (Rifai, 2014; Harjali, 2019). This support influences beliefs, decision-making processes, and even business success (Brockhaus & Horwitz, 2002; De Massis et al., 2018). In the context of college

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students, family support can take the form of blessings, initial capital, networks, and strategic advice (Osorio et al., 2017; Zhang et al., 2019).

## Entrepreneurial Behavior

Entrepreneurial behavior is a series of concrete actions in creating, managing, and developing a business, including identifying opportunities, mobilizing resources, and the ability to navigate uncertainty (Kirkley, 2016; Lumpkin & Pidduck, 2021). ENTREPRENEURIAL BEHAVIOR represents the realization of entrepreneurial intention that has been mediated or influenced by other factors.

## Hypothesis

Several studies have shown a positive relationship between entrepreneurial intention and entrepreneurial behavior (Kong et al., 2020; Neneh & Dzomonda, 2024; Mei et al., 2022). However, these studies also note a gap: entrepreneurial intention only explains about 17% of the variation in entrepreneurial behavior (Tsou et al., 2023).

Hypothesis: Entrepreneurial intention has a positive effect on entrepreneurial behavior.

Research shows that entrepreneurial intention drives commitment (Putri, 2022; Chalkos & Salavou, 2015; Mei et al., 2022). This means that the stronger students' intention to become entrepreneurs, the greater their commitment.

Hypothesis: Entrepreneurial intention has a positive effect on entrepreneurial commitment.

Entrepreneurial commitment has been shown to increase the likelihood of entrepreneurial behavior (Rustam et al., 2023; Mei et al., 2022). With high commitment, students are more consistent and persistent in running their businesses.

Hypothesis: Entrepreneurial commitment has a positive effect on entrepreneurial behavior.

Commitment can act as a mediator, bridging intention and behavior. Several studies support this mediation role (Mei et al., 2022; Chalkos & Salavou, 2015; Neneh & Dzomonda, 2024). However, there are also findings that indicate the opposite effect, where commitment actually weakens the influence of intention on behavior (Agassi & Samian, 2017).

Hypothesis: Entrepreneurial commitment mediates the relationship between entrepreneurial intention and entrepreneurial behavior.

Family support has been shown to moderate the relationship between entrepreneurial intention and entrepreneurial behavior (Rahmah, 2017; Rukmana et al., 2023; Mei et al., 2022). Family support also has the potential to strengthen the relationship between entrepreneurial intention and entrepreneurial commitment (Mei et al., 2022). Furthermore, family support can moderate the relationship between entrepreneurial commitment and entrepreneurial behavior, as family support strengthens students' consistency in realizing their intentions (Mamun et al., 2017). However, several studies have found conflicting results; for example, family support does not always act as a moderator in the context of students in Greater Jakarta (Jabodetabek).

Hypothesis: Family support has a positive moderating effect on entrepreneurial intention and behavior.

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Hypothesis: Family support has a positive moderating effect on the relationship between entrepreneurial intention and commitment.

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## Methodology

This research is a quantitative study adopting a descriptive research design with data collection through a single cross-sectional design method, which means data is collected only at one time. This study uses a questionnaire as a tool to collect data with a Likert scale of 1-5. Respondents in this study were individuals, namely students studying in the city of Bandung. The sample collected using a non-probability sampling technique of purposive sampling was 193 students from several students from private universities. The collected respondent data was then processed and analyzed using Smart PLS 4.0.

## Results

The following are the results of processing the questionnaire data that was successfully collected, starting with the respondent profile and continuing with the validity and reliability of the indicators and variables used in this study.

Respondent's Profile

Description		Qyt
Gender	Man	77
	Woman	116
Age	16-19 y.o	0
	20-24 y.o	193
	24<	0
Family Background	Yes	133
	No	60
Entrepreneurship education	Yes	189
	No	4
University	Universitas Katolik Parahyangan	93
	Universitas Kristen Maranatha	31
	Binus University Bandung	69
Major	International Relation	45
	Medicine	31
	Creativepreneur	32
	Management	41
	Design Communication Visual	29
	Information Technology	15

Validity and Reliability

Indic at	Outer Loading	AVE	Composite Reliability	R <sup>2</sup>
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o rs				
EB1	0.905	0.915	0.981	0.895
EB2	0.956			
EB3	0.973			
EB4	0.966			
EB5	0.977			
EB6	0.959			
EC1	0.947	0.909	0.980	0.955
EC2	0.960			
EC3	0.950			
EC4	0.946			
EC5	0.964			
EC6	0.951			
EI1	0.943	0.903	0.979	
EI2	0.955			
EI3	0.958			
EI4	0.937			
EI5	0.952			
EI6	0.956			
FS1	0.950	0.910	0.980	
FS2	0.956			
FS3	0.947			
FS4	0.957			
FS5	0.954			
FS6	0.961			

After ensuring the validity and reliability of the measures used in this study, the next step is to test the hypotheses based on the selected research model. This study uses SEM to analyze the relationship between endogenous and exogenous variables in the model. Exogenous variables are those influenced by factors outside the research model, while endogenous variables are influenced by factors within the model, both exogenous and other endogenous variables.

Hypothesis		Original Sample	t-statistics	P-Value	Results
H <sub>1</sub>	EI $\square$ EB	0.334	2.731	0.006	Supported
H <sub>2</sub>	EI $\square$ EC	0.422	6.142	0.000	Supported
H <sub>3</sub>	EC $\square$ EB	0.109	0.963	0.335	Not Supported

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H <sub>4</sub>	EI $\square$ EC $\square$ EB	0.575	3.554	0.000	Support ed
H <sub>5</sub>	FS x EI $\square$ EB	0.007	0.074	0.941	Not Supp orted
H <sub>6</sub>	FS x EI $\square$ EC	-0.221	4.125	0.000	Not Supp orted
H <sub>7</sub>	FS x EC $\square$ EB	0.080	1.057	0.290	Not Supp orted

This study highlights that entrepreneurial intention plays a central role in shaping entrepreneurial behavior among university students in Bandung. The findings confirm that students with strong intentions are more likely to take concrete actions such as initiating small businesses, engaging in digital entrepreneurship, or participating in campus-based entrepreneurial activities. This supports the argument by Schlaegel and Koenig (2014) and Kong et al. (2020) that intention is the most reliable predictor of entrepreneurial behavior. Bandung, known as Indonesia's "creative city," provides a fertile environment for such intentions to transform into business ventures.

Interestingly, entrepreneurial commitment does not directly drive entrepreneurial behavior. While many students demonstrate dedication through participation in training or drafting business plans, this commitment often fails to materialize into concrete entrepreneurial actions. This echoes Indrawati et al. (2015), who noted that young entrepreneurs often struggle with psychological barriers such as fear of failure and limited resources. Nevertheless, the results suggest that entrepreneurial commitment functions as a mediator between entrepreneurial intention and entrepreneurial behavior, indicating that strong intentions lead to greater commitment, which in turn fosters entrepreneurial behavior. This aligns with findings by Chalkos and Salavou (2015) and Mei et al. (2022), underscoring the importance of entrepreneurial commitment as a bridging factor rather than a standalone driver.

The role of family support in this study deviates from much of the literature. Prior research often emphasized the positive role of family in providing emotional, financial, and social support for young entrepreneurs (Elfving et al., 2009; Osorio et al., 2017). However, in the Bandung context, family support was not found to strengthen the relationship between entrepreneurial intention, entrepreneurial commitment, and entrepreneurial behavior. In fact, it sometimes weakened the path from intention to commitment. This paradox can be explained by cultural and social dynamics in Indonesia, where families frequently encourage children to pursue secure, conventional careers rather than the uncertain path of entrepreneurship (Sawitri et al., 2014). As a result, even when families provide support, it may not translate into entrepreneurial action.

This finding suggests that Bandung students' entrepreneurial drive is primarily internal, rooted in personal motivation and intrinsic intention, rather than external family influence. This contrasts with studies in more individualistic cultures, where family support often plays a stronger enabling role (Eesley & Wang, 2017). In a collectivist

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society, family expectations can act as both a motivator and a constraint, creating a duality in its impact.

Overall, the study contributes to the literature by showing that in the context of Bandung, entrepreneurial education and institutional support may play a more critical role than family encouragement in bridging intention and behavior. Strengthening experiential entrepreneurship programs, such as incubators and mentoring, could help students translate intentions into real business ventures. Moreover, involving families in entrepreneurial education may gradually shift cultural perceptions, transforming family support into a more constructive factor.

## Conclusion

This study provides evidence that entrepreneurial intention is the most significant predictor of entrepreneurial behavior among university students in Bandung. Students with strong intentions are more likely to translate their aspirations into concrete actions, supported by the city's dynamic creative economy environment. Entrepreneurial commitment, while not directly influencing behavior, acts as a critical mediator that strengthens the link between intention and behavior. This underscores the importance of moving beyond intention by fostering sustained commitment.

Contrary to much prior research, family support did not play a reinforcing role. Instead, it was found to be neutral or even weakening, especially in the link between intention and commitment. This paradox reflects the cultural reality in Bandung, where families often prioritize secure career paths over entrepreneurial risk-taking. As a result, student entrepreneurship is more strongly driven by intrinsic motivation and personal goals than by external encouragement.

## Theoretical Implications

The findings extend entrepreneurial behavior research by showing that in collectivist cultural contexts, family support may not always function as a positive moderator. Instead, its role is ambivalent, shaped by socio-cultural expectations. This challenges the assumption in much of the literature that family involvement universally fosters entrepreneurship. Furthermore, the mediating role of entrepreneurial commitment reinforces its theoretical position as a bridge rather than a direct determinant of behavior.

## Practical Implications

1. For Universities: Entrepreneurship education in Bandung should emphasize experiential learning through incubators, mentoring, and real-world projects. Strengthening both intention and commitment is essential for converting entrepreneurial aspirations into practice.
2. For Families: Families should be engaged in entrepreneurial education programs to reduce cultural resistance and enhance their understanding of the value of entrepreneurship as a viable career path.
3. For Policymakers: Local governments should integrate student entrepreneurship into Bandung's creative economy ecosystem by offering grants, business development

services, and access to networks. This can help overcome the resource and psychological barriers students face in pursuing entrepreneurship.

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