

## **The Antecedents Factors of Entrepreneurship among Female University Students in Indonesia**

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### **ABSTRACT**

Women are starting and running successful businesses around the world, including in Indonesia. Women entrepreneurs are becoming a major force in the global economy and are seen as key contributors to economic growth and job creation. However, women still encounter obstacles that hinder their ability to compete with men despite their innovative ideas. Therefore, in this research, the researcher explains the effects of these entrepreneurial factors on female university students who have the intention to become entrepreneurs. This research examines the impact of various factors on the female entrepreneurial intention of 340 female university students. For example, the effect of entrepreneurial self-efficacy and perceived behavioral control on female entrepreneurial intention. In this research, the researcher presents a research model which consists of Supporting Condition, Entrepreneurial Self-Efficacy, Perceived Behavioral Control, and Female Entrepreneurial Intention with Female Entrepreneurial Intention as the dependent variable, the researcher's findings support the hypotheses that these factors really do have impact on female university students' entrepreneurial intention in Indonesia.

**Keywords:** Supporting Condition; Female Entrepreneurial Intention; Entrepreneurial Self-Efficacy; Perceived Behavioral Control

### **INTRODUCTION**

Entrepreneurship is generally considered a distinct discipline that involves creating and developing new organizations or businesses. It requires discipline, independence, and a willingness to break old habits and establish new ones. Entrepreneurship is also seen as a form of art that requires creativity, autonomy, adaptability, and the ability to create value not only economically but also socially and artistically (Chang & Wyszomirski, 2015). However, all these definitions share the common goal of entrepreneurship which is to generate opportunities for job creation and contribute to economic growth (Diandra & Azmy, 2020).

Businesses are no longer run only by men. Globally, women comprise approximately one-third of high growth and innovative entrepreneurs who target both domestic and foreign markets. According to the latest Women's Entrepreneurship Report from the Global Entrepreneurship Monitor (GEM) for 2021/2022, there has been a 15% decrease in startup rates among women from 2019 to 2020, and this rate remained unchanged in 2021. During the two-year duration of the pandemic, there was a rise in business closure rates for both women and men. However, women experienced a higher increase in business exits compared to men (GEM, 2022).

Across all 49 surveyed countries, men were significantly more engaged in business activities and had greater investments in this field than women. Experts at the national level often evaluate the supportive conditions for female entrepreneurs unfavorably in numerous countries, which could influence women's perception of entrepreneurship as a less attractive career choice relative to men. Although women have faced challenges and discrimination in the past, they are now starting and running successful businesses around the world, including in Indonesia. The proportion of female entrepreneurs in Indonesia is 9.2%, which is higher than the proportion of male entrepreneurs at 7% (GEM, 2022). Women entrepreneurs are becoming a major force in the global economy and are seen as key contributors to economic growth and job creation (World Bank Indonesia Collection, 2016).

Despite their innovative ideas, women still encounter obstacles that hinder their ability to compete with men. These challenges can be categorized into four main areas: discrimination, wage disparities, lack of entrepreneurial knowledge, and prejudice (Magesa et al., 2013, Fahlevi et al., 2019). Patriarchy is still a significant issue in Indonesia, and many societies worldwide promote patriarchal beliefs, leading to prejudice against women (Stopler, 2005; Stopler, 2008; Valentine et al., 2014).

Gender disparity remains a significant obstacle that impedes the efficient management of businesses. Research indicates that women face limited access to information and communication technology (ICT), which is vital for succeeding in today's interconnected global market (Fahlevi et al., 2019). This scarcity can be attributed to the limited availability of vocational and technical education and training programs in entrepreneurship, which have traditionally been a field dominated by men. As a result, women entrepreneurs are at a disadvantage when it comes to the practical knowledge and skills needed for running a successful business (Rudhumbu et al., 2020). However, more women have access to entrepreneurial education in this current competitive environment. Universities across the world, including Indonesia, have been cultivating entrepreneurship as a priority in their academic programs.

In recent times, universities have shifted their attention towards fostering entrepreneurial endeavors among their students. They accomplish this by offering a comprehensive range of foundational and advanced entrepreneurial skills, cultivating an entrepreneurial culture, and arranging tailored lectures, courses, and training programs designed for aspiring young entrepreneurs. Researchers have also started to investigate student entrepreneurship, often associating it with the growth of entrepreneurial intentions (Meoli et al., 2020; Luthje & Franke, 2003).

According to Agussani (2020), women in Indonesia have made significant strides in both their careers and business ventures in recent years. The researchers attribute this success to women's increasing innovation and establishment of highly competitive small enterprises in a wide range of industries. Approximately 26% of Indonesian women actively participate in entrepreneurial endeavors, and they possess ownership of around 60% of micro, small, and medium-sized enterprises (MSMEs) in the country. This suggests that women play a predominant role as owners and managers of MSMEs in Indonesia, surpassing their male counterparts (Fahlevi et al., 2019).

Based on the description above, the researchers believed that female students had the potential to become entrepreneurs. Therefore, the purpose of this study is to explore and analyze the factors that could foster entrepreneurial spirit in female university students. To study and analyze the concept, four variables are used, namely Supporting Condition, Entrepreneurial Self-Efficacy, Perceived Behavioral Control, and Entrepreneurial Intention. These variables were selected based on previous research suggesting that they are interconnected and have a cause-and-effect relationship.

## **LITERATURE REVIEW**

Supporting condition consists of three items which are: relational, educational, and structural. Social support is described as the level of engagement an individual has with their loved ones and acquaintances whom they have a strong connection with Neneh (2022). Individuals might rely on assistance from their family and friends to harness their entrepreneurial self-efficacy and pursue their entrepreneurial aspirations. Social support can offer financial aid, practical assistance, and emotional backing, which can facilitate the formation of entrepreneurial intentions despite the inherent uncertainty.

As posited Maziku et al. (2014), family support assumes a pivotal role in nurturing entrepreneurial conduct among women entrepreneurs and proves indispensable for the triumph of their business enterprises. The support from their family plays a significant role in shaping their inclination towards entrepreneurial endeavors, with family culture and values exerting a compelling influence on their engagement in such activities.

Studies show that having access to educational programs and entrepreneurial events boosts one's self-efficacy in the industry (Jones et al., 2015; Newman et al., 2019). Entrepreneurship education exhibits a connection with entrepreneurial self-efficacy, which encompasses the conviction in one's aptitude to effectively execute diverse obligations and tasks associated with entrepreneurship, thus bolstering entrepreneurial intentions (Zhao et al., 2005). The absence of entrepreneurship education often leads to difficulties for women entrepreneurs in effectively marketing their products and services, as they may lack the necessary skills and knowledge to do so. The level of entrepreneurship education a woman receives can greatly impact her ability to capitalize on opportunities and market her products and services effectively. This highlights the importance of providing women with adequate training in entrepreneurship education to help them overcome these challenges (Rudhumbu et al., 2020).

While relational and educational support is important, structural support, which includes support from stakeholders, is also essential for entrepreneurship (Youssef et al., 2021). The large number of small enterprises operating in the unorganized sector is a result of the high level of uncertainty in the environment. The presence of micro and small businesses in the unorganized sector is seen to be a sign of a risky and uncertainty across the economy. Growing businesses in this economy need government policies that may lower risk, uncertainty, and transaction costs to achieve this (Pramono et al., 2021).

H<sub>1</sub>: Supporting Condition positively affects female university students' Entrepreneurial Self-Efficacy.

H<sub>2</sub>: Supporting Condition positively affects female university students' Perceived Behavioral Control.

Self-efficacy is defined as “a person’s belief in their own ability to succeed in a given situation” (Chereau & Meschi, 2022). This internal belief is essential for entrepreneurs to have, as it allows them to take risks, persevere in the face of setbacks, and remain motivated to achieve their goals. It is a key component of successful entrepreneurship. Entrepreneurs can increase their self-efficacy by developing a “growth mindset”, which encourages them to embrace challenges and failure as an opportunity to learn and grow.

In a study by Zhao et al. (2005), self-efficacy was identified as a key predictor of entrepreneurial intentions. The research suggests that an individual's belief in their ability to perform tasks and achieve goals can influence their choices and decisions related to starting a business. Self-efficacy is a critical factor in the decision-making process of potential entrepreneurs, and it can determine whether they pursue their entrepreneurial aspirations or not. The study further highlights that individuals with higher levels of self-efficacy are more likely to have intentions to start a business. When compared to those with lower entrepreneurial self-efficacy status, people with greater levels are more certain of their ability to succeed and anticipate achieving more favorable results (Santos & Liguori, 2019).

H<sub>3</sub>: Entrepreneurial Self-Efficacy positively affects female university students' Entrepreneurial Intention.

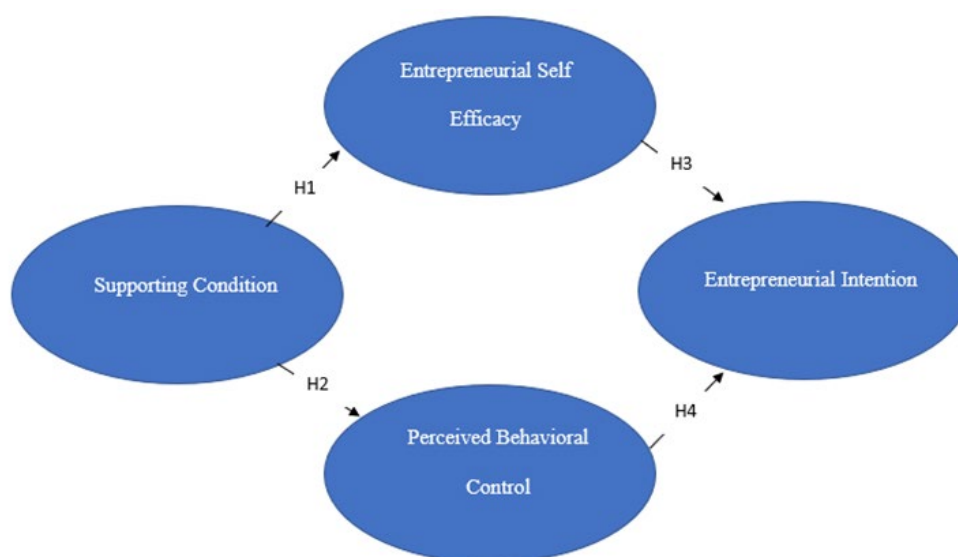
The Theory of Planned Behavior (TPB), a prevalent intentional model, was formulated by Ajzen (1991). Ajzen proposed a two-fold classification of perceived behavioral control, comprising the availability of essential resources and an individual's self-confidence in executing the behavior (Ajzen, 1991). Ajzen and Cote (2008) further argued that control beliefs, which are related to market opportunities, resources, role models, and social capital, could either assist or hinder the behavior. The TPB asserts that perceived behavioral control is associated with an individual's perception of the complexity of performing a particular behavior. Thus, a person's belief control can significantly influence their perceived behavioral control and attitude toward the behavior.

According to Ajzen's TPB, the inclination to partake in a behavior, specifically, entrepreneurial intention in our model is shaped by three constructs: attitude toward behavior, perceived behavioral control, and social norms. Zaremohzzabieh et al. (2019) highlight the significance of these constructs in TPB for understanding entrepreneurial intention. This suggests that the more strongly people believe their actions control them toward the goals they wish to attain, the more likely their actions will be successful. This suggests that psychological capital is a type of perceived behavioral control as components of psychology are intimately tied to individual behavioral control (Mahfud et al., 2020). Nguyen et al. (2020) also discovered a positive correlation between higher levels of perceived behavioral control and greater entrepreneurial intentions among young people.

In order to embark on an entrepreneurial journey, individuals need to have confidence in their capacity to manage a new venture, which is known as perceived behavioral control. A higher level of perceived behavioral control is positively associated with stronger entrepreneurial intentions. Personality factors, including awareness, emotional stability, openness to experience, and extroversion, also influence entrepreneurial intentions. These

factors exhibit substantial overlap with those that exert influence on personality traits, thereby implying a profound interplay between personality attributes and entrepreneurial intentions. The deliberative cognitive processes and meticulous strategic considerations underpinning the decision to embark upon entrepreneurial pursuits amplify the relevance of the theory of planned behavior as a fitting conceptual framework for comprehending the intricacies of entrepreneurial intention (Halizah, 2022).

H4: Perceived Behavioral Control positively affects female university students' Entrepreneurial Intention.



**Figure 1. Research Model**

Source: Zamrudi & Yulianti (2020)

## METHODOLOGY

This research uses primary data collected by distributing questionnaires online to female university students in Indonesia who are aspired to be an entrepreneur. The indicators of the variables used in this research were measured using a Likert scale (1 strongly disagree to 5 strongly agree) as shown in Appendix 1.

The process of analyzing data is crucial to identify the relationships and gain an understanding of the collected data's significance. The findings from data analysis are essential in answering questions regarding the relevance of the research in the discussion section of the research article. As this study employs quantitative research methods to collect data, statistical methods to analyze the data will be conducted. Descriptive statistics are used to measure indicator values that comply with previously determined criteria, while inferential statistics analyze the results obtained from a research sample that can be generalized to the population to draw general conclusions (Sekaran & Bougie, 2019).

A multivariate analysis using Partial Least Square - Structural Equation Model (PLS-SEM) is conducted. PLS-SEM can confirm the theory by explaining whether there is a

relationship between latent variables (Hair et al., 2017). The research instrument was also confirmed to be valid and reliable. Validity testing was carried out using convergent validity and discriminant validity. Convergent validity is met when the Average Variance Extracted (AVE) is above 0.5 and the outer loading of each indicator is above 0.7 (Hair et al., 2017). The discriminant validity test is evaluated using the Heterotrait-Monotrait (HTMT) ratio of correlations. If the HTMT value is below 0.90, discriminant validity has been established between two reflective constructs (Henseler et al., 2015). Reliability tests were carried out using Cronbach's Alpha and composite reliability. A variable is said to be reliable if the Cronbach's Alpha and composite reliability values are  $\geq 0.7$  (Sekaran & Bougie, 2019).

Once the data has been tested for its validity and reliability, hypotheses testing is performed. The rule of thumb for hypothesis testing is generally based on the significance level, often denoted as alpha ( $\alpha$ ), which is typically set at 0.05. This means that if the p-value (assuming the null hypothesis is correct) is below 0.05, it is possible to reject the null hypothesis and accept the alternative hypothesis. Conversely, if the p-value is above 0.05, it is not possible to reject the null hypothesis (Anderson et al., 2014).

## RESULTS

The questionnaire was distributed to 376 individuals in Indonesia, out of which 340 met the criteria for inclusion in the study. The respondents are from a wide variation of study programs, such as Business Management, Accounting, Information System, Food Technology, Electrical Engineering, Communication Science, International Relations, Hospitality Management, Education, Mathematics, Music, Psychology, and Law. 95.3% of the respondents have relatives or acquaintances who are entrepreneurs and 86.3% of the total respondents said that they have been exposed to entrepreneurship education.

The data was tested using a measurement model (outer model) and a structural model (inner model). Table 1 shows the results of the convergent validity test of the items used in this research. All items tested meet the requirements for outer loading above 0.7 and AVE above 0.5 so they are declared valid.

**Table 1. Convergent Validity Test**

Variable	Indicator	Outer Loading	AVE	Result
Supporting Condition	SC1	0.913	0.807	Valid
	SC10	0.935		Valid
	SC11	0.934		Valid
	SC2	0.935		Valid
	SC3	0.945		Valid
	SC4	0.923		Valid
	SC5	0.889		Valid
	SC6	0.721		Valid
	SC7	0.822		Valid
	SC8	0.909		Valid
Entrepreneurial Self-Efficacy	SC9	0.933	0.761	Valid
	ESE1	0.855		Valid
	ESE10	0.881		Valid

	ESE11	0.921		Valid
	ESE2	0.879		Valid
	ESE3	0.856		Valid
	ESE4	0.777		Valid
	ESE5	0.873		Valid
	ESE6	0.937		Valid
	ESE7	0.850		Valid
	ESE8	0.861		Valid
	ESE9	0.897		Valid
	PBC1	0.900		Valid
	PBC2	0.840		Valid
Perceive	PBC3	0.923		Valid
Behavioral	PBC4	0.933	0.798	Valid
Control	PBC5	0.872		Valid
	PBC6	0.885		Valid
	PBC7	0.899		Valid
	EI1	0.917		Valid
	EI2	0.902		Valid
Entrepreneurial	EI3	0.929	0.772	Valid
Intention	EI4	0.920		Valid
	EI5	0.706		Valid

Source: Processed data (2023)

The Heterotrait-Monotrait Ratio (HTMT) is a technique used to evaluate the correlation between items that belong to different constructs compared to those within the same construct (Hair et al., 2019). Table 2 shows that Entrepreneurial Self-Efficacy (ESE), Perceived Behavioral Control (PBC), and Supporting Condition (SC) are all have an HTMT less than 0.9, indicating that the traits being measured are different from each other and demonstrating their validity.

**Table 2. Discriminant Validity Test**

	EI	ESE	PBC	SC
EI				
ESE	0.846			
PBC	0.779	0.876		
SC	0.599	0.791	0.789	

Source: Processed data (2023)

The results of the reliability test in Table 3 also show that all the variables used in this research are reliable with Composite Reliability and Cronbach’s Alpha  $\geq 0.7$ .

**Table 3. Reliability Test**

Variable	Composite Reliability	Cronbach’s Alpha	Result
SC	0,918	0,916	Reliable
ESE	0,918	0,917	Reliable
PBC	0,866	0,864	Reliable

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EI	0,832	0.826	Reliable
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Source: Processed data (2023)

Researchers conducted a significance test with path coefficients in SmartPLS 4.0. For this significance test, one-tailed was used with a t-value of 1.65 and a significance level of 0.05 (Hair et al., 2020).

**Table 4. Hypothesis Testing**

Variable	Original Sample	Sample Mean	Standard Deviation	t - Statistics	P - Values
ESE → EI	0.626	0.627	0.082	7.623	0.000
PBC → EI	0.203	0.202	0.091	2.239	0.013
SC → ESE	0.804	0.805	0.030	26.831	0.000
SC → PBC	0.751	0.753	0.035	21.197	0.000

Source: Processed data (2023)

The results of the hypothesis testing in Table 4 show that all t-statistics values are greater than 1.65 and P-values are less than 0.05. Hence all hypotheses are supported.

## DISCUSSION

This research shows a significant relationship between supporting conditions and entrepreneurial self-efficacy. Studies have found that access to educational programs and events related to entrepreneurship can increase one's self-efficacy in this field (Jones et al., 2015, Newman et al., 2019). Moreover, government policies that assist in improving business efficiency, promoting innovation, and encouraging creativity are critical for ensuring the sustainability of SMEs (Hernita et al., 2021). The family environment can serve as a valuable reservoir of resources such as knowledge, capital, and materials, while also providing the necessary cognitive frameworks for establishing and growing a business. Additionally, friends and family can provide mentorship to aspiring entrepreneurs, playing a pivotal role in enhancing their female entrepreneurial intentions (Neneh, 2022).

Wilson, Kickul, and Marlino (2007) found that entrepreneurship education has a stronger positive influence on women's entrepreneurial self-efficacy (ESE) compared to men. This is due to cultural beliefs surrounding gender roles, which lead women to doubt their abilities in areas traditionally associated with men, like entrepreneurship. To overcome this perception, women need a more advanced level of education to view themselves as capable enough to pursue a career in entrepreneurship. This gender-specific effect may be attributed to the learning experience, as research shows that women tend to benefit more from entrepreneurial education than men (Packham et al., 2010).

Gaining approval for their entrepreneurial activities within their local community is crucial for female entrepreneurs, as it helps to legitimize their business and increases their chances of accessing resources. This is important because it can help to mitigate the negative effects of inexperience and lead to better performance of their venture (Bowen and De Clercq, 2008, Kibler et al., 2014, Shepherd et al., 2007). Typically, women perceive the process of obtaining resources for entrepreneurship as challenging and unwelcoming (Kolvereid et al., 1993; Langowitz and Minniti, 2007). Therefore, receiving support from family and close social



circles is crucial for female entrepreneurs. Positive attitudes towards entrepreneurship from those closest to them can help legitimize women's efforts in entrepreneurship (Hindle et al., 2009).

Supporting condition also positively affect female university students perceived behavioral control. Basu and Virick (2008) revealed that gaining access to entrepreneurship education at an early stage can enhance perceived behavioral control. According to Bandura's (1997) social cognitive theory, the development of self-efficacy expectations depends on four factors which are personal achievements, observational learning, verbal encouragement, and physiological conditions. Zhao, Seibert, and Hills (2005) suggest that entrepreneurship education can provide one or more of these sources of information. To venture into entrepreneurship, relational support, particularly from family and friends, plays a pivotal role. Family culture and values can be significant influencers in encouraging individuals to engage in entrepreneurial pursuits. Studies indicate that having an entrepreneur in the family raises the likelihood of following in their footsteps (Youssef et al., 2021). Additionally, entrepreneurship is characterized by a "risk-taking" behavior in an environment where there are many threats and uncertainty and where a business's "survival rate" is slightly lower than the average (Pramono et al, 2021).

Perceived behavioral control pertains to an individual's conviction regarding their capability to execute a particular behavior within a specific circumstance (Ajzen, 1991). In the context of entrepreneurship, it refers to a woman's belief about her ability to start and manage a business successfully. Entrepreneurship education can play a crucial role in shaping a woman's perception of her behavioral control by providing her with the necessary skills, knowledge, and confidence to undertake entrepreneurial activities. Women who lack entrepreneurship education may feel less capable of starting and running a business, and hence rely more on social networks such as family and friends for approval and support. This is especially important for women, as they tend to depend more on family approval than men. Consequently, the effect of entrepreneurship education may have a more substantial impact on women, as it can help to reduce their dependence on family approval and increase their perceived behavioral control (Entrialgo & Iglesias, 2016).

This research shows a positive relationship between entrepreneurial self-efficacy and female university students' entrepreneurial intention. To create new and appropriate ideas in accordance with social norms, an entrepreneur requires context, processes, and interaction to identify opportunities and generate business prospects. This viewpoint suggests that creative thinking is a critical aspect of entrepreneurial behavior, as it enables the identification of opportunities that can lead to the creation of long-lasting organizations. Several studies have emphasized the significance of creative thinking in entrepreneurship, including research by Sternberg and Lubart (1999), Ko and Butler (2007), and Puhakka (2012).

Self-efficacy is regarded as a crucial aspect of women's behavioral intentions (Shinnar et al., 2014) and their success in entrepreneurship (Bulanova et al., 2016). Self-efficacy is believed to have a significant impact on the goals, learning behaviors, persistence, and growth aspirations of individuals who start or manage businesses (Chen et al., 1998; Zhao et al., 2005). Female entrepreneurs with elevated levels of self-efficacy are more prone to identify and capitalize on entrepreneurial opportunities, leading to enhanced performance in the market. It is unlikely that a female entrepreneur will achieve superior performance in her venture without developing and maintaining a sense of self-efficacy (Kazumi & Kawai, 2017).

Finally, this research shows that perceived behavioral control positively affect female university students' Entrepreneurial Intention is accepted. According to Ajzen's (1991) Theory Planned Behavior, the intention to engage in a behavior—which in our model is the female university student entrepreneurial intention—is influenced by the attitude toward behavior construct, perceived behavioral control, and social norms (Zaremohzzabieh et al., 2019). This suggests that the more people believe their actions are controlling them toward the goals they wish to attain, the more likely it is that their actions will be successful (Mahfud et al., 2019). In order to pursue entrepreneurship, individuals must have faith in their capacity to effectively manage a new business venture, which is known as perceived behavioral control. A higher level of perceived behavioral control is positively associated with stronger female entrepreneurial intentions (Halizah & Darmawan, 2022).

The Women Entrepreneurial Intention (WEI) is a concept based on the Theory of Planned Behavior that refers to women's business intentions. WEI establishes a direction for future action and influences women's decision-making, as well as coordinating and maintaining their behavior (Khurshid & Khan, 2021). Rasli et al. (2013) indicates that women's entrepreneurial intention is a realization that motivates them to start a new venture.

## **CONCLUSION**

Supporting conditions have significant impacts on female university students' entrepreneurial self-efficacy and perceived behavioral control. When entrepreneurs have easy access to entrepreneurship education, support from family, friends, and government policies, their entrepreneurial self-efficacy tends to increase, leading them to new opportunities and promoting innovation. These are not merely theoretical constructs, but practical interventions that can effectively enhance perceived behavioral control. Therefore, it can be concluded that supporting conditions play a crucial role in managing a successful business.

According to the hypothesis testing, a notable and favorable association has been established between entrepreneurial self-efficacy and female university students' entrepreneurial intention. This suggests that individuals with greater confidence in their aptitude to initiate and manage a business are more inclined to express their intention to become entrepreneurs. Furthermore, the study shows that individuals who have creative ideas for starting a business tend to perceive opportunities clearer, which increases their likelihood of generating successful business prospects. Therefore, female entrepreneurs should focus on developing and strengthening their self-efficacy to increase their chances of success.

Perceived behavioral control has also been proven to be another factor that affects female university students' entrepreneurial intention. When individuals have a strong sense of control over their actions and believe in their ability to achieve their desired goals, they are more likely to exhibit higher levels of entrepreneurial intention. The belief in one's capability to start and manage a new venture is a crucial factor in entrepreneurial intention.

Some practical things that can be done to increase female entrepreneurship intention are providing mentorship and networking opportunities to help female students overcome the challenges of entering entrepreneurial world, promoting entrepreneurship education and training program especially for women, offering resources for women to start, grow, and sustain their business. Female entrepreneurs can contribute to women's economic empowerment and gender equality in Indonesia. Therefore, both the government and private sectors should work together to create a conducive environment for women's entrepreneurship, including providing access to funding, markets, and networks.

This study has a limited focus on only four variables, which restricts its scope and hinders a comprehensive analysis of the issue. Future research can add other variables such as entrepreneurial resources, entrepreneurial networks, and entrepreneurial mindset to further examine their effects on entrepreneurial intention. In addition to that, comparing entrepreneurial intention between men and women before and after the pandemic will also bring a valuable insight.

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## APPENDIX

### Appendix 1. Indicators Used in This Study

<b>Supporting Condition (SC)</b>	<ol style="list-style-type: none"><li>1. The campus program supports the development of student entrepreneurship.</li><li>2. The campus program supports the development of entrepreneurial knowledge.</li><li>3. The campus program supports the development of entrepreneurial abilities.</li><li>4. The campus program provides scientific support on entrepreneurship.</li></ol>	Yurtkoru et al. (2014)
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5. The campus program provides entrepreneurship development laboratories.
  6. I have support from my friends around for entrepreneurship.
  7. I have support from my family in entrepreneurship.
  8. I have support from the environment for entrepreneurship.
  9. I have support from the local government for student entrepreneurship.
  10. I have support from the private sector for the development of student entrepreneurship.
  11. I have support from entrepreneurial organizations for the development of student entrepreneurship.
- Entrepreneurial Self-Efficacy (ESE)**
1. I have the ability to provide solutions.
  2. I have the ability to make various alternative solutions.
  3. I have the willingness to communicate ideas.
  4. I often provide solutions ahead of others.
  5. I have the ability to translate ideas to colleagues.
  6. I have the motivation in creating ideas.
  7. I am excited when I think about new ideas.
  8. I have the ability to manage activities during deadlines.
  9. I have the ability to understand problems.
  10. I have the ability to map the sequence of events (systematic) problems.
  11. I have the image of an entrepreneurial concept.
- Perceived Behavioral Control (PBC)**
1. I have the confidence in starting a decent business.
  2. I have the ability to handle business processes in a business.
  3. I have the detailed knowledge of business management in practice.
  4. I have the knowledge in developing small and medium business projects.
  5. I am confident that I will achieve success in the future business field.
  6. I am confident about the ease of starting a business.
  7. I am confident about the ease of running a business.
- Female Entrepreneurial Intention (FEI)**
1. I have the desire to become an entrepreneur.
  2. I have the totality in designing a business.
  3. I have the determination to become an entrepreneur.
  4. I have the desire in planning a business.
  5. There is a possibility to start a business in the near future.
- Yurtkoru et al. (2014); Zhao et al. (2005)
- Qiao & Hua (2019); Yurtkoru et al. (2014)
- Zhao et al. (2005); Qiao & Hua (2019); Yurtkoru et al. (2014)