Succeeding a Family Business in University: The Role of Family Business Exposure on Students' Entrepreneurial Intention

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Abstract

This study examines the entrepreneurial intention of students to continue their family business. Family business exposure is significant, but is not currently rooted in positivity. The paper aims to determine factors affecting students' intention to run or continue a family business. The factors examined four independent variables: entrepreneurial education, family business exposure, attitude, subjective norms, and self-efficacy. The study uses a quantitative research design and survey questionnaires as a methodology. The sampling technique used is purposive sampling, with a sample of 300 respondents. Partial least squares (PLS) is used to analyze the data. The results showed that entrepreneurship education and family business exposure positively and significantly influence attitude and self-efficacy in students' intention to start a business. Attitude and self-efficacy also influence entrepreneurial intention significantly. This study proved that entrepreneurship education does not influence subjective norms; subjective norms also do not significantly influence student intention to start a business. Meanwhile, the family business exposure has a positive and significant influence on subjective norms. This research explains factors affecting President University students' intention to start a business.

Keywords: entrepreneurship education, family business exposure, attitude towards succession, subjective norms, self-efficacy, entrepreneurial intention

1. Introduction

Entrepreneurship is becoming a widely discussed topic in business, especially in the world of entrepreneurs and in the private business sector, so it has become one of the national agendas in many countries, including Indonesia (Ismail, 2009). Indonesia has vast economic potential, abundant natural resources, a large population, and many young workers. Indonesia's population has reached 273 million, equivalent to 3.51% of the total population in the world (Katadata, 2019). This is an opportunity for new entrepreneurs to achieve entrepreneurial goals.

Iman (2014) stated that entrepreneurship in developing countries can enhance the stagnant economy, facilitate economic growth, and effectively absorb foreign technology. Wang et al. (2011) also stated that learning the antecedents of entrepreneurial intentions can help teachers, consultants, and advisers and policymakers find out more about how they are formed and how the beliefs,

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perceptions, and experiences, and motives of business founders have many influences on business intentions.

The Ministry of MSMEs releases statistic's processed data and concludes an increase in entrepreneurs, from 1.6% to 3.1% of the population. The number of entrepreneurs in a country is often considered an indicator of progress (Statistic Indonesia, 2020). For all these purposes, it is critical to examine the motivations that motivate the students to figure out entrepreneurship (Zellweger et al., 2011). Many individual factors motivate a person's decision to become an entrepreneur. In addition, Ando et al. (2014) stated these factors could be grouped into demographic and psychological factors and attitudes.

Further research by Irine, Hastin, and Gerzon (2017) shows that the family environment, self-concept, motivation, and the tendency to take risks significantly influence entrepreneurial intentions. This research implies that individual factors above and social factors such as the family business exposure influence the intention to engage in entrepreneurship. Someone has a reason to become an entrepreneur because of the factors that foster interest in them. In Planned Behavior Theory, it is explained that interest in performing a behavior indicates an individual's tendency to conduct a behavior and is a direct antecedent of that behavior Hussain (2015). Policymakers believe that entrepreneurship education enhances people's entrepreneurship (European Commission, 2006). Entrepreneurship education creates entrepreneurial competencies, including knowledge, skills, and abilities (Miller et al., 2009). Evidence shows a strong positive relationship between education and entrepreneurship (Frimpong, 2014).

Based on the previous studies above, several factors influence entrepreneurial intentions, and some students have succeeded in running an entrepreneur because of these factors. Therefore, researchers are interested in knowing how these factors influence entrepreneurial intentions. With a total population of 273 million, Indonesia is the fourth most populous country in the world. Moreover, half of the population is young people under 30. However, according to data from Statistic Indonesia (2019), 5.01% of the productive population is unemployed. To overcome this problem, they can choose to become entrepreneurs. In the assessment of Beeka and Rimmington (2011), it is recommended that enterprise is one of the business decisions a student can consider either previously or after graduation. Many new graduates have the necessary knowledge and skills to start their startup business. However, for a limited extent, students decide to become entrepreneurs immediately after graduation. There may likewise be others who have entrepreneurship potential but are unaware of the professional decisions available to them. An entrepreneur can be a choice for a student (Pihie & Bagheri, 2013).

Those factors above have prompted the researcher to investigate the factors influencing their intention to start a business as an entrepreneur. Previous research from Permatasari et al. (2018) stated that entrepreneurial intention cannot be possessed just like that, but can be grown through entrepreneurship education integrated with a conducive environment (supportive environment). Therefore, this study endeavored to explain students' intention to start a business through entrepreneurship education and family business exposure at President University. Moreover, no research has been discussed about the influence of entrepreneurship education, family environment, attitudes, subjective norms, and self-efficacy toward entrepreneurial intention in the university.

2. Literature review

2.1 Entrepreneurial Intention (EI)

Intention is the measure of effort a person applies to act in a specific way or show a particular manner (Ajzen, 1991). In his study, the intention is the strongest predictor of a person's real behavior. Owoseni & Akambi (2010) in Taha et al. (2017) stated that action and behavior are unlikely to occur without intention. Past studies have revealed several factors on the entrepreneurial intention that influence a person to start a business as an entrepreneur. An entrepreneur must see the possibilities that exist and be capable of exploiting them through hard work and high spirits. According to Permatasari et al. (2018), entrepreneurial intention indicated an individual's decision to create her or his own business, which is influenced by various things such as age, gender, and experience, as well as positive attitudes and subjective norms towards the behavior (Izquierdo & Buelens, 2008). Entrepreneurial intention represents the motivation of an individual to be a professional entrepreneur. It can also be interpreted as a point where someone is interested and trying to be an entrepreneur who shows entrepreneurial behavior influenced by intention (Wei et al., 2012).

2.2 Entrepreneurial Education (EE)

Entrepreneurship is also called the problem-solving process. In addition, entrepreneurship education has been described as a transfer of knowledge and skills learned to a new situation (Gustafsson-Pesonen & Remes, 2012). The Entrepreneurship Education Consortium in Schmidt & Molkentin (2015) shows that entrepreneurship education aims to prepare young people to be responsible, active individuals who are entrepreneurs or thinkers who contribute to the sustainable economic development of society. Entrepreneurship education teaches how to run a business, encourages creative thinking, and promotes accountable business and business management. Through entrepreneurship education, students can learn more and more about how to build a business. According to Permatasari et al. (2018), entrepreneurship education has characteristics illustrated in skills, knowledge, and attitudes that can influence one's desires and capacities. Other research by Hussain (2015) investigated a significant relationship between entrepreneurial education and students' intentions among Pakistani students.

Utami (2017) and Permatasari et al. (2018) conducted a study on entrepreneurial attitude and students' startup intention: a partial least squares modeling. From that study, the researcher found that entrepreneurial spirit and education contribute to forming entrepreneurial attitudes. The student's entrepreneurial intention can be affected and encouraged significantly by attitudes. Permatasari et al. (2018) stated that EE significantly influenced subjective norms. This result was also supported by another study by Holmgren et al. (2004), which stated that entrepreneurship education significantly influences the attitude and subjective norms of students to be entrepreneurs. Zainuddin & Rejab (2010) said that scholarly education of entrepreneurship produces growing entrepreneurial self-efficacy and eventually leads to their self-employment intention, which will increase their employability value. Based on the literature and theoretical exposition above, this research formulates three hypotheses:

H1: Entrepreneurship Education has a significant influence on attitude towards succession
H2: Entrepreneurship Education has a significant influence on Subjective Norms
H3: Entrepreneurship Education has significant influence on Self-Efficacy

2.3 Family Business Exposure (FE)

Related to family business exposure, the role of the family is significant in fostering children's interests. Parents are the first educators and a foundation for the guidance of primary affection. Then the parents give a lot of influence and color to a child's personality. Anggadwita et al. (2023) states that the family business exposure can influence children's desires. In this case, determining the influence of close family on entrepreneurial intentions and the transfer of business knowledge with technical degree students is the main objective of this study. The family, especially the father and mother, exercises great power over their desires and eligibility for creating a new company (Shen et al., 2017). Mazlina & Selvaraju (2015) presented that people who originated from an entrepreneurial family background have more intention to become entrepreneurs, and one of the elements is the supportive environment provided by the family. The indicators of family exposure are how parents educate, the relationship between family, house atmosphere, economy, and family background (Rais & Rachmawati, 2019).

Milovic (2013) discovered that students who have entrepreneurial parents more regularly consider setting up their own business (12.4%) than students who do not (5.1%). The family fundamentally impacts attitudes to business, be it their model or help. Ando et al. (2015) stated that parents' behavior affects children's behavior directly and through subjective norms. It is also reported that parents' behavior can influence children's perception since they are in the socialization process and tend to be more sensitive to their parents' expectations. It is assumed that subjective norms would have a more substantial influence on children. (Anggadwita et al., 2023), in his study titled, The role of parents' influence and self-efficacy on entrepreneurial intention, revealed that students' self-efficacy could develop their entrepreneurial intention. Based on the literature and theoretical exposition above, this research formulates three hypotheses:

H4: Family Business Exposure has a significant influence on Attitude towards Succession
H5: Family Business Exposure has a significant influence on Subjective Norms
H6: Family Business Exposure has a significant influence on self-efficacy

2.4 Attitude toward Succession

In the context of family businesses, attitude refers to a potential successor's willingness and readiness to take over leadership responsibilities from the previous generation (Sharma et al., 2003). This attitude is influenced by perceived self-efficacy, family expectations, interpersonal relationships, and the perceived attractiveness of the family business (Chrisman et al., 1998; Barbera et al., 2015). Recent studies suggest a positive relationship between entrepreneurial attitude and succession attitude. Students who exhibit strong entrepreneurial attitudes often perceive succession not merely as continuation but as an opportunity for transformation, innovation, and personal achievement (Zellweger et al., 2011). This is particularly evident when the successor sees the family business as a platform to

express their entrepreneurial vision, thus increasing their commitment to succession (Le Breton-Miller et al., 2004; Venter et al., 2005). Furthermore, entrepreneurial education plays a dual role by enhancing entrepreneurial mindset and positively influencing perceptions of succession. Programs that foster creativity, opportunity recognition, and business planning have been shown to improve both constructs simultaneously (Ward, 2011; Radu-Lefebvre & Randerson, 2020). However, the relationship is not always straightforward. In some cases, a strong entrepreneurial attitude may lead students to prefer establishing their own ventures rather than joining the family business, especially when the existing business lacks innovation potential or autonomy (Garcia et al., 2019). Thus, the alignment between entrepreneurial vision and the characteristics of the family firm is critical in determining whether entrepreneurial attitude enhances or detracts from succession willingness.

H7: Attitude towards Succession has significant influence on Student's Entrepreneurial Intention in Family Business

2.5 Subjective Norms (SN)

Subjective norms in this study point to individual opinions from key people (family, friends, teachers, and their role models) who support them in entrepreneurial behavior. Subjective norms refer to one's ideas about how and what to think about individuals who are considered vital and influenced to observe that thinking. In this study, an individual's view comes from the trust and support of family, friends, or people who are considered important to the individual. Krithika & Venkatachalam (2014) stated that the more supportive of subjective norms, the higher the intention to do. Krithika & Venkatachalam (2014) also found that subjective norms are prominent factors impacting students' intention to engage in entrepreneurship in Bangalore. Utami (2017) presented that subjective norms influence the intention of student entrepreneurship. Previous research proved a relationship between subjective norms and entrepreneurial intentions. Based on the literature and theoretical exposition above, this research formulates a hypothesis:

H8: Subjective Norms have a significant influence on Student's Entrepreneurial Intention in Family Business

2.6 Self-efficacy (SE)

Bandura (1997) suggested that self-efficacy is a belief in one's ability to act to achieve something. Self-efficacy is an individual's belief in their ability to carry out an activity accurately. The benefits of having self-confidence include encouraging someone to work well in various fields, including having an entrepreneurial interest (Pihie & Bagheri, 2013). A measurement of entrepreneurial self-efficacy value was used in the previous study by Chen et al. (2001). Those are the particular level of task difficulty, the certainty of successfully performing a particular level of task difficulty, and the extent to which magnitude and strength beliefs generalize across tasks and situations. They believed that entrepreneurial self-efficacy is the degree to which individuals see themselves capable of successfully performing various roles and tasks in entrepreneurship. Kickul & Marlito (2007) showed that self-efficacy positively correlates with intention in university and high school students. In addition, Permatasari & Agustina (2017) stated that individuals with high entrepreneurial self-efficacy have high intentions to become entrepreneurs. Based

on the literature and theoretical exposition above, this research formulates a hypothesis:

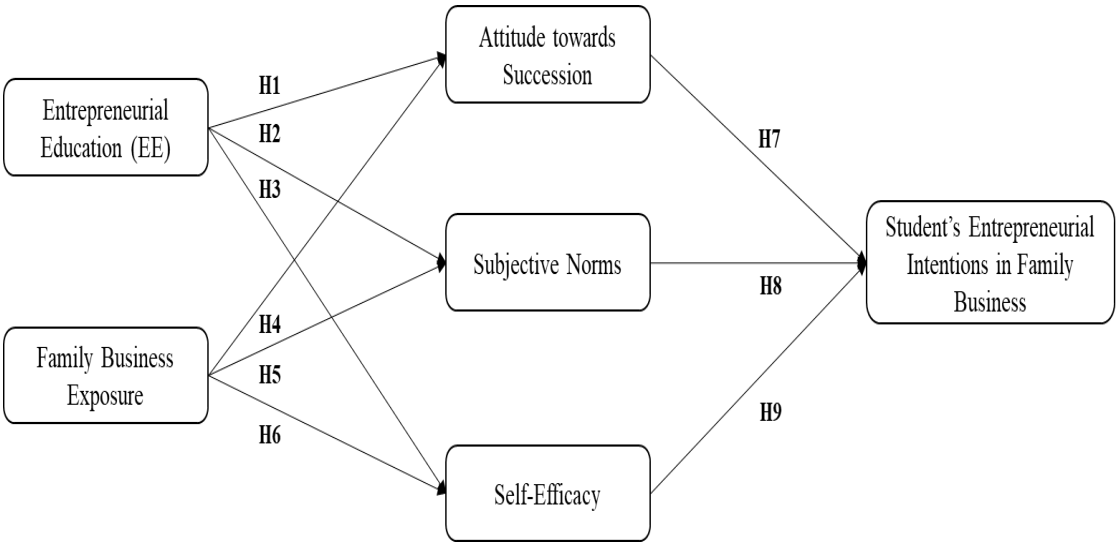
H9: Self-efficacy has a significant influence on Student's Entrepreneurial Intention in Family Business

2.7 Conceptual Model

Students' interest in doing business is exciting to study because of its influential factors. The theory of planned behavior (TPB) captures three motivational factors: attitudes, perceived behavioral control (PBC), and subjective norms, which affect intention and can affect a person's behaviour (Ajzen, 1991). Pauceanu et al. (2018) also added that attitudes refer to the degree to which the individual has a positive or negative personal valuation of being an entrepreneur. PBC refers to the capacity to fulfill the entrepreneurial endeavor requirements. Subjective norms indicate the perceived social pressure to engage in or not to engage in entrepreneurial behavior. Of the three variables, education, university environment, and motivation are also used as variables that influence students' intention to start a business (Permatasari et al., 2018).

The previous study has discussed the intention to start a business and primarily focused on entrepreneurship education, attitude, subjective norms, and self-efficacy (Kabir, Haque, & Sarwar, 2017). Another study from Sait & Semira (2016) discussed the impact of Personal Attitude, Subjective Norm, and Perceived Behavioral Control on Women's Entrepreneurial Intentions. Utami (2017) also discussed a similar topic: Attitude, Subjective Norms, Perceived Behavior, Entrepreneurship Education, and Self-efficacy toward Entrepreneurial Intention of University Students in Indonesia. Whereas this study examines the relationship between entrepreneurship education, family environment, attitudes, subjective norms, and efficacy toward entrepreneurial intention, it focuses on university alums as respondents.

Figure 1. Research Framework



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3. Research Method

3.1 Research Design

This research employs a quantitative research design using a survey-based approach. The quantitative methodology utilizes numerical values in clarifying research and critical thinking (Sekaran & Bougie, 2016). Quantitative research focuses on collecting and generalizing numerical data across groups of people or explaining a particular phenomenon (Hair et al., 2014). The study gathered quantitative data by applying closed-ended questions to a survey questionnaire. Analysis of the data that is gathered could be utilized to investigate questions or to test theory (Sekaran & Bougie, 2016). This study aimed to examine the influence of entrepreneurial education and family environment, which included attitudes, subjective norms, and self-efficacy toward students' intention to start a business as entrepreneurs.

3.2 Sampling Size

In this study, the population is students or alumni of President University from the batch of 2014 to 2019. They are chosen since they have a solid establishment regarding business-related information, and they are at the beginning of their career path to choose their future career path. This study used a purposive sampling technique, so the researcher aimed to test the following population since it could still be re-approached by the researcher. Respondents should have an entrepreneurial parent background and entrepreneurship education, and have ever run a business to be declared qualified and valid respondents. The purposive sampling technique is used based on the population's characteristics and the study's objective (Burns & Burns, 2008). According to Sekaran & Bougie, (2016), the sample is representative of the population under study. This study uses a sample size of 300. Generally, the minimum number of respondents is at least five times as many instruments as the number of variables to be analyzed (Burns & Burns, 2008). This study used a purposive sampling technique, so the researcher aimed to test the following population since it could still be re-approached by the researcher. Respondents should have an entrepreneurial parent background and entrepreneurship education, and have ever run a business to be declared qualified and valid respondents. The purposive sampling technique is used based on the population's characteristics and the study's objective. According to Sekaran & Bougie, (2016), the sample is representative of the population under study. This study uses a sample size of 300. Generally, the minimum number of respondents is

at least five times as many instruments as the number of variables to be analyzed (Burns & Burns, 2008).

3.3 Research instrument

The data were collected using a quantitative method or questionnaire. The questionnaire was distributed via Google Form. The type of statement in the questionnaire is closed. Namely, the statement that expects a short answer, or the respondent is asked to choose one alternative answer from each statement submitted. The questionnaire has three parts. Part one is screening questions to clarify which one is valid, part two is sociodemographic questionnaires, and the last part is survey questionnaires, which require respondents to measure factors affecting Student Intention to start a business. There are 31 statements regarding the independent variable: entrepreneurial education, Family environment, attitude, subjective norms, and self-efficacy, and the dependent variable, which is the intention to start a business. The questionnaire used 7 7-point Likert Scale to measure each variable in the research. Operation Definition of Variables is adapted from Permatasari et al. (2018), Chen et al. (2018), and Shen et al. (2017).

3.3 Data Collection Design

Data is one of the most essential aspects of any research study. The questionnaire was chosen as the method to gain primary data. The questionnaire was distributed through Google Forms, and social media (Line and Instagram) were used as tools to distribute the questionnaire. This method was chosen due to the time efficiency and effectiveness in distributing and filling out the questionnaire. Meanwhile, this study also used secondary data. Secondary data is collected and readily available from other sources such as journals, books, and reports. Secondary data helps gain new information to understand the problem.

3.4 Data Analysis

Data analysis is the most important component in research. Analysis is a scientific step in solving problems (Ghozali, 2016). Data analysis can also be interpreted as activities to change research results into information that can later be used to conclude. In quantitative research, data analysis methods answer problem formulations or test hypotheses formulated with validity and reliability tests. Confirmatory Factor Analysis (CFA) examines construct validity and data analysis to determine the relationship between variables and collected responses (Hair et al., 2014). Reliability and validity tests were carried out to determine the accuracy of the measuring instrument in measuring the object under study using SmartPLS. Partial Least Squares (PLS) is a Structural Equation Modeling (SEM) technique to directly analyze latent variables, indicator variables, and measurement errors. PLS is a powerful analysis method because it can be applied to all data scales, it does not require many assumptions, and the sample size does not have to be large (Hair et al., 2014). Besides being able to be used to confirm theories, PLS can also be used to build relationships that do not yet have a theoretical basis or for testing propositions (Hair et al., 2014). The following are the details needed to analyze the data.

4. Result and Discussion

4.1 Respondent Profile

The characteristics observed in this study include gender, majors, and Batch. Table 1 shows that most respondents were female (151 people, 50.3%), and male respondents were the fewest, with as many as 149 people (49.7%). Based on the majors shows that respondents were in business majors as many as 263 people (87.7%) and non-business students of 37 people (12.3%), the fewest respondents. While, based on the force indicates that Batch 2016 is the most respondents as many as 106 people (35.3%), following by Batch 2015 as many as 81 people (27%), Batch 2014 as many as 60 people (20 %) and Batch of 2017 as many as 32 people (10.7%) while the fewest Batch is the students from batch 2018 as many as 18 people (6%) and the batch 2019 as much as three people (1%).

Table 1. Respondent Profile

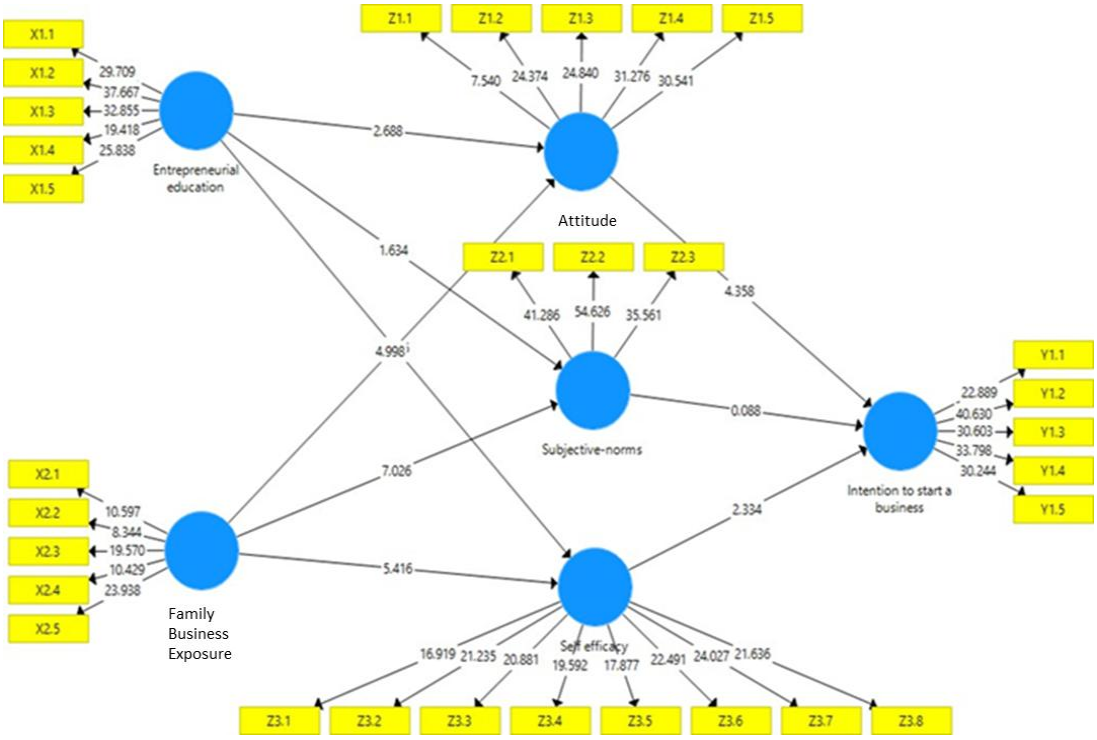
Category	Frequency	%
Gender		
Male	149	49,7
Female	151	50,3
Faculty		
Business	263	87,7
Non-Business	37	12,3
Batch		
2014 -2018	60	20
2015-2019	81	27
2016-2020	106	35,3
2017-2021	32	10,7
2018-2022	18	6
2019-2023	3	1

4.2 Outer Model

4.2.1 Convergent Validity

Based on the results for outer loading (Figure 2), all indicators have a loading above 0.50 and are significant. The Smart PLS output for loading factor results in the following table. From the figure below, it is known that all dimensions meet convergent validity because they have a loading value of more than 0.50. The figure shows the path diagram generated after running the Smart PLS program for all constructs.

Figure 2. Outer Loadings



4.2.2 Discriminant Validity

The table 2 gives AVE values above 0.5 for all constructs, namely Entrepreneurial education has an AVE value of 0.809, the FE has a value of 0.665, Attitude to Entrepreneurship has an AVE value of 0.744, Subjective Norms has an AVE value of 0.878, Self-efficacy has a value of 0.773, and intention to start a business has an AVE value of 0.817. This means that all constructs have a high validity discriminant.

Table 2. Average Variance Extracted

Construct	Composite Reliability	AVE
Entrepreneurial Education (EE)	0.955	0.809
Family Business Exposure (FE)	0.908	0.665
Attitude towards Succession (AS)	0.935	0.744
Subjective Norms (SN)	0.956	0.887
Self-Efficacy (SE)	0.965	0.773
Entrepreneurial Intention (EI) in Family Business	0.957	0.817

Table 2 shows the satisfactory results of composite reliability: entrepreneurial education has a composite reliability value of 0955, the Family Business Exposure has a value of 0.908, Attitude to Entrepreneurship has a value of composite reliability 0935, Subjective Norms have values of composite reliability 0956, self-efficacy has a value of 0965, and intention to start a business has a composite reliability value of 0.957. This can be seen from the composite reliability value of all constructs greater than 0.60.

4.3 Inner Model

4.3.1 R-Square

Table 4 shows that the value of R Square owned by the first model equation, Entrepreneurial education and Family Business Exposuretowards Attitude to Entrepreneur, equals 0.707. Alternatively, the effect of Entrepreneurial education and Family Business Exposureon Attitude to Entrepreneurs is 70.7%. While the rest, 29.3%, is influenced by variables not included in the study. The second equation is the effect of Entrepreneurial education and Family Business Exposureon Subjective-norms, having an R Square value of 0.771, or in other words, the variation of the influence of Entrepreneurial education and Family Business Exposureon Subjective-norms is 77.1%. While the rest, 22.9%, is influenced by variables not included in the study. The third equation is the effect of Entrepreneurial education and Family Business Exposureon Self-efficacy, which has an R Square value of 0.784, or in other words, the variation of the influence of Entrepreneurial education and Family Business Exposureon Self-efficacy is 78,4%. In comparison, the remaining 21,6% is influenced by variables not included in the study. The fourth equation is the effect of Attitude to Entrepreneur, Subjective-norms, and Self-efficacy on Intention to start a business, which has an R Square value of 0.688, or in other words, the variation of the influence of Entrepreneurial Education and Family Business Exposure on Self-efficacy is 68.8%. While the rest, 31.2%, is influenced by variables not included in the study.

Table 4. R-Square

Model	R-Square	Adj.R.Square
Attitude towards Succession(AS)	0.707	0.701
Subjective Norms (SN)	0.771	0.764
Self-Efficacy (SE)	0.784	0.780
Entrepreneurial Intention (EI) in Family Business	0.688	0.682

4.3.2 Path Analysis

The path analysis results will be used to see the effect of the variables. The influence between variables can be seen from the Adjusted R Square (r 2) value by calculating the Determination Coefficient (KD) amount using the formula KD = r 2 x 100%. Meanwhile, to see the significance level between the variables used, Sig research if the Sig is smaller than 0.05 (Sig < 0.05). It is stated that there is a significant influence between variables. If the Sig value of the study is greater than 0.05 (Sig > 0.05), then it is stated that the influence between the variables is not significant, or can also be seen using the t-test. If the value of arithmetic is greater than the table (t arithmetic > t table), then the influence between variables is significant. Conversely, if the value of t count is smaller than the t table (t count <t table), the influence between variables is insignificant.

Table 4. Path Coefficient

Construct	Original Samples (Beta)	t-Statistic	P-Value (Sig)	Results
Entrepreneurial Education --> Attitude towards Succession	0.312	2.688	0.007	Accepted
Entrepreneurial Education --> Subjective Norms	0.172	1.634	0.103	Rejected
Entrepreneurial Education --> Self-Efficacy	0.425	5.396	0.000	Accepted
Family Business Exposure --> Attitude towards Succession	0.577	4.998	0.000	Accepted
Family Business Exposure --> Subjective Norms	0.690	7.026	0.000	Accepted
Family Business Exposure --> Self-Efficacy	0.516	5.416	0.000	Accepted
Attitude towards Succession --> Entrepreneurial Intention in Family Business	0.650	4.358	0.000	Accepted
Subjective Norms -> Entrepreneurial Intention in Family Business	0.012	0.088	0.930	Rejected
Self-Efficacy -> Entrepreneurial Intention in Family Business	0.244	2.334	0.020	Accepted

Based on the results, the influence of the variable Entrepreneurial education (EE) have significant effect on Attitude to Entrepreneurs. The results show a t-count of 2,688, p-value of 0.007, and a coefficient (beta) of 0.312. However, the result shows EE have no significant influence on Subjective Norms, with a t-value of 1.634, a p-value of 0.103, and a coefficient (beta) of 0.172. This means Hypothesis 2 is rejected. In the other hand, the influence of the variable EE on self-efficacy shows t-count of 5.396, a p-value of 0.00 0, and a coefficient (beta) of 0.425. Therefore, EE positively and significantly affects self-efficacy. It can be concluded that Hypothesis 3 is supported.

In terms of Family Business Exposure(FE), the influence of the Family Business Exposurevariable on attitude to entrepreneurs (H4) has a t-count of 4,998, a p-value of 0,000, and a coefficient (beta) of 0.577, the influence of Family Business Exposure on Subjective norms (H5) shows t-count of 7,026, p-value of 0.00 0, and coefficient (beta) of 0.690, and the influence of the Family Business Exposurevariables on Self-efficacy (H6) shows t count of 5.416, p-value of 0.000, and a coefficient (beta) of 0.516. It is concluded that the Family Business Exposurepositively and significantly influences, attitude towards succession, subjective norms, and self-efficacy. This proves that Hypothesis 4, 5 and 6 are accepted.

This study define two factors influence alumni intention to start a business, such as Attitude towards succession and Self-efficacy. Data shows t count value of 4,358, p-value of 0.00, and coefficient (beta) of 0.650. This study also found that the Self-efficacy positively and significantly influences the intention to start a business. Data shows the value of t-count is 2,334, p-value of 0.020, and a coefficient (beta) of 0.244. Therefore Hypothesis 7 and 9 are accepted. However, the results show that the Subjective-norms have no significant influence on alumni intention to start a

business. The reults shows t count of 0.088, p-value of 0.930, and coefficient (beta) of 0.012. It is concluded that Hypothesis 8 is rejected.

4.4. Discussion

4.4.1 The influence of Entrepreneurial Education (EE) on students attitude towards succession, subjective norms, and self-efficacy

This study found that the first hypothesis, "Entrepreneurial education has a significant influence on Attitude to Entrepreneur". It is interesting due to the previous study by Utami (2017), which shows that entrepreneurial education contributes to forming entrepreneurial attitudes. The student's entrepreneurial intention can be affected and encouraged significantly by attitudes. This shows that the better the level of Entrepreneurial education, the attitude towards succession will increase.

Second hypothesis, "Entrepreneurial education has no significant influence on Subjective-norms". The current study's findings differ from those of the previous study conducted by Permatasari et al. (2018), which presented that EE significantly influenced subjective norms. This might be due to the difference in the object chosen. Entrepreneurship education at President University focuses more on providing business knowledge, training students' skills to innovate, exploring business opportunities, and instilling a leadership spirit to increase students' interest in entrepreneurship. Therefore, EE influences A and SE significantly, but not SN. This result can also be caused by the lack of support among fellow students in taking the entrepreneurship lesson provided by President University. Hence, this case found that entrepreneurship education at President University does not induce any changes in students' subjective norms. The result of this study is also supported by Ndofirepi & Rambe (2017), who state that EE does not influence SN directly and significantly.

Third hypothesis: "Entrepreneurial education has a positive and significant influence on Self-efficacy". Zainuddin & Rejab (2010) said that scholarly education of entrepreneurship produces growing entrepreneurial self-efficacy and eventually leads to their self-employment intention, which will increase their employability value. This shows that the experience of the entrepreneurs from starting until steadily running would have a better ability in information processing, decision making, and other cognitive capabilities than a nascent entrepreneur.

4.4.2 The influence of Family Business Exposure (FE) on students attitude towards succession, subjective norms, and Self-efficacy

Fourth hypothesis: "Family Business Exposure (FE) has a positive and significant influence on Attitudes." Melovic (2013) supports the results of this study. It is discovered that students with entrepreneurial parents more often consider setting up their own business (12.4%) than students who do not (5.1%). The family fundamentally impacts attitudes to business, be it their model or help (Rais & Rachmawati, 2019) .

Fifth hypothesis, "Family Business Exposure has a positive and significant influence on Subjective-norms". A previous study by Ando et al. (2015) showed that parents' behavior directly and through subjective norms affects children's behavior. It is also stated that parents' behavior can influence children's perception

since they are in the socialization process and tend to be more sensitive to their parents' expectations. It is assumed that subjective norms would have a more substantial influence on children. The results also follow by sixth hypothesis, "Family Business Exposurehas a positive and significant influence on Self-efficacy". Rais & Rachmawati (2019)in his study on the role of parents' influence and self-efficacy on entrepreneurial intention, revealed that students' self-efficacy could develop their entrepreneurial intention.

4.4.3 The influence of Students attitude towards succession, subjective norms, and self-efficacy towards student entrepreneurial intention

Seventh hypothesis: "Attitudes have a positive and significant influence on Intention to start a business." A study by Utami (2017) found that attitude individually affects university students' intentions. It proved that there is an existence of influence attitudes towards entrepreneurship intention. Eighth hypothesis: "Subjective-norms have no significant influence on Intention to start a business". Contrary to the research conducted by Utami (2017), subjective norms influence the intention of student entrepreneurship. However, based on the literature, previous studies align with this study's result from Permatasari et al. (2018), which shows that SN did not significantly influence EI. This result shows that the support and motivation of family, friends, and colleagues for students to open a business do not have enough influence to increase their interest in entrepreneurship. President University students are likelier to prioritize skills, attitudes, and confidence in developing the intention to start a business rather than support and opinion from their closest ones.

Ninth hypothesis: "Self-efficacyhas a positive and significant influence on Intention to start a business." Kickul & Marlito (2007) showed that self-efficacy positively correlates with intention in university and high school students. This study proves that the lifestyles of the variables impact attitudes toward the entrepreneurship intention variable.

5. Conclusion and Implications

This study examines the influences of entrepreneurship education and Family Business Exposureon student intention to entrepreneurship through attitude, subjective norms, and self-efficacy. In other words, the researcher has developed a new research model that produces a new dimension to comprehend the goal of encouraging students to start a business. Thus, these outcomes contribute to the literature explaining students' entrepreneurial intention based on the research model. This study suggests that universities should focus on attracting students to entrepreneurship education and put more emphasis on entrepreneurial value. This requires an entrepreneurship teaching method that must be explored persistently and thoroughly. Other than that, the university can continue to support and facilitate interaction between students and experienced entrepreneurs because the results show that entrepreneurship education influences student intention to start a business, so it is important to maintain student interest in entrepreneurship through education provided by the university. Universities are recommended to expand the number of entrepreneurship education programs and provide the opportunity to offer entrepreneurship education to students from all faculties. Since President University already provides many entrepreneurship seminars and programs, the

university can improve by giving more appreciation, such as a certificate of achievement, for students who did well in the program, so their self-efficacy and attitude toward succession are expected to be increased. Considering that the Family Business Exposureinfluences students' entrepreneurial intention, parents are advised to familiarize their children with helping and participating in running the business so that the students will gain early experience and knowledge aside from those obtained in college.

The results showed that self-efficacy and attitude to entrepreneurship positively and significantly influence entrepreneurial intention, so the next researcher is expected to do a more profound exploration of factors that influence those two variables, which would produce new findings that contribute positively to entrepreneurial intention. Further, researchers must be able to find factors that influence students' intentions by using other methods to analyze the data and adding other independent variables outside this study. Another suggestion for further research is as a follow-up to the results of this study. Further research on entrepreneurial intention is expected due to the problems in their universities. Because each university has its characteristics, it is recommended that students' entrepreneurial intention in various study programs and universities be examined.

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