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Analysis of the Influence of Perceived University Support on Entrepreneurial Intention of Entrepreneurial Students Through Attitude, Norm, and Self-Efficacy

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Abstract

This study examines the effect of perceived university support on entrepreneurial intention through attitude toward entrepreneurship, subjective norms, and entrepreneurial self-efficacy among university students enrolled in entrepreneurship programs or engaged in entrepreneurship activities. Using a quantitative causal design, data were collected via an online questionnaire from 210 students involved in entrepreneurial activities in higher education. The research employed five main variables measured on a 6-point Likert scale and analyzed using Structural Equation Modeling (SEM) with SmartPLS 4. Findings reveal that perceived university support positively and significantly influences attitude toward entrepreneurship, subjective norms, and entrepreneurial self-efficacy, which in turn, substantially affect entrepreneurial intention. university support indirectly shapes students' entrepreneurial intentions through mediating factors. This study enriches entrepreneurship literature in higher education and provides practical implications for universities and policymakers to enhance institutional support for fostering students' entrepreneurial aspirations.

Abstrak

Studi ini mengkaji pengaruh dukungan universitas yang dirasakan terhadap niat kewirausahaan melalui sikap terhadap kewirausahaan, norma subjektif, dan keyakinan diri kewirausahaan di kalangan mahasiswa yang terlibat dalam program atau kegiatan kewirausahaan. Menggunakan desain kausal kuantitatif, data dikumpulkan melalui kuesioner online dari 210 mahasiswa yang terlibat dalam aktivitas kewirausahaan di perguruan tinggi. Penelitian ini menggunakan lima variabel utama yang diukur menggunakan skala Likert 6 poin dan dianalisis menggunakan Model Persamaan Struktural (SEM) dengan SmartPLS 4. Temuan menunjukkan bahwa dukungan universitas yang dirasakan secara positif dan signifikan mempengaruhi sikap terhadap kewirausahaan, norma subjektif, dan kepercayaan diri kewirausahaan, yang pada gilirannya secara signifikan mempengaruhi niat kewirausahaan. Dukungan universitas secara tidak langsung membentuk niat kewirausahaan mahasiswa melalui faktor perantara. Studi ini memperkaya literatur kewirausahaan di pendidikan tinggi dan memberikan implikasi praktis bagi universitas dan pembuat kebijakan untuk meningkatkan dukungan institusional dalam memupuk aspirasi kewirausahaan mahasiswa.

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INTRODUCTION

The increasing number of educated unemployed is now an essential concern in Indonesia. Based on data from Badan Pusat Statistik Indonesia (2023) The open unemployment rate among university graduates reached 5.52%. This fact shows that higher education is still not fully capable of producing graduates ready to compete in the job market. In response to this situation, Kementerian Koperasi Dan UKM Republik Indonesia (2023) stated that entrepreneurship can be a strategic solution to reduce unemployment, encourage independence, and strengthen national economic growth.

Globally, entrepreneurship is seen as a major driver in economic growth, innovation, and job creation. According to data from *Global Entrepreneurship Monitor* (GEM) (2021), countries with high levels of entrepreneurship tend to experience more stable and progressive economic growth. According to data from Kementerian Koperasi Dan UKM Republik Indonesia (2023) the entrepreneurship rate in Indonesia has reached 3.47% of the total population, surpassing the minimum threshold of 2% set by the Indonesian government *Global Entrepreneurship Monitor* (GEM) (2021). However, this figure still lags behind developed countries such as Singapore, which recorded more than 8%. Meanwhile, data from Badan Pusat Statistik Indonesia (2023) revealed that of the total 149.38 million labour force in Indonesia, around 56.56 million, or 37.86%, run their own businesses, but most are still classified as novice entrepreneurs. To encourage entrepreneurship, the government has initiated various programs, such as training, financing support, and tax incentives.

The main problem encountered is society's prevailing view that one must work immediately after completing formal education. This view indirectly contributes to the high rate of open unemployment. In addition, the uncertainty and challenges of starting a business make the entrepreneurial profession less attractive. Some of the obstacles that aspiring entrepreneurs often face include limited access to capital, a lack of information on government policies, and low confidence in facing business risks (Aziz et al., 2022).

These patterns indicate that simply encouraging entrepreneurship is insufficient. What matters is understanding how universities can help students develop the capability and confidence to pursue entrepreneurship as a viable career option, particularly in a context where social expectations frequently prioritize immediate salaried employment and where perceived barriers to capital access, policy information, and risk-taking confidence are common. The field of entrepreneurship is now receiving serious attention from academics, educators, and policymakers for its contribution to supporting economic growth, sustainable development, and job creation (Nguyen & Duong, 2021). Therefore, it is essential to understand the role of entrepreneurship education in shaping entrepreneurial-ready young people. Over the years, entrepreneurship education has been seen as the primary means to foster entrepreneurial interest, spirit, and behavior among the younger generation (Aziz et al., 2022).

In this case, universities play a central role in the entrepreneurial ecosystem through the implementation of academic programs and practice-oriented entrepreneurship education. The environmental context also influences students' entrepreneurial intention (Makai & Dory, 2023). Based on rankings from *The Princeton Review* (2021), universities in the United States and Europe have been successful in providing effective entrepreneurship education and support, encouraging students to start their own businesses.

Universities can support student entrepreneurship in various ways, such as providing business skills training, offering project-based learning, facilitating idea pitching, and enabling product sales. In addition, students can also gain hands-on experience through entrepreneurial projects or business plan development (Liu et al., 2022). More than just teaching, universities also play a role in building an ecosystem conducive to the growth of entrepreneurial spirit. They can raise awareness that entrepreneurship is a viable career choice, offer business ideas to students, and motivate them to start businesses. Institutional reputation can also be utilized to provide support, for example, by providing facilities for students to develop their businesses (Aziz et al., 2022).

Entrepreneurship among students has become a significant focal point in the development of human resources in Indonesia. The government responded to this condition by launching various

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entrepreneurship programs in higher education, which began to be promoted more systematically in 2009 with the launch of the Student Entrepreneurship Program (PMW), which provides coaching and capital to students. Then, in 2014, the Directorate General of Higher Education (DIKTI) held the Indonesian Student Entrepreneurship Expo (KMI Expo) as an expansion of the previous program. Some of them are Wirausaha Merdeka (WMK) and Program Pembinaan Mahasiswa Wirausaha (P2MW), among others, which aim to create new entrepreneurs ready to compete in the global market.

This phenomenon underscores the importance of understanding the factors that shape students' entrepreneurial intention. The Theory of Planned Behavior (TPB) states that attitude, subjective norm, and entrepreneurial self-efficacy influence entrepreneurial intention to act (Ajzen, 1991). This study attempts to adopt this framework to examine how perceived university support plays a role in shaping the entrepreneurial intention of students participating in PMW. Accordingly, the purpose of this paper is to explain how perceived university support affects entrepreneurial intention among Indonesian students participating in student entrepreneurship development programs, with entrepreneurial self-efficacy, subjective norm, and attitude toward entrepreneurship intervening variables. The research question is: To what extent does perceived university support predict students' entrepreneurial intention directly and indirectly through attitude toward entrepreneurship, subjective norm, and entrepreneurial self-efficacy?

This study's novelty is specified in two ways. Theoretically, it integrates perceived university support into a TPB-based intention model. It explicitly tests entrepreneurial self-efficacy as the central mechanism linking institutional support to intention (rather than treating support as a generic background variable). Practically, it provides evidence directly relevant to Indonesian universities and policymakers by identifying which dimensions of university support are most strongly associated with intention formation among students already exposed to entrepreneurship programming. Thereby informing how campus ecosystems (mentoring, experiential learning, networks, and facilitation) can be designed to convert high entrepreneurial aspiration into credible entrepreneurial readiness and career choice.

METHOD

This study uses a quantitative, survey-based method. The research design is causal, examining the relationships among perceived university support, attitude toward entrepreneurship, subjective norm, entrepreneurial self-efficacy, and entrepreneurial intention. Data were collected through questionnaires distributed to students who participated in entrepreneurial programs or activities. This approach is used to obtain numerical data, which is statistically analyzed to test the set hypothesis (Sugiyono, 2023; Abdullah et al., 2022). The conceptual model in this study describes the relationship between the variables studied, as shown in the following figure 1.

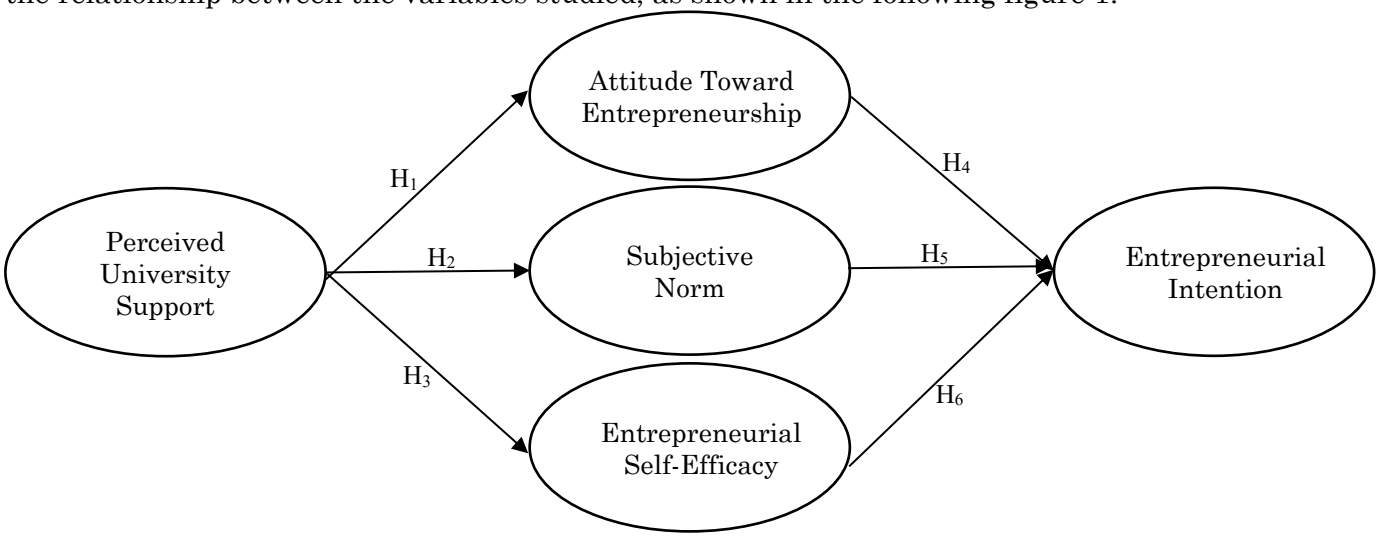

Figure 1. Conceptual Framework
Source: Image processed by author (2025)

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H_1: Perceived university support has a positive and significant effect on attitude toward entrepreneurship.
H_2: Perceived university support has a positive and significant effect on subjective norm.
H_3: Perceived university support has a positive and significant effect on entrepreneurial self-efficacy.
H_4: Attitude toward entrepreneurship has a positive and significant effect on entrepreneurial intention.
H_5: Subjective norm has a positive and significant effect on entrepreneurial intention.
H_6: Entrepreneurial self-efficacy has a positive and significant effect on entrepreneurial intention.

The population in this study was all students who participated in entrepreneurship programs or activities in higher education. This study uses a probability sampling approach with a simple random sampling technique, which is a random sampling technique without considering certain strata in the population (Abdullah et al., 2022). This technique is used to obtain a sample that represents the population evenly and avoids bias. The sample size in this study was 210 students who participated in entrepreneurship programs or activities in higher education. This number is considered sufficient to represent the population and meet the needs of quantitative analysis (Sugiyono, 2013). To minimize response bias data collection stage, the survey implemented several procedural: (1) participation was voluntary and anonymous (no identifying data were collected), (2) respondents were informed there were no right/wrong answers to reduce evaluation apprehension, (3) item wording was kept concise and unambiguous through pre-testing/piloting with students who met the inclusion criteria, and (4) the questionnaire layout separated predictor and criterion constructs by section headers and brief transition text to reduce automatic consistency motives.

Data were collected via a Google Forms questionnaire. All indicators were measured using a 6-point Likert scale (1 = strongly disagree to 6 = strongly agree). The data were analyzed using the Structural Equation Modeling (SEM) approach in SmartPLS 4. This method was chosen because it can identify complex relationships among latent variables and test direct and indirect effects in the model.

The analysis process includes testing the outer and inner models and performing hypothesis testing. The measurement model (outer model) was evaluated through convergent validity, discriminant validity, and reliability following Hair et al. (2021). Convergent validity was confirmed when each indicator's outer loading ≥ 0.708 and the construct's AVE ≥ 0.50. Discriminant validity was assessed using three approaches—Fornell–Larcker, cross-loadings, and HTMT—and was considered satisfactory when (1) the square root of AVE for each construct exceeded its correlations with other constructs, (2) each indicator loaded higher on its own construct than on others, and (3) HTMT values were below 0.90. Reliability was examined using composite reliability (CR) and Cronbach's alpha, where values ≥ 0.70 indicate good reliability, 0.60–0.70 are acceptable for exploratory research, and CR > 0.90 may suggest indicator redundancy.

The structural model (inner model) was assessed using R^2, effect size (f^2), and predictive relevance (Q^2). R^2 indicates the proportion of variance in the dependent variable explained by the model and is interpreted as substantial (≥ 0.75), moderate (≥ 0.50), or weak (≥ 0.25). Effect size (f^2) was used to evaluate the strength of each predictor's impact on an endogenous construct, categorized as small (≥ 0.02), medium (≥ 0.15), and large (≥ 0.35). Moreover, Q^2 was used to assess the model's predictive capability; $Q^2 > 0$ indicates predictive relevance, with values interpreted as large (≥ 0.35), medium (≥ 0.15), or small (≥ 0.02). The model therefore specifies directional (two-tailed) hypotheses (H1–H6), consistent with the study's a priori theoretical expectations. Accordingly, statistical significance for path coefficients was evaluated using a two-tailed test at $\alpha = 0.05$ (critical $t = 1.96$) in addition to reporting exact p-values and confidence intervals (Hair et al., 2021).

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RESULTS AND DISCUSSION

Outer Model

To evaluate the findings from the SmartPLS SEM analysis, this study went through several steps, including the outer model. The research model applied is as follows.

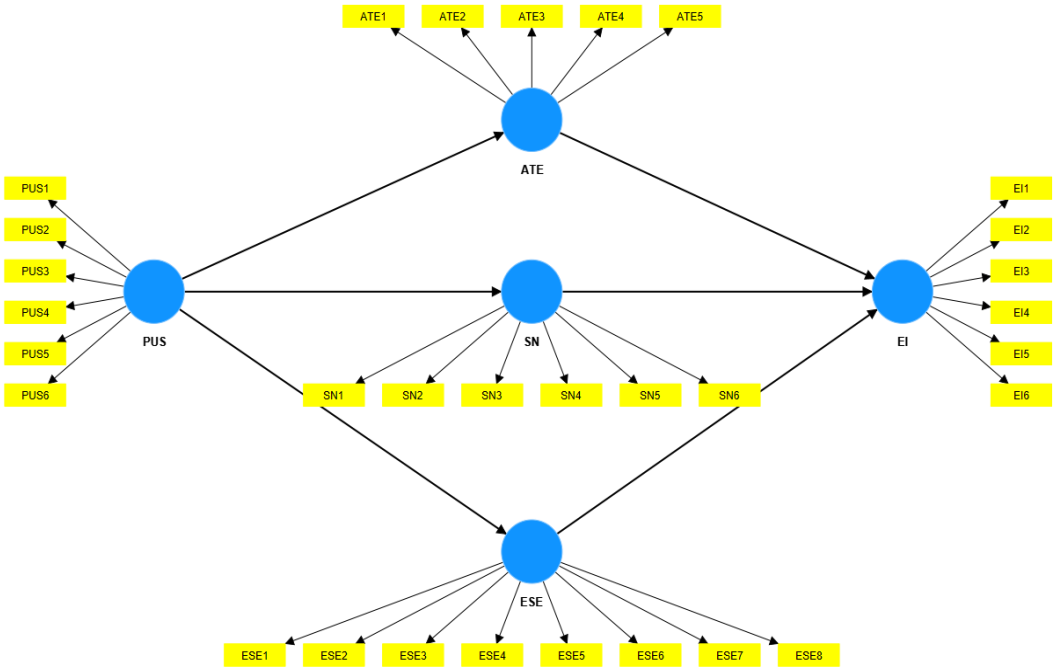

Figure 2. Research Model

Source: Image processed by SmartPLS 4 (2025)

Based on the outer loading test results in table 1, all indicators in each variable have values > 0.70. This indicates a strong relationship between each indicator and the variable it measures. This means that all indicators meet the criteria for convergent validity and are reliable indicators in each variable: perceived university support, attitude toward entrepreneurship, subjective norm, entrepreneurial self-efficacy, and entrepreneurial intention. Therefore, all indicators are suitable for use in further analysis in this study.

Table 1. Test Result Outer Loading

	ATE	EI	ESE	PUS	SN
ATE1	0.773				
ATE2	0.721				
ATE3	0.770				
ATE4	0.704				
ATE5	0.759				
EI1		0.730			
EI2		0.797			
EI3		0.801			
EI4		0.830			
EI5		0.822			
EI6		0.741			
ESE1			0.757		
ESE2			0.745		
ESE3			0.720		
ESE4			0.729		

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ESE5	0.789			
ESE6	0.805			
ESE7	0.803			
ESE8	0.771			
PUS1		0.717		
PUS2		0.842		
PUS3		0.884		
PUS4		0.880		
PUS5		0.850		
PUS6		0.827		
SN1			0.799	
SN2			0.759	
SN3			0.788	
SN4			0.762	
SN5			0.837	
SN6			0.732	

Source: Data processed by SmartPLS 4 (Authors, 2025). Noted: ATE = Attitude Toward Entrepreneurship, EI= Entrepreneurial Intention, ESE = Entrepreneurial Self-Efficacy, PUS = Perceived University Support, SN = Subjective Norm

Table 2. Test Result Average Variance Extracted (AVE)

ATE	0.556
EI	0.621
ESE	0.586
PUS	0.698
SN	0.609

Source: Data processed by SmartPLS 4 (Authors, 2025)

Table 3. Test Result Fornell-Larcker

	ATE	EI	ESE	PUS	SN
ATE	0,746				
EI	0,508	0,788			
ESE	0,408	0,584	0,765		
PUS	0,420	0,399	0,549	0,835	
SN	0,442	0,666	0,569	0,399	0,780

Source: Data processed by SmartPLS 4 (Authors, 2025)

Based on the results of the Fornell-Larcker test in table 3, the AVE square root value on the diagonal of the table for each variable is higher than its correlation value with other variables. This indicates that each variable (attitude toward entrepreneurship, entrepreneurial intention, entrepreneurial self-efficacy, perceived university support, and subjective norm) has good discriminant validity, allowing each to be clearly distinguished from the others in this research model. Based on the HTMT test results in table 4, all HTMT values are below 0.90. It can be concluded that each variable in this study is empirically distinct from the others, as each variable in the model demonstrates strong discriminant validity.

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Table 4. Test Result Heterotrait-Monitrait Ratio (HTMT)

	Heterotrait-Monotrait Ratio (HTMT)
EI <-> ATE	0.583
ESE <-> ATE	0.463
ESE <-> EI	0.655
PUS <-> ATE	0.463
PUS <-> EI	0.441
PUS <-> ESE	0.604
SN <-> ATE	0.520
SN <-> EI	0.756
SN <-> ESE	0.637
SN <-> PUS	0.440

Source: Data processed by SmartPLS 4 (Authors, 2025)

Table 5. Test Result Composite Reliability

	Composite reliability (rho_c)
ATE	0.862
EI	0.907
ESE	0.919
PUS	0.932
SN	0.903

Source: Data processed by SmartPLS 4 (Authors, 2025)

Based on the composite reliability test results in table 5, all variables have composite reliability values> 0.70. This indicates that all variables in this study exhibit high internal consistency and meet the criteria for good reliability.

Table 6. Test Result Cronbach's Alpha

	Cronbach's alpha
ATE	0.804
EI	0.877
ESE	0.899
PUS	0.912
SN	0.872

Source: Data processed by SmartPLS 4 (Authors, 2025)

Based on the results of the Cronbach's Alpha test in table 6, all variables have values above 0.70, indicating high internal consistency. Thus, all indicators in the research variables can be declared reliable.

Inner Model

R-Square (R^2)

From table 7, the *R*-Square value for attitude toward entrepreneurship is 0.177, which means that the perceived university support variable influences attitude toward entrepreneurship by 17.7%. In contrast, the rest is influenced by other variables outside the model. The *R*-Square value for subjective norm is 0.159, indicating that perceived university support influences subjective norm by 15.9%. Furthermore, the *R*-Square value for entrepreneurial self-efficacy is 0.302, indicating that perceived university support accounts for 30.2% of the variance in entrepreneurial self-efficacy. Finally, the adjusted *R*-Square for entrepreneurial intention is 0.534, indicating that the variables attitude toward entrepreneurship, subjective norm, and entrepreneurial self-efficacy together account for 53.4% of the variance in entrepreneurial intention, with the remaining variance

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attributable to factors outside the model.

Table 7. Test Result R-Square (R^2)

	R-square	*R-square adjusted*
ATE	0.177	0.173
EI	0.541	0.534
ESE	0.302	0.298
SN	0.159	0.155

Source: Data processed by SmartPLS 4 (Authors, 2025)

Effect Size (f^2)

Table 8. Test Result Effect Size (f^2)

	ATE	EI	ESE	PUS	SN
ATE		0.078			
EI					
ESE		0.090			
PUS	0.215		0.432		0.189
SN		0.246			

Source: Data processed by SmartPLS 4 (Authors, 2025)

Based on the results of the effect size (f^2) test in table 8, it is known that perceived university support has a negligible effect on attitude toward entrepreneurship (0.215) and subjective norm (0.189), and a significant impact on entrepreneurial self-efficacy (0.432). Furthermore, attitude toward entrepreneurship and entrepreneurial self-efficacy each have a negligible effect on entrepreneurial intention, with effect sizes of 0.078. Meanwhile, subjective norm has a moderate influence on entrepreneurial intention, with a coefficient of 0.246. This indicates that the contribution of variables in the model to other variables varies, with the most decisive influence coming from perceived university support on entrepreneurial self-efficacy.

Predictive Relevance (Q^2)

Table 9. Test Result Predictive Relevance (Q^2)

	SSO	SSE	Q^2 (=1-SSE/SSO)
ATE	1050.000	974.993	0.071
EI	1260.000	864.038	0.314
ESE	1680.000	1458.296	0.132
PUS	1260.000	1260.000	0.000
SN	1260.000	1161.069	0.079

Source: Data processed by SmartPLS 4 (Authors, 2025)

Based on the results of the predictive relevance (Q^2) test in table 9, all variables have Q^2 values greater than 0: attitude toward entrepreneurship (0.071), subjective norm (0.079), entrepreneurial self-efficacy (0.132), and entrepreneurial intention (0.314). This indicates that the model has good predictive ability, especially for the entrepreneurial intention variable, which has the highest Q^2 value.

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Hypothesis Test

Table 10. Hypothesis Test Results

	Original sample (O)	*Sample mean* (M)	*Standard deviation* (STDEV)	*T-values* (O/STDEV)	*P- values*	*Results*
ATE→EI	0.216	0.211	0.081	2.680	0.007	Accepted
ESE →EI	0.254	0.273	0.103	2.470	0.014	Accepted
PUS →ATE	0.420	0.394	0.156	2.700	0.007	Accepted
PUS→ESE	0.549	0.517	0.151	3.644	0.000	Accepted
PUS→SN	0.399	0.387	0.139	2.876	0.004	Accepted
SN→EI	0.426	0.411	0.143	2.972	0.003	Accepted

Source: Data processed by SmartPLS 4 (Authors, 2025)

Based on the hypothesis test results (table 10), all relationships in the model were found to be positive and significant. Perceived university support significantly influences attitude toward entrepreneurship ($T = 2.700$; $P = 0.007$), subjective norm ($T = 2.876$; $P = 0.004$), and entrepreneurial self-efficacy ($T = 3.644$; $P = 0.000$). Furthermore, attitude toward entrepreneurship ($T = 2.680$; $P = 0.007$), subjective norm ($T = 2.972$; $P = 0.003$), and entrepreneurial self-efficacy ($T = 2.470$; $P = 0.014$) also have positive, significant effects on entrepreneurial intention. Thus, all hypotheses in this study are accepted. These results indicate that university support, as well as attitude, subjective norm, and self-efficacy factors, play a crucial role in fostering students' entrepreneurial intentions.

The results of the direct effect analysis on the first hypothesis show that perceived university support has a positive and significant effect on attitude toward entrepreneurship. These findings indicate that hypothesis H_1 can be accepted. Support from higher education institutions through training, mentoring, provision of facilities, and supportive policies plays a role in shaping students' positive attitudes toward entrepreneurship. Access to adequate facilities, systematic training programs, and incentives such as funding also strengthen students' experiences in exploring the business world and foster entrepreneurial interest.

These results are consistent with the findings of Anjum et al. (2021) who found a significant effect of PUS on ATE among business students at nine universities in Pakistan. Similar findings were also reported by Lu et al., (2021) based on a study of 13,954 recent graduates in China, as well as Nguyen and Duong (2021) who studied 1,162 students in Vietnam, where university support was consistently found to strengthen entrepreneurial attitudes.

Students can access educational support from universities, which helps them obtain the information and skills required to start a new enterprise. Students can perceive the university's role in commercialization as providing more targeted and specific support for starting a firm. This support is divided into two categories: concept development and business development. Concept development support provides students with awareness, inspiration, and business ideas during the early phases of entrepreneurship, when business opportunities are discovered and developed. Business development assistance is often provided to student start-up enterprises (Liu et al., 2022).

The mechanism linking university support to positive attitudes often involves learning-by-doing and psychological safety, rather than just information provision. Universities can encourage student entrepreneurship in various ways. They can teach students to recognize opportunities, develop business plans, and secure resources. Courses, workshops, and conferences are some of the ways universities might accomplish this. Universities can also give learning-by-doing or mastering opportunities, such as working on entrepreneurial projects, interning in new enterprises, or developing business ideas. Students might also benefit from being introduced to role models and encouraged to form entrepreneurial networks. In addition to the usual teaching role, universities can build a supportive atmosphere for entrepreneurs (Liu et al., 2022; Hafid et al., 2024).

Overall, the higher the students' perceptions of university support, the more positive their attitudes toward entrepreneurial activities. Thus, structured and sustained institutional support is a crucial element in shaping students' entrepreneurial attitudes. This implies universities should prioritize support designs that build mastery experiences (projects with real customers), provide

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credible role models and mentors, and reduce early-stage uncertainty (access to resources, incubation, and networking). These elements are precisely the kinds of support most likely to produce durable, positive attitudes is an essential prerequisite for entrepreneurial intention and later entrepreneurial action (Qudsia Yousaf et al., 2022; Kuswanto et al., 2020).

The influence of perceived university support on subjective norm. The results of the direct effect test on the second hypothesis show that perceived university support has a positive and significant effect on subjective norm. Thus, hypothesis H_2 in this study is accepted. This finding indicates that various forms of university support, such as facilities, training, mentoring, and an environment conducive to innovation, significantly increase students' perceptions of social expectations from their surroundings, including lecturers, peers, and family. Universities that consistently demonstrate a commitment to entrepreneurship development also shape subjective norms through authoritative figures considered important in students' decision-making.

These results are supported by the study by Lu et al. (2021) which found that PUS significantly influences SN among university graduates in China. Similar research was also presented by Nguyen and Duong (2021), who emphasized that the higher the perceived institutional support, the stronger the subjective norms regarding social support for entrepreneurial decisions. Liu et al. (2022) also confirmed that entrepreneurship training and policies at the university level can increase positive social pressure for students to engage in entrepreneurial activities. A university's entrepreneurial atmosphere does more than just equip students with skills. It actively creates a “social pressure” that legitimizes entrepreneurship as a career option. When students see their institution as supportive, they are more likely to believe that their social environment (including academic advisors and peers) supports their entrepreneurial goals (Bazan, 2022).

Specific university programs, such as entrepreneurship training and policy assistance, increase positive social pressure. Their findings show that when universities actively promote entrepreneurship policies, a "ripple effect" occurs in which approval of entrepreneurship spreads from the institution to the student's broader social network, effectively increasing the subjective norm to engage in business creation (Liu et al., 2022; Yohana, 2021). Overall, the higher the students' perceptions of the university's support, the stronger the social pressure they feel to become entrepreneurs. Thus, PUS plays a crucial role in shaping subjective norms through social support from students' academic and social environments.

The influence of perceived university support on entrepreneurial self-efficacy. The results of the direct effect test on the third hypothesis show that perceived university support has a positive and significant effect on entrepreneurial self-efficacy. thus, hypothesis H_3 is accepted. These findings indicate that university support in including training, facilities, network access, and mentoring can effectively boost students' confidence in they navigate the entrepreneurial process. Activities such as business incubation and structured mentoring also encourage students to be more confident in developing and executing business plans, including strategic decision-making.

The findings are aligned with previous studies highlighting the importance of institutional support in strengthening entrepreneurial self-efficacy (ESE). Nguyen and Duong (2021) demonstrated that university support mechanisms, such as entrepreneurship training, mentoring, and access to financial resources, play a significant role in improving students’ confidence in initiating and managing business ventures. Similarly, research conducted by Makai and Dory (2023) among university students in Hungary revealed that stronger institutional support is associated with higher levels of entrepreneurial self-efficacy. Furthermore, Shi et al. (2019) and Hasan et al. (2021) in their investigation of students involved in business incubation programs in China, found that university-provided policies and entrepreneurial facilities substantially contributed to enhancing students’ confidence in operating a business.

ESE is a capability belief, so universities that want to boost students' entrepreneurial confidence should prioritize support features that generate mastery experiences (real customer interaction, prototype-to-market pathways, structured incubation milestones) rather than relying solely on seminars or motivational talks. Well-organized entrepreneurial ecosystems within universities might act as an “efficacy engine,” changing entrepreneurship from a perceived scary unknown into a manageable activity with step-by-step direction.

Regarding entrepreneurial self-efficacy, educational and idea development support seeks to

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provide a foundation in entrepreneurship-related topics. Such information and entrepreneurial awareness should inspire students to contemplate starting their own businesses and boost their entrepreneurial self-efficacy. Business development assistance helps to overcome obstacles that impede or slow down the entrepreneurial process. Such assistance boosts students' entrepreneurial self-efficacy by allowing them to overcome obstacles and become competent of starting a new enterprise (Liu et al., 2022). Overall, the higher the students' perceptions of university support, the greater their confidence in their ability to engage in entrepreneurial activities. PUS plays a strategic role in shaping ESE by providing resources, training, and a well-organized entrepreneurial ecosystem.

The influence of attitude toward entrepreneurship on entrepreneurial intention. The results of the direct effect test on the fourth hypothesis show that attitude toward entrepreneurship has a positive and significant effect on entrepreneurial intention. Thus, hypothesis H_4 in this study is accepted. A positive attitude toward entrepreneurship encourages students to view entrepreneurial activities as something enjoyable, meaningful, and in line with personal values and goals. Students who view entrepreneurship as a form of self-actualization and social contribution tend to have a stronger drive to plan and realize their businesses.

This finding is in line with the results of a study by Nguyen and Duong (2021), which shows that the more positive students' attitudes toward entrepreneurship are, the greater their intention to start a business. Research by Makai and Dory (2023) also reinforces this finding, showing that ATE formed through on-campus entrepreneurship learning has a significant impact on increasing students' entrepreneurial intentions in Hungary. A similar finding was reported by Bazan et al. (2019), who found that students from three countries (Mexico, Colombia, and Spain) with positive attitudes toward entrepreneurship had strong intentions to engage in entrepreneurship, despite their different cultural contexts.

Attitude is vital within that motivational system, especially when students see entrepreneurship as both personally useful and socially relevant (Barba-Sánchez et al., 2022). Students' attitudes are most significantly influenced when they perceive entrepreneurship as worthwhile (obvious rewards and purpose), emotionally satisfying (interest, excitement, identity fit), and socially influential (Amofah & Saladrigues, 2022). Overall, the more positive students' attitudes toward entrepreneurship, the higher their intentions to start a business. Thus, ATE becomes a crucial psychological factor in shaping students' EI by reinforcing positive perceptions of the value, benefits, and appeal of entrepreneurial activities.

The influence of subjective norm on entrepreneurial intention. The results of the direct effect test on the fifth hypothesis show that subjective norm has a positive and significant effect on entrepreneurial intention (EI). Thus, hypothesis H_5 in this study is accepted. This finding indicates that social support from close people, such as family, friends, and lecturers, plays a vital role in shaping students' intentions to become entrepreneurs. Expectations and encouragement from the social environment reinforce students' belief that starting a business is socially legitimate and accepted. Additionally, positive social pressure fosters a sense of responsibility to meet the expectations of the environment, ultimately encouraging students to take their business planning and preparation more seriously.

These findings are in line with the research by Amofah and Saladrigues (2022) which found that SN significantly influences EI among students in Ghana participating in entrepreneurship programs. Similar results were obtained by Liu et al. (2022) In the context of Chinese students, where social norms from families and educational institutions play a role in increasing entrepreneurial intentions. Research by Nguyen and Duong (2021) also confirmed that support from the social environment is a key determinant in shaping students' EI in Vietnam.

High social acceptance of entrepreneurship is directly linked to higher start-up creation and success. Societal conventions frequently highlight family support as a requirement for entrepreneurship, providing critical managerial and emotional support. In contrast, unfavorable family attitudes push individuals toward regular employment, whereas strong support from one's inner circle considerably enhances the self-esteem and motivation required to pursue entrepreneurship (Kobylińska, 2022). Overall, the stronger the social pressure an individual feels from their environment, the higher their tendency to have entrepreneurial intentions. Subjective

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Norm plays an essential role in shaping entrepreneurial intention through perceptions of social expectations and relevant interpersonal support.

The influence of entrepreneurial self-efficacy on entrepreneurial intention. The results of the direct effect test on the sixth hypothesis show that entrepreneurial self-efficacy has a positive and significant effect on entrepreneurial intention. Therefore, hypothesis H_6 in this study can be accepted. This finding indicates that students' confidence in their ability to engage in entrepreneurial activities plays a vital role in encouraging the intention to start a business. A high level of ESE not only strengthens positive attitudes toward business opportunities but also reduces fear of risk and failure. Experience, training, and support from the campus environment are supporting factors that enhance students' readiness to face entrepreneurial challenges, thereby fostering the formation of entrepreneurial intentions.

These results are consistent with the research by Lu et al. (2021) on university graduates in China, which showed that ESE has a significant influence on EI. Research by Liu et al. (2022) Also found that confidence in running a business is the primary factor driving entrepreneurial intent among students. Additionally, Gonzaga et al., (2024) demonstrated that ESE plays a crucial role in shaping EI among Brazilian students participating in entrepreneurship programs, particularly in the context of readiness to tackle business challenges independently. Thus, it can be concluded that the higher the level of ESE students possesses, the greater their internal motivation to design, start, and develop businesses independently. ESE functions as the primary psychological factor mediating between individual readiness and actual entrepreneurial intent.

CONCLUSIONS AND SUGGESTION

Based on the hypothesis testing of five main variables—perceived university support, attitude toward entrepreneurship, subjective norm, entrepreneurial self-efficacy, and entrepreneurial intention using data from 210 respondents, analyzed with SmartPLS 4. This study concludes that perceived university support significantly strengthens students' attitude toward entrepreneurship, subjective norm, and entrepreneurial self-efficacy. Moreover, attitude toward entrepreneurship, subjective norm, and entrepreneurial self-efficacy each have a positive and significant effect on entrepreneurial intention. Overall, the findings confirm that stronger institutional support from universities not only improves students' positive evaluations of entrepreneurship, but also increases social endorsement perceptions and confidence in entrepreneurial capability ultimately reinforcing students' intentions to start and develop their own businesses.

Based on the findings and limitations identified, the recommendations for further research are as follows: *First,* use a longitudinal approach or data collection over several time periods to examine changes in students' entrepreneurial intentions more comprehensively. *Second,* add the direct influence of perceived university support on entrepreneurial intention, and consider other variables such as entrepreneurial education, entrepreneurial motivation, or locus of control that may also influence the formation of students' entrepreneurial intentions.

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