

The Effect of Family Environment and Entrepreneurial Attitude on Entrepreneurial Intention With Entrepreneurial Motivation as a Mediating Variable (Study on Undergraduate Management Students at Universitas Mercu Buana)

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Abstract

Entrepreneurial intention among university students is an important factor in fostering young entrepreneurs who can contribute to economic growth and reduce graduate unemployment. However, students' entrepreneurial intention is influenced by various internal and external factors. This study aims to examine the influence of family environment and entrepreneurial attitude on entrepreneurial intention, with entrepreneurial motivation serving as a mediating variable among undergraduate Management students at Mercu Buana University. This research employed a quantitative approach using a survey method. Data were collected from 329 respondents selected through *simple random sampling*. The data were analyzed using *Structural Equation Modeling–Partial Least Squares* (SEM-PLS) with SmartPLS 4 software. The findings indicate that both family environment and entrepreneurial attitude have a positive and significant effect on entrepreneurial intention. In addition, family environment and entrepreneurial attitude positively and significantly influence entrepreneurial motivation. Entrepreneurial motivation also has a positive and significant effect on entrepreneurial intention and mediates the relationships between family environment and entrepreneurial intention as well as between entrepreneurial attitude and entrepreneurial intention. These findings highlight the importance of strengthening family support, fostering positive entrepreneurial attitudes, and enhancing entrepreneurial motivation to increase students' entrepreneurial intention. The results provide practical implications for higher education institutions in designing more effective entrepreneurship education and development programs to encourage students' entrepreneurial intention.

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INTRODUCTION

Entrepreneurship has become one of the key drivers of economic growth, innovation, and employment creation in both developed and developing countries. In Indonesia, entrepreneurship is increasingly recognized as an effective strategy for reducing graduate unemployment while promoting sustainable economic development. Despite continuous efforts by the government and higher education institutions to foster entrepreneurial activities, the number of university graduates who choose entrepreneurship as a career remains relatively limited. This condition indicates that encouraging entrepreneurial intention among university students continues to be an important challenge for higher education institutions.

Universities play a strategic role in cultivating entrepreneurial intention by providing entrepreneurship education, business incubation programs, innovation competitions, and experiential learning activities. These initiatives are expected to equip students with entrepreneurial knowledge, skills, and competencies necessary for establishing new ventures. However, exposure to entrepreneurship education alone does not necessarily lead students to pursue entrepreneurial careers. This suggests that entrepreneurial intention is influenced not only by educational experiences but also by various external and internal factors.

Recent national statistics also indicate that although entrepreneurial activity in Indonesia has gradually increased, the proportion of university graduates who establish sustainable businesses remains relatively low compared with the number of graduates entering the labor market each year. Many students still perceive salaried employment as a more secure career path due to financial uncertainty, limited entrepreneurial experience, and insufficient confidence in managing business risks. Consequently, understanding the factors that encourage entrepreneurial intention during university education has become increasingly important. Identifying both environmental and psychological determinants may assist higher education institutions in designing more effective entrepreneurship development programs that encourage students to pursue entrepreneurship as a viable and sustainable career option.

According to the *Theory of Planned Behavior* (Ajzen, 1991), an individual's intention to perform a particular behavior is primarily determined by attitude toward the behavior, subjective norms, and perceived behavioral control. Within the entrepreneurial context, entrepreneurial attitude represents one of the most influential psychological determinants of entrepreneurial intention. Students who possess positive entrepreneurial attitudes tend to perceive entrepreneurship as an attractive career option, demonstrate greater confidence in making business decisions, and show stronger willingness to face uncertainty and business risks.

Besides individual attitudes, the family environment also plays a fundamental role in shaping entrepreneurial intention. Family support may be reflected through emotional encouragement, financial assistance, entrepreneurial role models, and positive communication regarding entrepreneurial activities. Such support helps individuals develop self-confidence, independence, and achievement motivation, all of which contribute to stronger entrepreneurial intention. Therefore, the family environment serves as an important external factor influencing students' entrepreneurial career choices.

Another important determinant is entrepreneurial motivation, which represents an individual's internal drive to achieve entrepreneurial success. Highly motivated individuals are generally more persistent, goal-oriented, and willing to overcome obstacles in developing their businesses. Entrepreneurial motivation is therefore expected not only to directly influence entrepreneurial intention but also to mediate the effects of external and psychological factors on entrepreneurial intention.

Previous studies have consistently reported that family environment positively influences entrepreneurial intention (Wardani & Nugraha, 2021; Ariyanto et al., 2023). Likewise, entrepreneurial attitude has been found to significantly enhance entrepreneurial intention among university students (Ramadhanti et al., 2023; Safitri et al., 2024). Furthermore, entrepreneurial motivation has also been identified as a significant predictor of entrepreneurial intention (Amaria et al., 2025; Nurullah et al., 2025). Although these studies provide valuable insights, most of them primarily examine the direct relationships among these variables. Empirical evidence investigating entrepreneurial motivation as a mediating mechanism linking family environment and entrepreneurial attitude to entrepreneurial intention remains relatively limited, particularly among undergraduate Management students at Mercu Buana University.

The novelty of this study lies in the integration of external and internal determinants within a single structural model by examining entrepreneurial motivation as a mediating variable. Unlike previous studies that mainly focused on direct relationships, this research investigates both direct and indirect effects simultaneously using the *Structural Equation Modeling–Partial Least Squares* (SEM-PLS) approach. This comprehensive model provides a deeper understanding of the psychological mechanism through which family environment and entrepreneurial attitude influence students' entrepreneurial intention.

Therefore, this study aims to examine the influence of family environment and entrepreneurial attitude on entrepreneurial intention through entrepreneurial motivation as a mediating variable among undergraduate Management students at Mercu Buana University. The findings are expected to contribute to the entrepreneurship literature by extending the understanding of factors influencing entrepreneurial intention and providing practical implications for higher education institutions in designing more effective entrepreneurship education programs.

METHOD

This study employed a quantitative approach with an explanatory research design to examine the causal relationships among family environment, entrepreneurial attitude, entrepreneurial motivation, and entrepreneurial intention. The research was conducted at the Management Study Program, Faculty of Economics and Business, Mercu Buana University, Indonesia.

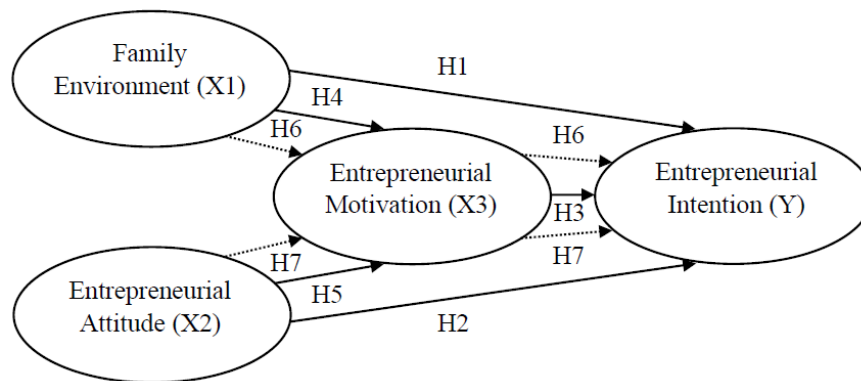


Figure 1. Research Model

The study population consisted of 1,089 active undergraduate Management students in semesters six to eight. The minimum sample size was determined using Slovin's formula with a 5% margin of error, resulting in a minimum requirement of 292 respondents. A total of 329 valid responses were collected using a simple random sampling technique.

Primary data were collected through structured questionnaires distributed both offline and online via Google Forms. The questionnaire items were adapted from established studies to ensure content validity. The family environment construct was adapted from Santoso et al. (2023), entrepreneurial attitude from Suryana (2021), entrepreneurial motivation from Amaria et al. (2025), and entrepreneurial intention from Manalu et al. (2025). All measurement items employed a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

Table 1. Operational Definition of Variables

Variable	Number of Indicators	Source
Family Environment	7	Santoso et al. (2023)
Entrepreneurial Attitude	13	Suryana (2021)
Entrepreneurial Motivation	7	Amaria et al. (2025)
Entrepreneurial Intention	10	Manalu et al. (2025)

The research model consisted of four latent variables: family environment as the first independent variable (X_1), entrepreneurial attitude as the second independent variable (X_2), entrepreneurial motivation as the mediating variable (Z), and entrepreneurial intention as the dependent variable (Y). Family environment was measured using seven indicators, entrepreneurial attitude using thirteen indicators, entrepreneurial motivation using seven indicators, and entrepreneurial intention using ten

indicators.

Data analysis was performed using *Structural Equation Modeling–Partial Least Squares* (SEM-PLS) with SmartPLS 4 software. The analytical procedure consisted of descriptive statistical analysis, *outer model* evaluation, and *inner model* evaluation. The *outer model* was assessed through convergent validity using *factor loading* (>0.70) and *Average Variance Extracted* (AVE >0.50), discriminant validity using *cross loading* and the Fornell–Larcker criterion, and reliability using Cronbach's Alpha and *Composite Reliability* (>0.70). Subsequently, the *inner model* was evaluated using the coefficient of determination (R^2), *effect size* (f^2), and hypothesis testing through the bootstrapping procedure. The proposed hypotheses were considered statistically significant when the *p-value* was less than 0.05.

RESULTS AND DISCUSSION

Results

This study involved 329 undergraduate Management students from Mercu Buana University as respondents. The sample size exceeded the minimum requirement of 292 respondents calculated using Slovin's formula, indicating that the data were sufficient for analysis using *Structural Equation Modeling–Partial Least Squares* (SEM-PLS).

Table 2. Demographic Characteristics of Respondents

Characteristics	Category	n (%)
Gender	Male	133 (40,4)
	Female	196 (59,6)
Age	≤ 20 years	31 (9,4)
	21–22 years	145 (44,1)
	23–24 years	134 (40,7)
	≥ 25 years	19 (5,8)
Semester	Semester 6	131 (39,8)
	Semester 7	103 (31,3)
	Semester 8	95 (28,9)
Entrepreneurial Experience	Yes	260 (79,0)
	No	69 (21,0)

Table 2 shows the demographic characteristics of the respondents. Female students accounted for the majority of the sample (59.6%), while male students represented 40.4%. Most respondents were between 21 and 22 years old (44.1%), followed by those aged 23–24 years (40.7%). Regarding academic level, Semester 6 students constituted the largest proportion of respondents (39.8%), followed by Semester 7 (31.3%) and Semester 8 (28.9%). Furthermore, 79.0% of the respondents reported having entrepreneurial experience, whereas 21.0% had no prior entrepreneurial experience.

Measurement Model Assessment (Outer Model)

The measurement model was evaluated to assess the validity and reliability of the research constructs. The assessment included *convergent validity*, *discriminant validity*, and construct reliability.

The results indicated that all measurement indicators achieved *factor loadings* above the recommended threshold of 0.70 after removing two indicators that did not meet the validity criterion. Furthermore, all constructs obtained *Average Variance Extracted (AVE)* values greater than 0.50, indicating satisfactory convergent validity.

Discriminant validity was confirmed through the *cross-loading* analysis and the Fornell–Larcker criterion, demonstrating that each construct was empirically distinct from the others. In addition, Cronbach's Alpha and *Composite Reliability* values for all constructs exceeded 0.70, confirming that the measurement instrument possessed satisfactory internal consistency.

Table 3. Measurement Model Assessment

Variable	Factor Loading	AVE	Cronbach's Alpha	Composite Reliability
Family Environment	>0,70	0,656	0,912	0,914
Entrepreneurial Attitude	>0,70	0,635	0,948	0,948
Entrepreneurial Motivation	>0,70	0,643	0,907	0,908
Entrepreneurial Intention	>0,70	0,680	0,941	0,942

Structural Model Assessment (Inner Model)

The structural model evaluation was conducted to determine the predictive capability of the proposed model. The coefficient of determination (R^2) for Entrepreneurial Intention was 0.819, indicating that 81.9% of its variance was explained by Family Environment, Entrepreneurial Attitude, and Entrepreneurial Motivation. Meanwhile, Entrepreneurial Motivation obtained an R^2 value of 0.452, suggesting that Family Environment and Entrepreneurial Attitude explained 45.2% of its variance.

Hypothesis testing was subsequently performed using the bootstrapping procedure.

Table 4. Hypothesis Testing Results

Hypothesis	Path Coefficient	t-value	p-value	Decision
FE → EM	0,337	4,658	0,000	Supported
FE → EI	0,384	7,764	0,000	Supported
EM → EI	0,315	6,625	0,000	Supported
EA → EM	0,417	5,952	0,000	Supported
EA → EI	0,361	7,132	0,000	Supported
FE → EM → EI	0,106	3,453	0,000	Supported
EA → EM → EI	0,131	4,291	0,000	Supported

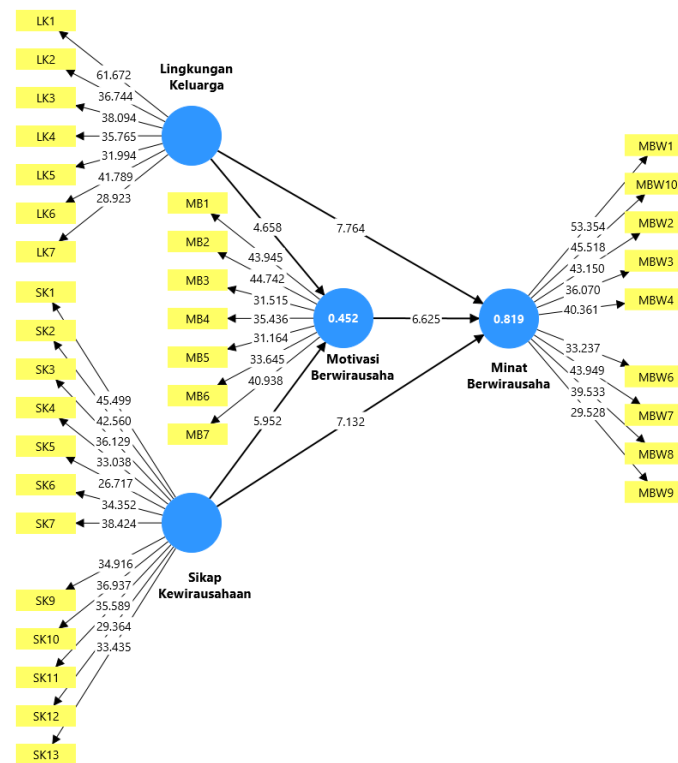


Figure 2. Structural Model and *Bootstrapping* Results

Discussion

The findings indicate that all proposed hypotheses were supported, demonstrating that family environment, entrepreneurial attitude, and entrepreneurial motivation significantly influence students' entrepreneurial intention.

Family environment was found to have a positive and significant effect on entrepreneurial intention. This finding suggests that family support serves as an important external factor in shaping students' interest in entrepreneurship. Emotional support, encouragement, and entrepreneurial role models within the family enhance students' confidence and willingness to pursue entrepreneurship as a career option. This finding is consistent with previous studies by Wardani and Nugraha (2021) and Ariyanto et al. (2023), which emphasized the importance of family support in fostering entrepreneurial intention.

Entrepreneurial attitude also showed a positive and significant influence on entrepreneurial intention. Students who demonstrate confidence, creativity, risk-taking behavior, and opportunity orientation tend to exhibit stronger entrepreneurial intentions. This finding supports the *Theory of Planned Behavior*, which proposes that a favorable attitude toward a behavior increases an individual's intention to perform that behavior. The result is also in line with the findings of Ramadhanti et al. (2023) and Safitri et al. (2024).

Entrepreneurial motivation significantly influenced entrepreneurial intention, indicating that internally motivated students are more likely to engage in entrepreneurial activities. Students with higher motivation tend to possess stronger aspirations for independence, achievement, and self-development through entrepreneurship. This finding supports previous studies conducted by Amaria et al. (2025) and Nurullah et al. (2025), which identified entrepreneurial motivation as a critical determinant of entrepreneurial intention.

The results further revealed that both family environment and entrepreneurial attitude significantly influenced entrepreneurial motivation. Family support enhances students' confidence and perseverance in overcoming entrepreneurial challenges, while a positive entrepreneurial attitude strengthens their willingness to pursue entrepreneurial opportunities. These findings demonstrate the complementary roles of external and internal factors in developing entrepreneurial motivation.

Moreover, entrepreneurial motivation was found to mediate the relationships between family environment and entrepreneurial intention, as well as between entrepreneurial attitude and entrepreneurial intention. Although both indirect effects were statistically significant, their path coefficients were relatively smaller than the corresponding direct effects. This indicates that entrepreneurial motivation functions as a *partial mediator*, reinforcing rather than replacing the direct influence of family environment and entrepreneurial attitude on entrepreneurial intention.

The *effect size* analysis further supports these findings. Family environment exhibited the largest influence on entrepreneurial intention ($f^2 = 0.470$), followed by entrepreneurial attitude ($f^2 = 0.391$), while entrepreneurial motivation showed a moderate effect ($f^2 = 0.299$). These results suggest that students' entrepreneurial intention is primarily shaped by supportive family environments and positive entrepreneurial attitudes, with entrepreneurial motivation strengthening these relationships.

Overall, this study confirms that entrepreneurial intention among university students is influenced by both external and internal factors. Therefore, universities should not only strengthen entrepreneurship education but also encourage family involvement and foster positive entrepreneurial attitudes to enhance students' entrepreneurial intention.

CONCLUSION

Conclusion

This study aimed to examine the effects of family environment and entrepreneurial attitude on students' entrepreneurial intention, with entrepreneurial motivation serving as a mediating variable. Based on the analysis using *Structural Equation Modeling–Partial Least Squares* (SEM-PLS), all proposed hypotheses were supported.

The findings demonstrate that family environment, entrepreneurial attitude, and entrepreneurial motivation each have positive and significant effects on entrepreneurial intention. In addition, family environment and entrepreneurial attitude significantly influence entrepreneurial motivation. These results indicate that both external factors, represented by family support, and internal factors, represented by entrepreneurial attitude, play important roles in strengthening students' entrepreneurial intention.

The study further confirms that entrepreneurial motivation mediates the relationships between family environment and entrepreneurial intention, as well as between entrepreneurial attitude and entrepreneurial intention. However, the indirect effects were relatively smaller than the direct effects, indicating that entrepreneurial motivation functions as a *partial mediator*. Therefore, family environment and entrepreneurial attitude remain the primary determinants of entrepreneurial intention among university students.

Overall, the findings highlight the importance of fostering supportive family environments and developing positive entrepreneurial attitudes to encourage entrepreneurial intention among students. These factors should be considered essential components in entrepreneurship development programs at higher education institutions.

Recommendation

Based on the findings, universities are encouraged to strengthen entrepreneurship education by providing more practical learning experiences, business incubation programs, creativity and innovation workshops, and mentoring activities that support students in developing entrepreneurial competencies. In addition, involving families in entrepreneurship-related programs may help create a more supportive environment that encourages students to pursue entrepreneurial careers.

Students are also encouraged to continuously improve their entrepreneurial attitude and motivation by actively participating in entrepreneurship training, business competitions, internships, and other experiential learning activities that enhance their entrepreneurial knowledge and practical skills.

For future research, it is recommended to expand the proposed research model by incorporating additional variables that may influence entrepreneurial intention, such as entrepreneurship education, *entrepreneurial self-efficacy*, digital literacy, social support, or entrepreneurial mindset. Future studies are also encouraged to investigate different universities or broader populations and to employ longitudinal research designs to provide a more comprehensive understanding of the development of entrepreneurial intention over time.

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