

THE IMPACT OF ENTREPRENEURSHIP EDUCATION, EMOTIONAL QUOTIENT AND PARENTAL SUPPORT ON STUDENTS' ENTREPRENEURIAL INTEREST

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ABSTRACT

Several previous studies have established that entrepreneurship education has an essential effect on students' entrepreneurial interests. However, studies that combine entrepreneurship education, emotional quotient, and parental are still rare. Therefore, this study aims to inform whether there is a potential impact of entrepreneurship education, emotional quotient, and parental support on students' enthusiasm in entrepreneurship at university. A quantitative approach with correlational was employed in this study. The population is all students at Padang State University who are part of the entrepreneurship organization. The sample for this research is students who have taken entrepreneurship courses using a purposive sampling technique, totaling 138 respondents. Data was obtained from the results of the google form questionnaires. The following data analysis stage used SPSS v.22 to analyze the relationship between variables with multiple regression analysis. The analysis results show that there is a positive and significant relationship between entrepreneurship education and students' interest in entrepreneurship, there is a positive and significant impact between emotional quotient toward students' interest in entrepreneurs, and there is a positive and significant relationship between parental support on students' entrepreneurial interest.

Keywords: *Entrepreneurship education, emotional quotient, parental support, entrepreneurial interest*

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INTRODUCTION

Amidst global economic changes, Indonesia, as a developing country, continues to face high unemployment rates. According to the latest data from the the Indonesian Central Statistics Agency over the past five years, from February 2018 to February 2023, the unemployment rate has risen from 5.1% to 5.45%, indicating an

increase of 0.35%. This suggests that Indonesian people are struggling to secure work and employment opportunities, which is a significant concern for both the government and society, calling for innovative solutions to address its impact. The high unemployment rate underscores the importance of fostering entrepreneurial interest within Indonesian culture, especially at the university level. Additionally, BPS data reveals that the unemployment rate for diploma and bachelor's degree graduates is 4.8%, higher than for elementary school graduates or those with no schooling, which stands at just 3.59% (BPS, 2022). Therefore, it is essential to instill in students the mindset of being job creators or business owners rather than job seekers.

Entrepreneurship involves creating, developing, and managing a business or enterprise for financial gain (Wahyuni et al., 2023). Entrepreneurship education within higher learning institutions plays a vital role in shaping students' progress, not just in terms of academics, but also by providing them with the necessary skills and knowledge to confront the demands of the ever-evolving business environment (Burns, 2022). By offering a comprehensive curriculum, colleges provide students with theoretical knowledge of business and entrepreneurship, as well as practical experience through entrepreneurial projects, business simulations, and industry collaboration. This approach aims to train students to apply entrepreneurial concepts in real-world situations.

Entrepreneurship education is a first step to provide basic entrepreneurship supplies to students. The majority of higher education in Indonesia have integrated entrepreneurship courses as compulsory university courses. On the other hand, in the increasingly complex business era, emotional intelligence (EQ) has been recognized as a critical factor in establishing and managing a business (Zhao & Sang, 2023). In entrepreneurship, the ability to manage emotions, adapt to change, and empathize with others can give aspiring entrepreneurs a significant competitive edge (Shepherd, 2004). Therefore, a high level of understanding and mastery of EQ is relevant for nurturing students' potential entrepreneurial interests. Additionally, parental role refers to the roles and responsibilities that parents play in supporting, guiding, and influencing their children's development (Hayward et al., 2023); (Subotnik et al., 2011). Parental support, whether in the form of moral guidance, emotional encouragement, or access to business networks, can directly motivate students to develop an interest in and commitment to entrepreneurship.

Previous studies in various countries have reported education in entrepreneurship has an essential impact on students' entrepreneurial interest. Entrepreneurship education also provides basic training on how to recognize the business world. However, research that examines the effects of emotional quotient and parental support on students' entrepreneurial interest, especially in higher education, is very rare, especially in Indonesia. This is evident from the analysis of entrepreneurship-related studies shown in Figure 1. Hence, this investigation aims to explore the correlation between entrepreneurship education, emotional quotient, and parental support on students' entrepreneurial interest in higher education.

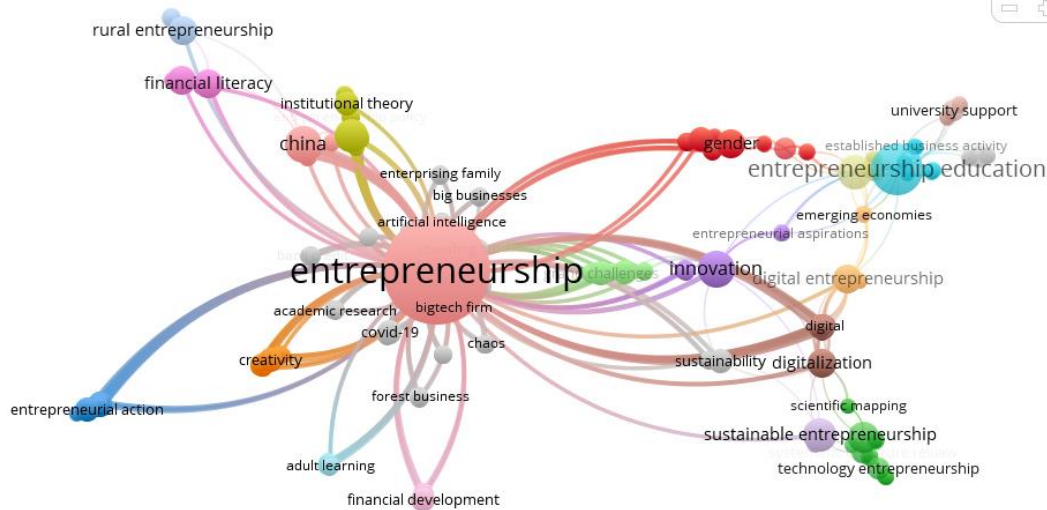


Figure 1.
Research Gap from Bibliometric Analysis Using VOSviewer

Overview of Entrepreneurship Education

Entrepreneurship education is a learning experience aimed at fostering students' entrepreneurial knowledge, skills, and attitudes (Debarliev et al., 2022). It has specific goals for global individual and social development. Currently, learning about business is crucial in the field of economic development, benefiting students at all levels, especially in higher education (Yulastri et al., 2018). Therefore, providing basic entrepreneurial knowledge is a solution to equip students with business skills. A suitable curriculum for entrepreneurship education should be considered by higher education institutions. Additionally, industry involvement and practical training should also be emphasized. These considerations are expected to maintain and enhance students' knowledge and skills in entrepreneurship and business.

Overview of Emotional Quotient

The motional quotient (EQ) is an person's capability to recognize, understand, control, and express their own emotions, as well as respond appropriately to the emotions of others (Huda, 2021); (Bar-On, 1997). As stated by Nagdive (2021), emotional intelligence is the ability to recognize one's own and others' feelings. Therefore, this ability is a form of self-management that allows individuals to have full control over themselves. People with high EQ are often associated with qualities such as empathy, self-motivation, and stress management. Therefore, this ability contributes to the development of students' personality and interpersonal skills, thereby fostering strong team relationships and effective leadership qualities.

Overview of Parental Support

Parental support comprises various forms of assistance that parents provide to their children in various aspects of life (Devaney et al., 2023); (Noor, 2016). Parental encouragement is defined as the extent of acceptance or warmth that parents express toward their children (Ildiz & Ayhan, 2022). This involves physical, emotional, educational, and social support (Setyorini, 2018). Parents who provide support typically create a safe and loving environment, provide love and motivation, offer guidance, and actively participate in their child's development and needs. The support of parents has an important influence on children's well-being, including cognitive, emotional, and social development (Gaspar et al., 2022). Given these influences, parental support may affect one's interest in pursuing a career in business.

Based on this background, this investigation seeks to prove the extent to which entrepreneurship education, emotional intelligence, and parental support contribute to university students' interest. The goal of this study is to provide knowledge to readers whether they are students, or educators, or institutions about the interaction between these variables. This study presents a conceptual framework with entrepreneurship education, emotional intelligence, and parental support as independent variables, and intention in entrepreneurship as the dependent variable, as illustrated in Figure 2.

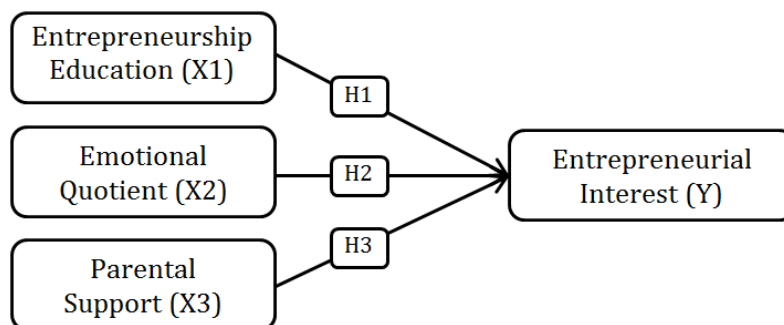


Figure 2.
Research Framework

Based on the research framework above, it can be concluded that this research has three hypotheses, namely.

H₁: Entrepreneurship education has a positive and significant effect on students' entrepreneurial interest.

H₂: Emotional quotient has a positive and significant effect on students' entrepreneurial interest.

H₃: Parental support has a positive and significant effect on students' entrepreneurial interest.

RESEARCH METHOD

This research employs a quantitative descriptive correlation design. The analysis technique used is multiple regression, which intends to evaluate the influence of the independent variables on the dependent variable. An initial pilot study was conducted with 30 engineering faculty students majoring in electronics engineering to validate the research instrument (Ramu et al., 2023). The instrument uses a Likert scale (point 1-5) (Hidayat et al., 2019). Following validation, the main research was conducted.

In this investigation, the research population encompassed all Padang State University students who were participants of the Career Development and Entrepreneurship Unit Organization, a total of 232 students from all faculties. Meanwhile, the research sample was drawn from students who took entrepreneurship courses. The data for this study was collected using purposive sampling. Purposive sampling is a sampling technique that involves the researcher considers which samples are most suitable, useful, and regarded to represent a population (Obilor, 2023). Using this sampling technique, 138 respondents were successfully recruited to be part of this study.

Based on a literature study from (Hidayat et al., 2019), the data collection process followed several steps: (1) preparing a questionnaire-based research tool for entrepreneurship education and emotional intelligence, parental support, and interest in entrepreneurship using Google Forms; (2) providing an explanation of the procedures for completing the questionnaire within Google Forms; (3) distributing the research instrument and inviting students to complete the questionnaire; and (4) collecting data according to the research plan and objectives. Once the data was collected, multiple linear regression analysis was conducted using the following formula.

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 \quad (1)$$

Description:

- a = value of constant
- b₁ = regression coefficient (X₁)
- X₁ = entrepreneurship education
- b₂ = regression coefficient (X₂)
- X₂ = emotional quotient
- b₃ = regression coefficient (X₃)
- X₃ = parental support

RESULTS AND DISCUSSION

Data Description

The following data is collected from respondents via Google Forms and includes information on their gender, age, and faculty affiliation.

Table 1.

Respondents Profile

No.	Respondent characteristics	Size	Percent
1.	Gender		
	Male	18	13.04%
	Female	120	86.96%
	Total	138	100%
2.	Age		
	17-18 years old	31	22.46%
	19-20 years old	90	65.22%
	21-22 years old	14	10.15%
	>23 years old	3	2.17%
	Total	138	100%
3.	Faculty		
	Engineering	16	11.60%
	Mathematics and natural sciences	14	10.14%
	Social sciences	56	40.59%
	Educational sciences	1	0.72%
	Tourism and hospitality	48	34.78%
	Sports sciences	1	0.72%
	Economics and business	2	1.45%
Total	138	100%	

Table 1 shows the distribution of respondent characteristics. The overwhelming majority of respondents were female, comprising 86.96% of the sample, while male respondents made up 13.04%. The majority of respondents (65.22%) were between the ages of 19 and 20 years. The table also lists the faculties that participated in this study, which included the faculty of engineering, faculty of mathematics and natural sciences, faculty of social sciences, faculty of education sciences, faculty of tourism and hospitality, faculty of sports sciences, and faculty of economics and business, with a total of 138 students.

Hypothesis Testing

Table 2 reveals the results of the hypothesis test analysis examining the consequence of each independent variable on the dependent variable.

Table 2.
Regression Analysis

Model	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	4,841	1,990		2,432	,016
Entrepreneur Education (X ₁)	,446	,101	,335	4,423	,000
Emotional Quotient (X ₂)	,390	,124	,237	3,158	,002
Parental Support (X ₃)	,362	,082	,350	4,402	,000

Table 2 shows the results of the multiple linear regression analysis that answers the research hypothesis. Hypothesis 1, examines the relationship between entrepreneurship education and students' interest in entrepreneurship. The data demonstrated that there is a significant positive correlation ($B = 0.446$) between the two variables. The significance level is based on the $p\text{-value} = 0.000 < 0.05$ and $t\text{-value} = 4.423 > 1.96$ (Efendi & Rahardja, 2021). The effect of entrepreneurship education does not occur by chance, but is actually significant to the entrepreneurial interest of students. This suggests that higher-quality learning of entrepreneurship at the university level positively affects students' interest in entrepreneurship. These findings align with the empirical results from Sabrina et al. (2023) and Boubker et al. (2022), who also found that entrepreneurship education positively influences students' interest in entrepreneurship. At Padang State University, entrepreneurship education involves courses that provide students with practical knowledge and skills necessary for starting and managing a business and finances. Lecturers introduce students to entrepreneurial projects and involve them in a student entrepreneurship program, which receives substantial funding each year to support the development of young entrepreneurs. This comprehensive approach can increase students' interest in starting their own businesses.

Hypothesis 2 examines the impact of emotional quotient (EQ) on students' interest in entrepreneurship. The findings reveal a positive and significant correlation between EQ and interest in entrepreneurship among Padang State University students. The data in the table shows that the value of $B = 0.390$, indicating a positive relationship, then the $p\text{-value} = 0.002 < 0.05$ and the $t\text{-value} = 3.158 > 1.96$, which indicates that this relationship is significant. An entrepreneur really needs high mental toughness to face challenges and overcome failures. This is also part of strong self-leadership (Neck et al., 1999); (Rasdi et al., 2020). The ability to remain calm and thrive in the midst of uncertainty and to motivate oneself and others are important characteristics of a leader. Students with high EQ can more

effectively handle obstacles and recover from setbacks. This empirical evidence supports research by López-Núñez et al. (2022), which found that EQ plays a positive role in shaping entrepreneurial interest. Thus, the higher a student's level of emotional quotient, the greater their interest and engagement in entrepreneurship.

Hypothesis 3 examines the effect of parental support on entrepreneurial interest. The analysis reveals a positive and significant correlation between parental support and students' interest in entrepreneurship. A coefficient B of 0.362 indicates a strong positive relationship. The p-value of $0.000 < 0.05$, and the t-value of $4.402 > 1.96$, indicate strong statistical significance. Positive and proactive parents play a substantial part in shaping their students' interest in entrepreneurship by providing financial and emotional support. In addition, if the student's parents are also entrepreneurs, it is possible that the business will be passed on to their children. Beyond direct support, early exposure to the business world can also foster entrepreneurial interest and skills in children, allowing them to understand the path and stages of becoming an entrepreneur. This aligns with the findings of Saoula et al. (2023), who demonstrated that successful entrepreneurs often benefit from parental support. Therefore, greater parental support for students pursuing entrepreneurship can increase their interest in starting their own business and achieving success.

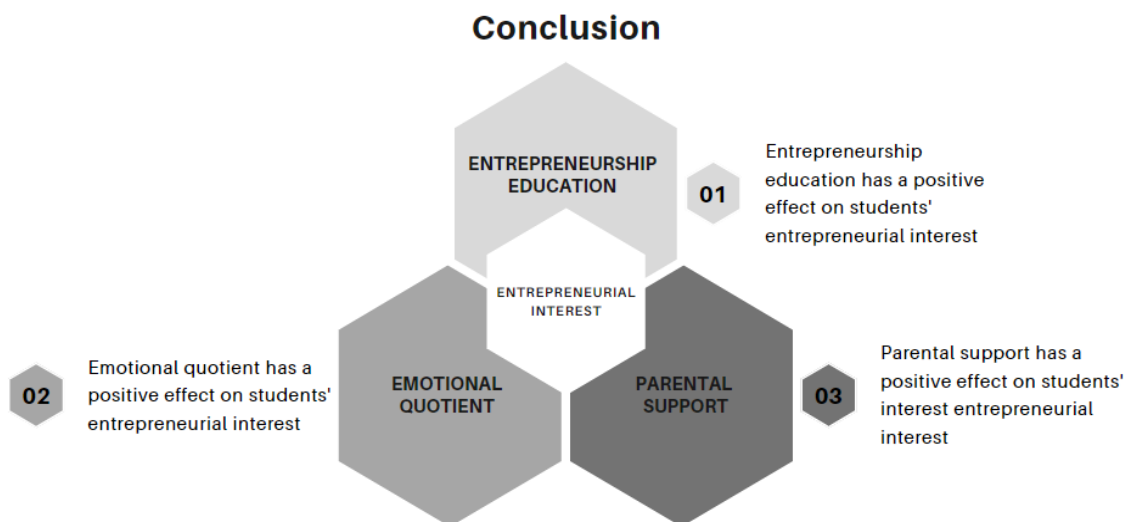


Figure 3.
Hypothesis Visualization

Figure 3 provides a visual representation of the conclusions drawn based on the hypotheses proposed in this study. In line with (Gitelman & Kozhevnikov, 2022), visualization of the hypothesis presents the results of data analysis that support the accepted hypothesis. This helps readers understand the research findings more easily. This figure shows the relationship between entrepreneurship education, emotional intelligence, and parental support on students' interest in

entrepreneurship. With this visualization, readers can see directly how each variable contributes to student entrepreneurial interest, as well as how strong the influence of each factor is. This visualization also makes it easier for readers to analyze the data and understand the practical implications of the results of this study.

CONCLUSION

Entrepreneurial interest can be an innovative solution to creating new jobs, stimulating economic growth and increasing people's financial independence. It can also result in increased employment opportunities and better economic conditions for communities in the future.

The analysis results display that the better the learning of entrepreneurship received by university students, the higher their entrepreneurial interest. In addition, the better the students' self-emotion management, the higher their interest in entrepreneurship. Lastly, the greater the parental support, the higher their interest in entrepreneurship. This research offers some recommendations for university stakeholders to maintain the quality of their entrepreneurship courses. High-quality entrepreneurship education serves as the basis for increasing students' entrepreneurial interest and encouraging them to start their own businesses. In addition, as part of the entrepreneurship development program, universities are advised to strengthen training and coaching to improve students' emotional intelligence (EQ). By improving EQ, students can better manage stress, adapt to change, and understand market needs, thus increasing their interest and success in entrepreneurship. In addition, universities can also consider collaborating with students' parents. Parental support, including financial, emotional and moral support, it may have an important role in helping students overcome obstacles and develop the interest and skills needed to succeed in entrepreneurship.

Recommendations for further research, we recommend expanding the scope of this study by incorporating additional variables such as technology support, peer support, online reputation and presence, and work experience. By incorporating these elements, we can gain an improved comprehension of the various influences on students' entrepreneurial interest. This expanded approach will allow us to identify more complex relationships between these factors and students' interest in entrepreneurship. By deepening our knowledge in this area, universities and educational institutions can develop more effective learning and support programs. These programs can help develop students' entrepreneurial interests and skills, which in turn will form a more vibrant and successful entrepreneurial community.

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