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The Influence of Perceived Behavioral Control, Social Environment, and Personality on Entrepreneurial Intention (Case Study of Private University (PTS) Students in Jember Regency)

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ABSTRACT

Objective: *To test and analyze the influence of perceived behavioral control, social environment, and personality on entrepreneurial intention in students of Private Universities (PTS) in Jember Regency.* ***Method:*** *The study utilizes SPSS for data analysis to examine the relationship between perceived behavioral control, social environment, and personality with entrepreneurial intentions among students.* ***Results:*** *The findings indicate that perceived behavioral control, social environment, and personality all have a positive and significant influence on entrepreneurial intentions among students in private universities.* ***Novelty:*** *This perspective and analysis address gaps in existing research and offer practical contributions to local governments to reduce unemployment and encourage youth entrepreneurship.*

INTRODUCTION

Unemployment is a major macroeconomic concern, impacting living standards and causing psychological stress. In Jember Regency, despite having abundant natural resources and a strong agricultural sector, unemployment remains a challenge. Encouraging entrepreneurship, particularly among university students, is seen as a solution. The expectation is that educated young entrepreneurs can start their own businesses, which is increasingly important in a business world dependent on knowledge.

The phenomenon of interest in entrepreneurship to reduce the unemployment rate among the community, especially for students of Private Universities in Jember Regency, is quite developed, as seen by the high number of businesses owned by students. Entrepreneurial intentions can be influenced by several factors such as perceived behavior control, social environment, and personality.

Entrepreneurial interest can be defined as the belief that an individual has acknowledged about his or her ability to establish a new business, as well as a conscious plan to do so in the future[1]. This concept is also supported by the Theory of Planned Behavior (TPB). This theory is based on the assumption that behavioral intention is not only influenced by attitude towards behavior and subjective norms, but also influenced by individual perceptions of perceived behavioral control [2].

The social environment has an important role in triggering an individual's interest in choosing the type of work to be undertaken, including in terms of entrepreneurship.

Entrepreneurship is one of the main goals for the majority of students in the dynamic and competitive era of globalization [3].

Things that can encourage someone to be entrepreneurial are (1) personal environment and (2) personal attributes [4]. Superior personality is one of the keys to entrepreneurial success.

Based on this background and phenomenon, the author decided to raise the research theme with the title "The Influence of Perceived Behavioral Control, Social Environment, and Personality on Entrepreneurial Intentions: A Case Study of Private University Students in Jember Regency".

RESEARCH METHOD

The research design applied in this study is quantitative research, using a survey method with descriptive objectives. According to [5] quantitative research is based on the philosophy of positivism, where data analysis is carried out quantitatively and statistically to test predetermined hypotheses. The survey research method is an approach that involves giving structured questions to a sample taken from the population, with the aim of collecting information from the respondents [6].

Population and Sample

This population determination aims to facilitate the study process and allow valid conclusions to be drawn [5]. The population of this study is students of Private Universities (PTS) in Jember Regency. According to data obtained from PDDIKTI, the number of respondents is 21,554 students from 8 private universities in Jember Regency.

The sample is part of the total and characteristics possessed by the population [5]. The sample that can be used in this study is 392 students of private universities in Jember Regency. This number is quite representative in the research and can be scientifically accounted for.

The sampling technique refers to the sampling method used to select the elements to be sampled in a study. In this study, a sampling technique known as non-probability sampling was used, which is a method that does not provide an equal opportunity for each member of the population to be selected as part of the sample. This method is often referred to as purposive sampling[5]. And it is taken proportionally from each Private University.

Data Collection Techniques

In this study, the data collection techniques applied include the use of questionnaires and interviews. Questionnaires are used to identify relationships between data required in the research process. And the interview was conducted by asking direct questions to the object of research, namely students from Private Universities (PTS) in Jember Regency.

Data Analysis Techniques

Test Instrument

1. Validity Test

Validity test is one of the methods applied to assess the effectiveness of the measuring tools used in research. The validity test process is carried out by comparing the calculated r value with the table r value. If r calculates > r table, it means that it has a positive value and the question is said to be valid.

2. Reliability Test

Reliability refers to the data used to assess a questionnaire as an indicator of a certain variable or construct. In this analysis, SPSS applied the Cronbach's Alpha (α) statistical test to measure the level of reliability. A variable is declared reliable if it produces a value (α) of 0.60 or more [7].

Classical Assumption Test

1. Normality Test

The Normality Test is used to see whether a residual value is normally distributed or not. To find out the normally distributed data, you can use the One Sample Kolmogorov Smirnov method, where if the data with a significance level greater than 0.05 can be concluded that the data has been distributed normally. On the other hand, if the significance value is less than 0.05, the data is declared not normally distributed[7].

2. Multicollinearity Test

The multicollinearity test is a procedure used to evaluate whether there is a strong relationship between independent variables in a regression model. To test multicollinearity, it can be done by analyzing the tolerance and variance inflation factor (VIF) values [8]. If the VIF value is < 10 and the tolerance value > 0.1, then it can be concluded that there is no multicollinearity problem.

3. Heterokedacity Test

The heteroscedasticity test serves to evaluate whether there is an inequality in the residual variance that arises from one observation to another [8]. Heteroscedasticity testing can be done through scatter plot analysis. If the points on the graph are randomly distributed and well located above and below the number 0, then it can be concluded that there is no variance problem and the symptoms of heteroscedasticity do not occur.

Hypothesis Test

The process of testing this hypothesis aims to support appropriate decision-making related to the proposed hypothesis [9]. It is essential to understand the context and purpose of hypothesis testing, as well as to interpret the results carefully to avoid mistakes in drawing conclusions.

Determination Coefficient Test (R2)

The Coefficient of Determination is a measure used to evaluate the suitability between the predicted value and the existing sample data. It is said to be perfect if the entire observational data is located right on the regression line; Conversely, if the observation data is far from the regression line, then the prediction value is considered inaccurate.

Multiple Linear Regression Test

Multiple linear analysis refers to the linear relationship between the independent variable (X) and the dependent variable (Y) [7]. This method aims to predict the value of dependent variables based on independent variables, as well as determine whether the relationship is positive or negative. The calculation of multiple linear regression is done in the following way:

$$Y = a+b1\ X1+b2\ X2+b3\ X3 = e$$

RESULTS AND DISCUSSION

Results

In this study, the data analysis used by the researcher is described as follows:

Validity Test

Table 1. Validity test results tables.

No	Variable	Conditions		Criterion
		R Calculate	R Table 5% (394-2) = 392	
		Perceived Behavioral Control		
1	X1.1	0,707	0,113	Valid
2	X1.2	0,773	0,113	Valid
3	X1.3	0,763	0,113	Valid
4	X1.4	0,776	0,113	Valid
5	X1.5	0,752	0,113	Valid
6	X1.6	0,678	0,113	Valid
	Social Environment			
1	X2.1	0,863	0,113	Valid
2	X2.2	0,885	0,113	Valid
3	X2.3	0,845	0,113	Valid
	Personality			
1	X3.1	0,666	0,113	Valid
2	X3.2	0,808	0,113	Valid
3	X3.3	0,801	0,113	Valid
4	X3.4	0,740	0,113	Valid
5	X3.5	0,639	0,113	Valid

Based on table 1, the relationship between *the variables of perceived behavioral control, social environment*, and *personality* is explained with the results declared valid because the calculated r value is greater than the table with a significance value of less than 0.05.

Reliability Test

Table 2. Reliability test results tables.

No	Variable	Conditions		Criterion
		Cronbach's Alpha	Standart T Alpha	
1	*Perceived Behavioral Control*	0,836	0,6	Reliabel
2	*Social Environment*	0,830	0,6	Reliabel
3	*Personality*	0,782	0,6	Reliabel

Based on table 2, it is explained that the results of reliability tests related to *the variables of perceived behavioral control, social environment*, and *personality* with the results were declared reliable because the value *of Cronbach's alpha* was greater than 0.6.

Multiple Linear Regression Test

Table 3. Tables multiple linier regression test.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.624	.974		3.722	.000
	Total_X1	.358	.048	.391	7.416	.000
	Total_X2	.239	.085	.153	2.812	.005
	Total_X3	.201	.060	.179	3.342	.001

a. Dependent Variable: Total_Y

The regression equation above is explained as follows:

1. The value of the constant (α) is 3.624, which means that if the value of *the perceived behavioral control, social environment*, and *personality* coefficients does not increase, the value of the entrepreneurial interest coefficient is 3.624.
2. The variable *perceived behavioral control* has a positive effect on entrepreneurial interest with a coefficient value of 0.358 where if the value of *perceived behavioral control* increases in each unit, entrepreneurial interest will also increase by 0.358 assuming that other variables are in a fixed state.
3. The social *environment variable* has a positive effect on entrepreneurial interest with a coefficient value of 0.239 where if the value of *the social environment* increases in each unit, entrepreneurial interest will also increase by 0.239 assuming that other variables are in a fixed state.
4. The *personality variable* has a positive effect on entrepreneurial interest with a coefficient value of 0.201 where if the value of personality increases in each unit, entrepreneurial interest will also increase by 0.201 assuming that other variables are in a fixed state.

Hypothesis Test

Partial Test (T Test)

Table 4. Tables t test analysis.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.624	.974		3.722	.000
	Total_X1	.358	.048	.391	7.416	.000
	Total_X2	.239	.085	.153	2.812	.005
	Total_X3	.201	.060	.179	3.342	.001

a. Dependent Variable: Total_Y

Based on the results of the t-test in table 4 carried out using the SPSS application, several hypotheses can be concluded as follows:

1. The perceived *behavioral control* variable (X1) has a t-count value of 7.416 with a significance level of 0.000 (p < 0.05) which means that H1 is accepted. Thus, it can be concluded that *the variable perceived behavioral control* has a positive and significant effect on entrepreneurial interest. This means that perceived behavioral control can affect a person's interest in entrepreneurship.
2. The *social environment* variable (X2) has a t-value of 2.812 with a significance level of 0.005 (p < 0.05) which means that H2 is accepted. Thus, it can be concluded that the *social environment* variable has a positive and significant effect on entrepreneurial interest. This means that the social environment can also affect a person's interest in entrepreneurship.
3. The *personality variable* (X3) has a t-value of 3.342 with a significance level of 0.001 (p < 0.05) which means that H3 is accepted. Thus, it can be concluded that personality variables have a positive and significant effect on entrepreneurial interest. This means that it shows that personality in a person can affect the interest in entrepreneurship.

Coefficient of Determination

Table 5. Tables analysis coefficient of determination.

Model Summary[b]				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.631[a]	.398	.393	3.141

a. Predictors: (Constant), Total_X3, Total_X1, Total_X2

b. Dependent Variable: Total_Y

Based on table 5, it is explained that the value of the R square coefficient (R2) has a value of 0.398 or 39.8%, from these results it can be concluded that the influence of variable *perceived behavioral control* (X1), *social environment* (X2), and *personality* (X3) is 0.398 or 39.8%.

Discussion

The effect of *perceived behavioral control* on entrepreneurial interest

Based on the results of the hypothesis test that has been carried out, it produces a tcalculate value of 7.416 < a ttable value of 1.649 (df 394-2=392) with a significance level of 0.000 < 0.05. This shows that the perceived *behavioral control variable* has a positive and significant effect on the entrepreneurial interest variable. And in the hypothesis argument that has been proposed earlier, namely H1, it is accepted that *Perceived Behavioral Control* has a significant effect on *entrepreneurial intentions*.

The influence of the social environment on entrepreneurial interest

Based on the results of the hypothesis test that has been carried out, it produces a tcal value of 2.812 < a ttable value of 1.649 (df 394-2 = 392) with a significance level of 0.005 < 0.05. This shows that the social environment variable has a positive and significant effect on the entrepreneurial interest variable. And in the hypothesis argument that has been proposed earlier, namely H2, it is accepted that *the social environment* has a significant effect on *entrepreneurial intentions*.

The influence of personality on entrepreneurial interest

Based on the results of the hypothesis test that has been carried out, it produces a tcal value of 3.342 < a t-value of table 1.649 (df 394-2=392) with a significance level of 0.001 < 0.05. This shows that personality variables have a positive and significant effect on the entrepreneurial interest variable. And in the hypothesis argument that has been proposed earlier, namely H3, it is accepted that *personality* has a significant effect on *entrepreneurial intentions*.

CONCLUSION

Fundamental Finding : The study concludes that perceived behavioral control, social environment, and personality all have a positive and significant influence on entrepreneurial intentions among students in private universities in Jember Regency. This study also found that these three factors have an influence in shaping students' character towards entrepreneurship. This was determined through a quantitative approach using a survey method to collect data from 394 students across multiple private universities in Jember Regency. The data were analyzed using statistical techniques, including multiple linear regression, to validate the hypotheses. The study emphasizes that fostering entrepreneurial intention is a complex process influenced by a combination of personal beliefs, social context, and personality traits. **Implication :** The findings have practical implications for developing interventions to enhance entrepreneurial interest in students. By understanding how perceived behavioral control, the social environment, and personality contribute to entrepreneurial intentions, educators and policymakers can design more targeted programs that support entrepreneurship education and training. These results suggest that strengthening both internal and external factors among students may significantly increase their willingness to engage in entrepreneurial activities. **Limitation :** While this study provides meaningful insights, it is limited to private university students in Jember Regency, which may not fully represent students in other regions or institutional types. Additionally, although the variables selected showed significant results, there may be other relevant factors that were not explored in this study, potentially affecting the comprehensiveness of the findings. **Future Research :** For the next researcher, it is expected to be able to conduct research with a topic that is aligned, can be re-researched with variables that are still not maximized in this study, add other variables that have never been used in this study, and use other objects with a larger scope. Expanding the geographic coverage or applying a mixed-methods approach could also provide deeper insight into the complexity of entrepreneurial intention formation across diverse academic and cultural settings.

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