

Analysis Of The Influence Of Entrepreneurship Education, Personality, And Entrepreneurial Mindset On The Entrepreneurial Interest Of Accounting And Economics Students Of 2021 Cohort At Universitas Riau

Abstract

The objectives of this research are as follows: (1) to characterise all accounting and economics-related variables; (2) to distinguish between these variables; (3) to analyse the combined and individual effects of these three variables on the entrepreneurial interest of accounting and economics students; and (4) to identify the factor with the greatest impact on entrepreneurial interest. A total of 218 undergraduates from FEB, Riau University's Accounting and Economics Department make up the study population. We use SPSS version 16 for Windows to do multiple linear regression analyses on the collected data. While the entrepreneurial attitude did not have a substantial influence on entrepreneurial desire, the results suggest that entrepreneurship education and personality do. All three of these factors have an effect on people's propensity to start their own businesses.

Keywords: Education, Personality, Mindset, and Entrepreneurial Interest

1. Introduction

In the era of growing globalization, entrepreneurship has become one of the main pillars in achieving the welfare of society, both in developed and developing countries. Entrepreneurship plays a role not only in economic development, but also as a source of innovation that creates new opportunities and expands employment. With rapid technological change, entrepreneurs are required to continuously adapt and identify opportunities, as well as create innovative and sustainable solutions.

In order to increase the number of job prospects in Indonesia, Sandiaga Salahuddin Uno (2023) stressed the significance of students' roles as change agents in promoting the emergence of more businesses. Universities in Indonesia require entrepreneurship courses to prepare alumni to compete in the world of work. Riau University's Faculty of Economics and Business seeks to foster interest in entrepreneurship through learning programs and Youth Action Merdeka Entrepreneurship (WMK). However, data shows low student participation, with only 16 out of 338 undergraduate Accounting students and 1 out of 156 undergraduate Economics students participating in WMK, reflecting the still low interest in entrepreneurship in both majors.

This low level of student participation highlights a critical gap between the availability of entrepreneurial programs and students' motivation or awareness to engage with them. Several factors may contribute to this issue, including limited exposure to entrepreneurial role models, lack of confidence, fear of failure, or the perception that entrepreneurship is riskier than traditional career paths. To address this, universities need to strengthen their support systems by integrating practical entrepreneurial experiences, mentorship programs, and success stories from alumni into the curriculum. These efforts can inspire students to view entrepreneurship not just as an alternative career, but as a viable and impactful path toward personal growth and national economic development.

Student motivation in entrepreneurship is significantly impacted by entrepreneurial education, personality, and mentality, according to prior study. In order to help students succeed in the business world and recognise opportunities when they see them, entrepreneurship classes teach them the fundamentals. Personality, which includes aspects such as independence, courage to take risks, and a sense of responsibility, helps form a strong entrepreneurial character. Meanwhile, the entrepreneurial mindset, which is a positive, creative, and solution-oriented way of thinking, encourages students to have confidence in starting and running a business. When these three factors come together, they create an intellectual and psychological climate that is ideal for students to develop an entrepreneurial spirit.

2. Literatur review

2.1 Grand Theory

Holland's career interest theory says that a person's career interest is influenced by the match between the individual's personality and the appropriate work environment.

2.2 Entrepreneurial Interest

An individual with entrepreneurial curiosity is one who is highly motivated to search out chances, sense potential, and build a company. The following are signs of a desire in starting a business that Sari et al., (2022) found:

1. A feeling of pleasure associated with entrepreneurship.
2. A tendency to favor entrepreneurship over alternative choices.
3. A curiosity about the area of entrepreneurship.
4. Engaging actively in activities related to entrepreneurship.
5. A consistent focus on entrepreneurship-related matters.

2.3 Entrepreneurship education

Entrepreneurship education is also a key learning for students in thinking about the business they want to initiate or develop (Afifah et al., 2020). Ramdani et al., (2023) outline three indicators of entrepreneurship education: (1) fostering a desire for entrepreneurship, (2) enhancing knowledge, and (3) being attuned to business opportunities.

2.4 Personality

According to Kotler (2005), personality is an innate human psychology traits (human psychological traits) distinguishable that produces relatively consistent and enduring responses to its environmental stimuli. Amiruddin, (2022), identifies five indicators of personality: (1) Diligence, (2) Sociability, (3) Cooperativeness, (4) Emotional resilience, and (5) Willingness to embrace new experiences.

2.5 Entrepreneurial mindset

An entrepreneurial mindset refers to the perspective of an individual who is oriented towards entrepreneurship, embraces uncertainty instead of shying away from it, perceives situations in a more straightforward manner compared to those who view them as complex, and is open to learning through the experience of taking risks (Arrezqi et al., 2022). McGrath & MacMillan, (2000) Three indicators of an entrepreneurial mindset are: Self-assurance, Accountability, and Innovative thinking.

3. Research Method

3.1 Type of research

This study uses quantitative methods and combines explanatory and exploratory strategies. By gathering data using research tools, quantitative approaches generate numbers that can be statistically analysed. These numbers are then used to analyse

specific populations or samples. According to Mulyadi (2012), the purpose of explanatory research is to determine whether hypothesised variables have the desired effect, whereas the goal of exploratory research is to gather initial information about things that have caught people's interest but are not well understood or known in order to help with problem setting and hypothesis formulation.

3. 2 Types and sources of data

Questionnaires serve as the main source of data for this study, while scholarly publications, social media, articles, and books from Riau University's Faculty of Economics and Business serve as secondary sources.

3. 3 Data analysis method

Multiple linear regression analysis is used for the data analysis. One of the main goals of multiple linear regression analysis is to determine the nature of the connection between dependent variables. Equation utilised:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e \quad (1)$$

The data processing program used for doing the computations for multiple linear regression was SPSS 16 for Windows.

4. Results and Discussion

4. 1 Descriptive Analysis

An effective statistic for managing, summarising, and presenting data is descriptive analysis. After compiling the responses from the respondents, the descriptive analysis yielded a distribution table that showed the mean value.

Table 1: The average value of descriptive analysis of accounting majors

No	Variable	Average	Classification
1	Entrepreneurial Interest	3,89	Good
2	Entrepreneurship Education	4,20	Very Good
3	Personality	4,03	Good
4	Entrepreneurial Mindset	3,95	Good

Table 1 displays the results of the survey asking accounting majors about their interest in starting their own business. All of the assessed variables fall into the good to excellent group, as shown in the table. This shows that students majoring in Accounting not only have a high interest in entrepreneurship, but are also supported by adequate education and appropriate character to become an entrepreneur. A strong interest in entrepreneurship can be a positive indicator for their future career development, especially in creating new business opportunities. In addition, relevant education provides them with the necessary knowledge and skills to face challenges in the business world. Favorable personality traits, such as risk-taking and adaptability, are also important factors that can influence their success as entrepreneurs. Thus, the results from this study indicate that students majoring in Accounting have good potential to contribute to the world of entrepreneurship, which in turn can have a positive impact on the economy.

Table 2: The average value of descriptive analysis of economics majors

No	Variable	Average	Classification
1	Entrepreneurial Interest	4,11	Good
2	Entrepreneurship Education	3,94	Good
3	Personality	4,08	Good

4	Entrepreneurial Mindset	4,31	Very Good
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Students majoring in economics who are interested in starting their own businesses may see the specifics of their replies in table 2 all of the assessed factors fall into the good to exceptional group, according to the study. This shows that students majoring in Economics not only have a significant interest in entrepreneurship, but are also supported by relevant education and appropriate character to innovate in the business world. High interest in entrepreneurship among Economics students can be a positive indicator for their future career development. With a strong educational background, they are equipped with the necessary theoretical and practical knowledge to understand market dynamics and business strategies. In addition, favorable personality traits, such as creativity, adaptability and risk-taking, are important factors that can influence their success in running a business. A good entrepreneurial mindset also reflects their readiness to face challenges and capitalize on opportunities in the market.

4.2 Classical Assumption Testing

a) Data Normality

The normalcy test yielded a sig. score of $0.435 > 0.05$ in the accounting context. Also, the economics normalcy test yielded a sig. of 0.882 more than 0.05 . It follows that the study's variables all follow normal distributions.

b) Multicollinearity

All accounting and economics-related variables X had tolerance values higher than 0.10 and VIF values lower than 10 , ruling out the possibility of multicollinearity in this study.

c) Heteroscedasticity

There are no signs of heteroscedasticity among the accounting and economics majors in this research, as seen in the figure's Scatterplot Output, as they have fulfilled all of the criteria.

4.3 Multiple Linear Regression

Table 3: Multiple Regression Test accounting majors
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.143	3.147		3.223	.002
Entrepreneurship education	.541	.100	.406	5.405	.000
Personality	.216	.101	.160	2.142	.034
Entrepreneurial Mindset	.039	.101	.029	.388	.698

a. Dependent Variable:

Entrepreneurial Interest

Following regression equation is derived from the data in the table:

$$Y = 10,143 + 0,541X_1 + 0,216X_2 + 0,039X_3 \quad (2)$$

The interpretation of this regression equation is as follows:

- The fact that the constant value (α) is 10.143 suggests that economics students' entrepreneurial inclination would remain at 10.143 even if entrepreneurship education, personality, and entrepreneurial mentality are all set to 0.
- An increase of 1% in entrepreneurship education results in an increase of 0.541 in entrepreneurial interest, as shown by the coefficient value $b_1 = 0.541$.
- If one's personality grows by 1%, their desire in starting a business grows by 0.216, according to the coefficient value $b_2 = 0.216$.
- If one's entrepreneurial attitude increases by 1%, one's entrepreneurial interest increases by 0.039, as shown by the coefficient value $b_3 = 0.039$.

Table 4: Multiple Regression Test economics majors

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8.679	4.287		2.024	.047
Entrepreneurship education	.293	.132	.249	2.217	.030
Personality	.429	.140	.346	3.059	.003
Entrepreneurial Mindset	.151	.147	.114	1.030	.307

a. Dependent Variable: Entrepreneurial Interest

Following regression equation is derived from the data in the table:

$$Y = 8,679 + 0,293X_1 + 0,429X_2 + 0,151X_3 \quad (3)$$

The interpretation of this regression equation is as follows:

- With a constant value (α) of 8.679, the entrepreneurial of economics students would remain at 8.679 even if entrepreneurship education, personality, and entrepreneurial mentality are all initially set to 0.
- The value of the coefficient, b_1 , is 0.293, which indicates that there is a 0.293 rise in entrepreneurial interest for every 1% increase in entrepreneurship education.
- A 1% increase in personality leads to a 0.429 rise in entrepreneurial interest, according to the coefficient value $b_2 = 0.429$.
- According to the coefficient value $b_3 = 0.151$, there is a correlation between an increase of 1% in entrepreneurial attitude and an increase of 0.151 in entrepreneurial interest.

4.4 Hypothesis Testing

a) T Test

The partial impact of entrepreneurship education on entrepreneurial interest among accounting majors yields a t-count of 5.405, above the t-table value of 1.976,

with a significance value of 0.000, which is below 0.05. Consequently, the conclusion is to accept H_a and reject H_0 , signifying that entrepreneurship education has a substantial impact on entrepreneurial interest.

The t-count for personality characteristics influencing entrepreneurial motivation among accounting majors is 2.142, above the t-table value of 1.976, with a significant value of 0.034, which is below 0.05. Consequently, H_a is accepted while H_0 is denied, indicating that personality greatly influences business desire.

The t-count for the impact of the entrepreneurial mentality on entrepreneurial motivation among accounting majors is 0.388, which is below the t-table value of 1.976, and the significance value is 0.698, beyond 0.05. As a result, H_a is rejected and H_0 is approved, indicating that the entrepreneurial attitude does not have a major impact on entrepreneurial desire.

The t-count for the partial impact of entrepreneurship education on entrepreneurial interest among economics majors is 2.217, above the t-table value of 1.997, with a significance value of 0.030, which is below 0.05. Consequently, H_a is accepted whereas H_0 is refused, indicating that entrepreneurship education has a major impact on entrepreneurial interest.

The t-count for personality characteristics influencing entrepreneurial motivation among economics majors is 3.059, surpassing the t-table value of 1.997, with a significance value of 0.003, which is below 0.05. Consequently, H_a is accepted whereas H_0 is refused, suggesting that personality has a substantial effect on entrepreneurial desire.

The impact of the entrepreneurial mentality on entrepreneurial motivation among economics majors yields a t-count of 1.030, which is below the t-table value of 1.997, and a significance value of 0.307, above 0.05. Consequently, H_a is dismissed and H_0 is affirmed, indicating that the entrepreneurial mentality does not substantially influence entrepreneurial desire.

b) F Test

Table 5: F Test Results Accounting Department

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	265.834	3	88.611	11.276	.000 ^a
	Residual	1139.481	145	7.858		
	Total	1405.315	148			

a. Predictors: (Constant), Entrepreneurial Mindset, Personality, Entrepreneurship education

b. Dependent Variable:
Entrepreneurial Interest

The value of f count is 11.276, which indicates that the three factors have an impact on interest in entrepreneurship. Therefore, H_0 is rejected and H_a is approved if F count is more than 2.67 from the f table and the significance value is 0.000 < 0.05.

Table 6: F Test Results Department of Economics

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	116.325	3	38.775	6.060	.001 ^a
	Residual	415.878	65	6.398		
	Total	532.203	68			

a. Predictors: (Constant), Entrepreneurial Mindset, Personality, Entrepreneurship education

b. Dependent Variable: Entrepreneurial Interest

Since the three factors together impact interest in entrepreneurship, H_0 is rejected and H_a is approved when the F count $6.060 >$ from F table 2.75 with a significance value of $0.001 < 0.05$.

c) Test Coefficient of Determination

The data analysis yielded a R squer value of 0.189 for accounting majors. This indicates that 18.9% of the variation in entrepreneurial desire can be described by the following three variables: personality, entrepreneurial mentality, and entrepreneurial education. But when looking at economics majors, the same factors explain 21.9% of the variation in entrepreneurial desire (R squer = 0.219).

4. 5 Difference Test

Tabel 7: Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Entrepreneurial Interest	Equal variances assumed	.512	.475	1.737	216	.084	-.757	.436	-1.617	.102
	Equal variances not assumed			1.800	144.864	.074	-.757	.421	-1.589	.074
Entrepreneurship education	Equal variances assumed	.000	.996	1.305	216	.193	.443	.340	-.226	1.112
	Equal variances not assumed			1.292	129.281	.199	.443	.343	-.235	1.122

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Personality	Equal variances assumed	.034	.853	-.648	216	.517	-.215	.331	-.867	.438
	Equal variances not assumed			-.651	133.924	.516	-.215	.330	-.867	.437
Entrepreneurial mindset	Equal variances assumed	.218	.641	4.373	216	.000	-1.423	.326	-2.065	-.782
	Equal variances not assumed			4.507	142.981	.000	-1.423	.316	-2.047	-.799

Result findings show that accounting and economics majors do not vary significantly from one another with respect to entrepreneurial interest, entrepreneurship education, and personality (with a significance value higher than 0.05). On the other hand, the entrepreneurial attitude variable stood out with a significance value of 0.000, which is lower than the accepted threshold of 0.05.

5. Conclusion

Based on the research and analysis done for this study, researcher may draw the following conclusions:

- There is a positive outlook among accounting and economics students with regard to entrepreneurial motivation, education, personality, and thinking. Having said that, there is still room for improvement in terms of students' emotional regulation, the strength of the practice, and the development of an entrepreneurial attitude.
- The entrepreneurial attitude variable is where accounting and economics diverge the greatest.
- Partially influencing accounting and economics students' interest in entrepreneurship is their entrepreneurial education, and personality also plays a role.
- Partially, accounting and economics students' interest in entrepreneurship is unaffected by the entrepreneurial mindset.
- When taken as a whole, these three factors influence the inclination towards entrepreneurship.
- Entrepreneurship education is the most important aspect in accounting, while personality is the most important factor in economics.

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