Factors Affecting Entrepreneurial Student Intention in Learning Technology

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ABSTRACT

In different areas, including industry and entrepreneurship, Industrial Revolution 4.0. The next generation of entrepreneurs, prospective entrepreneurs in the future, need to plan and implement technology to adapt to change. This research aims to find out what factors affect entrepreneurial students' interests and behaviour. This analysis is quantitative causality. As a grand theory we use UTAUT 2 Model. The data collection process uses primary data, which distributes questionnaires to students taking business classes. Testing hypothesis in this study uses a path analysis approach for structural equations modelling. We used statistical tools in data processing. The findings of our study show that varying results, perceptions of effort, social impact, circumstances, price values, behavioural intentions are affected. Though hedonic motivation has little effect on behavioural intent. Facilitating circumstances and behaviours often has a partly beneficial impact on the actions of usage. Conduct intent has a positive effect on the conduct of use

INTRODUCTION

All the business sectors changed their use of technology in the time of the Industrial Revolution (Piccarozzi, Aquilani & Gatti, 2018). Consumers who used to shop at department stores have changed in industry and their buying behaviour has been online ordering. The mode of payment has also changed, because customers who used to pay by cash or debit and by credit cards now use financial technology (fin-tech), purchasers simply scan the bar code with a mobile application or tap the item. This transition had a profound effect on the world of industry. Many retail companies and leading department stores, once the most desirable companies, are now deserted and are alone. Most department stores are closed and decreasing. Entrepreneurs, entrepreneures, prospective young entrepreneurs (Aisyah Omar&Hasbolah, 2018) must be able to adapt to these changes (i.e. underwriters). In the higher education sector, students need to learn about technology at the start of the industrial revolution 4.0. Much of research, like management and accounting, companies and entrepreneurship, must converge with technology. Unlike engineering students, technology is taught in the information technology where every day has become healthy food. The fundamental science, not technology but social science, is a student in the economic group, in particular entrepreneurship. Technology tends to synonymize with calculation, algebra, logarithms, and computer programming. This is a problem for students in the business world as many of those with a secondary education often have an academic history, who are also poor in accurate sciences. That is also why these students are entrepreneurs and entrepreneurs.

How will the above concerns be overcome? The way to get to know technology is. Students should at least use the technology of information. Don't be a consumer or a developer. At least they can use computer systems, operate enterprise resource systems, design entrepreneurial IT systems, recognise and leverage financial (fin-tech) technology in business (Mugambe, 2017). Students may use social media and social networking to promote companies, use these virtual facilities to create customer connections, and simultaneously build the brand image of a company.

Through this analysis, the researchers will explore the drivers and driving forces behind technology for students studying entrepreneurship. This study uses the core principle of the United Embrace of Technology (Venkatesh, Thong & Xu, 2016). Based on this principle, the drivers of technology may be: higher efficiency, lower commitment, social impact (friends or colleagues), facilities to help, and other. With the understanding of which factors have a big impact on the will of entrepreneurs to embrace IT the campus and the academic community can strengthen and encourage these factors so that more students will want to learn about the use of IT.

LITERATURE REVIEW AND HYPOTHESIS

Unified Theory of Acceptance and Use of Technology 2
UTAUT is one of the latest models built for technology adoption (Venkatesh *et al.*, 2003). The main aim of UTAUT research is to help companies understand how the use of emerging technology responds to implementation. UTAUT was initially developed using the Technology Acceptance Model (TAM). UTAUT puts together in one theory the effective features of the 8 leading acceptance technology theories. After the eight models were evaluated, (Venkatesh *et al.*, 2003), four constructs seemed to constitute an essential direct determinant of comportemental purpose or behavioural usage: performance anticipation, effort expectations, social effect, and ease of use. Then, Venkatesh expanded the UTAUT 2 in (Venkatesh, Thong and Xu 2012) to a variety of endogenous variants, for example: hedonic inspiration, value for money and costume.

Performance Expectancy
The level of performance is specified to indicate how people feel it helps achieve performance improvements using this method (Venkatesh *et al.*, 2012). In that case, an entrepreneur assumes that using IT will boost his business efficiency. Examples include using IT to boost company

revenue, draw vast amounts of customers and enhance marketing efficiency. The hypotheses that formed are based on this explanation:

H1: Success expectation has a positive effect on the intention to conduct

Effort Expectancy

Expectation of effort is defined as the level of comfort associated with the use of the system. The ease of use of the device (Venkatesh *et al.,* 2012). It can be viewed in the sense of entrepreneurship that entrepreneurial activities by using technology are easier to do business. Technology allows payment, does not accept cash, and risks loss, and no physical display is required and contact can be carried out anywhere and anytime. The hypotheses that formed are based on this explanation:

H2: Expectation Effort has a positive impact on the behavioural intent

Social Influence

The degree to which a person feels that another important person must implement a new framework (Ayodele, Adetola, & Ifeanyichukwu, 2016). "The extent to which someone thinks another important person wants to use a new method" (Venkatesh *et al.,* 2012). In this situation, business students want to learn and follow IT due to the influence of their peers. They use technology when they see their peers use it. The hypothesis that formed was based on the above explanation:

H3: Social impact has a positive effect on the intention to conduct

Facilitating Condition

Facilitating conditions UTAUT buildings are considered directly affecting the use of technology and are characterised as the degree to which an individual believes that the use of the system is facilitated by the use of the organisational and technological infrastructure.. This can be described as how much people believe that the system is supported by organisational and technical facilities (Venkatesh *et al.,* 2012). When they receive help, entrepreneur students embrace technology. The hypothesis that was established is based on this premise:

H4: Condition facilitation affects behavioural intention positively

H5: State of facilitation has a positive effect on actions of usage

Hedonic Motivation

In your everyday life, technology is becoming a lifestyle for someone to fulfil life's needs. Stuff like these also contribute to hedonism (Tak & Panwar, 2017). There are many factors underlying Hedonism itself, including the Hedonic reason. Hedonic motivations are items that can drive or facilitate someone to fulfil their needs for enjoyment or material pleasure (Masa'deh, Tarhini, Bany Mohammed & Maqableh, 2016) as their main purpose. The students of businessmen believe they can look cool using technology. The hypothesis that formed was based on this theory,

H6: The incentive of hedonism has a positive impact on conduct

Price Value

The value of the price discusses whether the technology's price is proportionate to the value received (Kaneberg & Zehra Jönköping, 2016). When the price they expend is equal to their value, student entrepreneurs will take information technology. The hypothesis that emerged based on this clarification is:

H7: Pricing has a positive effect on behavioural reasons

Habit

Someone implicitly adopts technology as it is important in their everyday lives. Student entrepreneurs are indirectly embracing technology because technology has become commonplace (Venkatesh *et al.* 2012). You use the smartphone application for food transactions in their everyday lives. You order online travel, and invest in digital banking or even save. The theory, based on the following premise:

H8: Treatment of actions has a beneficial impact

H9: Habit has a positive effect on the conduct of usage

Behavioral Intention

1 Comportement Purpose is characterised as the consumers' desire to act in a certain way in order to own, disposing of goods or services and to use them (Tak & Panwars, 2017). In this way entrepreneurs can shape their will to find knowledge, inform other students of their experiences in IT use in business practises. The theory, based on the following premise:

H10: Good behavioural intention affects actions

RESEARCH METHODOLOGY

Population and Sample

The population in this study is students who took entrepreneurship classes at the university where the researcher worked. There are 2000 students currently taking entrepreneurship classes. The sampling method in this study uses the Taro Yamane formula in (Yamane, 1967). Sample calculation is as follows:

$$n = \frac{2000}{1 + (2000).(0.05)^2}$$

n = 333 samples

Data Collection Method

Primary data is the form of data in this analysis. In this analysis, the data collection approach is to perform an investigation. The survey was performed through the distribution of questionnaires to study samples that included students who studied undertakings. In manual print, and electronically through e-form media, questionnaires were distributed and distributed through online communication media. The questionnaire has a Likert scale of 1 to 5, from strong disagreement to strong agreement.

Data Analyze Method

The statistical research is used in this analysis. The hypothesis was evaluated in statistical terms. The mathematical approach is structural equation analysis modelling. Previously, model feasibility tests were conducted in a prerequisite test. A validity and reliability evaluation was performed to test the findings (Sekaran and Bougie, 2016). Testing was carried out to assess the validation of the respondents' responses to the questionnaire and to test if the variables used were trustworthy.

RESEARCH RESULT

Identity of Respondent

Researchers issued 400 questionnaires to undertaking students. 340 responses have been returned from 400 questionnaires and completely filled out. Students from management, accounting, and business programmes were among those interviewed. It consists of students in their first to fourth year.

Model Feasibility Test

The validity and reliability measures are used for the feasibility test model. Convergence experiments with Cronbach's Alpha were conducted. It is said that the

variables are reliable if the Alpha value in Cronbach is above 0.7 [12]. In this analysis, all variables are accurate since the Alpha value of Cronbach is above 0.7. The relation between r count and r product moment tables is the validity measure. The value of tables is 0.110 for 340 specimens. The count R is obtained using statistical tools from the correlated item Total Correlational Table. The study shows that all r counts surpass the table value which means that all questions contained in the questionnaire are accurate.

Table 1. Reliability Test

Variables	Cronbach's Alpha	Variables	Cronbach's Alpha
Use	0.878	Facilitating	0.908
Intention	0.832	Hedonic	0.764
Performance	0.791	Price Value	0.838
Effort	0.961	Habit	0.924
Social	0.892	Content	0.898

Table 2. Validity Test

Variables	R Count	Variables	R Count
PE_1	0.351	HM_2	0.402
PE_2	0.389	HM_3	0.581
PE_3	0.405	PV_1	0.208
EE_1	0.287	PV_2	0.310
EE_2	0.305	PV_3	0.438
EE_3	0.410	H_1	0.392
SI_1	0.238	H_2	0.273
SI_2	0.371	H_3	0.398
SI_3	0.219	BI_1	0.291
FC_1	0.489	BI_2	0.362
FC_2	0.526	BI_3	0.296
FC_3	0.399	USE_1	0.316
HM_1	0.471	USE_2	0.297

Hypothesis Testing

In this study, path analysis testing is carried out using ordinary least square. Hypothesis test Table 1 shows how variable performance expectancy, energy expectation, social effect, facilitating conditions, hedonic motivation, price values and behavioural intention habits are affected. Hypothesis test Table 2 is used to explain the effects of variables that make use behavior, behaviour and conditions easer. Table 1

Table 3. Hypothesis Testing 1

Variables	Coefficient β	t	P-Value
Constant	0.536	0.924	0.278
PE	0.281	5.371	0.000
EE	0.273	2.972	0.001
SI	1.258	3.632	0.000
FC	2.053	2.875	0.002
HM	-0.531	-1.049	0.198
PV	2.53	5.752	0.000
H	1.07	4.612	0.000
Dependent variable: Behavioral Intention (BI)			

Any variable that is less than 0.05 and t >t table can be said to have effect. The variable performance expectations, effort expectations, social effects, conditions for easing, prices and behaviours can be observed in Table 3 as each one had a p-value lowered than 0.05 and t counting > t (1.95). Tables 3 are also shown. Although the hedonic motive is not relevant in behavioural intent as p is 0.198 higher than 0.05 and t is -1.049 lower than t (1.95).

Table 4. Hypothesis Testing 2

Variables	Coefficient β	t	P-Value
Constant	0.672	1.263	0.153
FC	1.751	4.532	0.000
H	0.725	5.519	0.000
BI	1.492	3.452	0.000
Dependent variable: Use Behavior			

Based on table 4 it can be seen that the variable facilitating conditions, habits and behavioral intention have a positive effect on the variable use behavior. It can be seen that the three variables have a p-value below 0.05 (three 0.000)

and t count three, each of which is greater than t table (0.95). Based on the path coefficient values obtained in table 3 and table 4, the picture of the framework of this research is as follows:
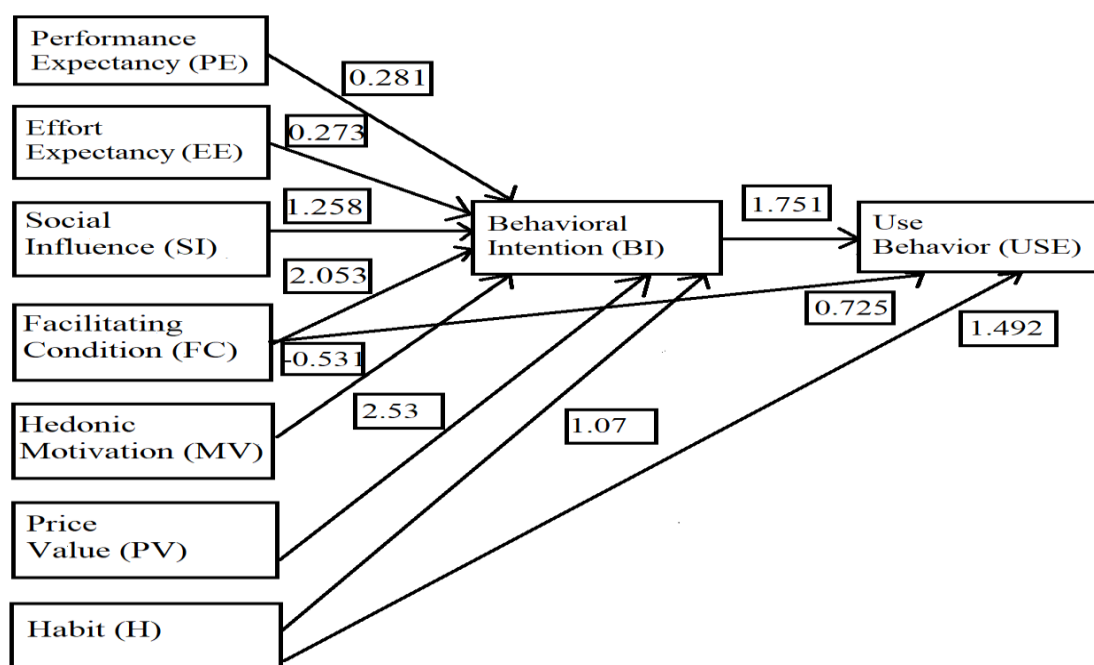

Figure 1. Research Framework and Path Coefficient

CONCLUSION AND SUGGESTION
Discussion
Performance Expectancy (PE) has a positive effect upon Behavioral Intent (BI). The p-values of p are 0,000 lower than 0,05, and 5,371 t is higher than t table 1.95. This findings in conjunction with [13] and [14], hypothesis 1 will be acknowledged. The students from business companies are able to use IT because they believe that technology will improve business efficiency. Effort Expectability (EE) has positive effect on behavioural intent (BI), the p-value is less than 0.05 for 0.000 and the 2.972 for t is more than t table 1.95, and the 0.273 for pathway β is a positive influence. This finding is consistent with[15] [16] and hypothesis 1 is accepted. Students from entrepreneurs assume that the IT system would make business easier or lower. The positive effect of social influence (SI) on behavioural intent (BI), the p-value of 0,000 is below.05, and the t count of 3,632 is higher than t table 1.95 and the β-coefficient track of 1,258 is positive. Hypothesis 3 is accepted, the previous study[7] but vice versa[14] backed this results. The students of entrepreneurs were a millennial generation of social comportment, copying the behaviour of their social community. Positive impact on the behavioural intention

(BI) is given in facilitation by FC; 0.002 is below 0.05 and 2.875 is higher in path value (t table 1.95); path β is indicated as having a positive influence. This findings confirm previous studies by[17] and [18]. Hypothesis 4 is accepted and validated. Business students continue to use technology because they have the potential to learn information technology and are equipped with the new smartphones and computers or laptops. Favoring Condition (FC) also has an effect on Use Actions (USE; 0.000 p-value below 0.05; 4.532 t counts above Table 1.95, path β coefficient 1.751 suggests a positive effect. This finding is confirmed by previous studies [9] and [14]. The hypothesis 5 is accepted. Students from entrepreneurs use the technology because they have already made the IT easier. The effect of Hedonic Motivation (HM), the p-value of 0,198 below 0,05, and the t-counts of -1,049 belong to t table 1,95 is not affected by the Behavioral Intent, whereas the path β-coefficient of –0,531 indicates a negative influence. Hypothesis 6 shall be dismissed. Students of entrepreneurship were generally not hedonic. Your way of life is far from hedonic. This finding is confirmed by an earlier study [19].

Price value(PV) has a strong impact on BI; 0.000 p-value is less than 0.05 and 5.752 t-value is greater than the table t 1,95, and 2.53 path β coefficient shows a positive influence. Pathway β is more accurate. Hypothesis 7 shall be approved. Students in industry are typical of value for money; profit and loss still count. You want to use technology if you value the money they expend

Habit (H) has a positive effect of action (BI); 0.000 p-value is lower than 0.05 and 4.612 t is lower than t table 1.95 and 1.07 direction β suggests a positive influence. The 8th hypothesis is appropriate. This finding confirms previous studies by [8]. Habit (H) has also a positive impact on the use activity (USE), p-value below 0.000 and t count below t table 1.95 is greater than path β and path 0.725 suggests a positive influence. Hypothing 9 is accepted. It is accepted. This result matches [20]. Students of industry are used to technology in their everyday lives.

Behavioral purpose (BI) has positive impact on use behaviours (USE), 0.000 lower than 0.05 p-value and 3.452 t count is higher than 1.95, and 1.492 direction β coefficient suggests positive effect. It accept Hypothesis 10. It corresponds to [8] and [21]. After they have been trained to use it, entrepreneurship students may follow IT.

CONCLUSION

Based on these findings, we conclude that we need to consider some changes if we want to increase our entrepreneurial student intentions and use computers to use IT to address market challenges associated with the industry revolution 4.0. The points were explained to students how IT can improve business efficiency and make business easier on-line technology. Develop IT visibility by using social media, equip the business laboratory and incubator on the campus with the latest technologies. Encourage students that even technology can be expensive, but kindly like an investment. Creates students' habit of using technology to develop their minds on it in their everyday lives.

Suggestion that students interested in beginning a company or SME should be aware of the latest IT resources in their area. The author is asked to carry out a future research, which indicates how latest innovations such as artificial intelligence, cloud computing, 5G, block chain, quantum computing, etc can affect entrepreneurship, with a similar study by further students with various samples, such as students from different faculties or study programmes. Some technical derivatives may be used in future research acceptance models such as technology organizational environment or innovation diffusion theory.

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