



Does Entrepreneurial Self-efficacy Matter on Professional's Entrepreneurial Intention?

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ABSTRACT

This study aims to investigate determinants of entrepreneurial intention (EI) consisting of entrepreneurial education (EE), entrepreneurial self-efficacy (ESE) and entrepreneurial attitude (EA) of professional pharmacists within Greater Jakarta of Indonesia by referring to the theory of planned behaviour (TPB). Research on EI and its determinants in specific business fields with pharmacists as research subjects have not been widely revealed. This investigation uses quantitative approach with a cross-sectional survey model. The population of this study is all pharmacists registered within the Indonesian Pharmacists Association (IAI), and we obtained 391 sample based on the Slovin formula (error 5%). This research used a proportional random sampling and was analyzed undergoing Structural Equation Modelling (SEM-Lisrel). The results showed significant positive impact of EE, ESE, and EA on EI. Likewise, EE, ESE has a significant positive effect on EA. Therefore, EA can play as mediator (partial mediating) to the relationship of ESE and EI but not so with EE and EI. This study succeeded in explaining the role of ESE as a dominant factor in informing EI. The paper provides evidence and these findings are of interest to business, academia and policy makers.

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INTRODUCTION

Based on the 2019 Global Entrepreneurship Index report which conducted a survey of 137 countries, Indonesia's global entrepreneurship index in 2019 (see table 1) before the Covid 19 pandemic occurred, Indonesia had a score of 26.0 and was ranked 75th globally. Regionally this position is far below other ASEAN 5 countries such as Singapore, Malaysia, Brunei, Thailand and Vietnam. Indonesia is only one rank above the Philippines (GED, 2019).

Table 1. Indonesia and ASEAN5 Entrepreneurship Index (2019)

Global Ranking	Country	Score
27	Singapore	52.4
43	Malaysia	40.1
54	Thailand	33.5
73	Vietnam	26.0
75	Indonesia	26.0
86	Filipina	23.0

The condition of entrepreneurship in Indonesia, which is generally still relatively low, is reinforced by data from the Ministry of Small and Medium Enterprises Cooperatives (Kemenkop UKM) of the Republic of Indonesia. The Ministry of Cooperatives and SMEs, which is the leading sector of the national entrepreneurship program, stated that the number of entrepreneurs in Indonesia in 2018 reached a ratio of 3.47% (Kemenkop UKM RI, 2020). The number of Indonesian entrepreneurs is still considered low and even lower compared to other ASEAN countries, such as Thailand (4.26%), Malaysia (4.74%), Singapore (8.76%). Increasing and accelerating the number of entrepreneurs can be done through strategic fields including the mainstay industry. The pharmaceutical business sector is one of the mainstay and attractive business sectors in Indonesia, where pharmacists in their profession are an important subject in the supply chain of the pharmaceutical. In the current era of globalization, professionalism and entrepreneurship are two sides of the coin in professional life that can be synergized and integrated, and this phenomenon presents more challenges as well as opportunities.

The number of pharmacists in greater Jakarta by 2022 will total around 17,000 pharmacists (IAI, 2022). Of these, the exact number of pharmacists who practice independently and/or work in collaboration with capital/business owners has not been revealed. However, based on empirical research data from Suhartono (2015) it can at least show that 77.8 percent of pharmacists who carry out their profession practice working with capital owners and the remaining 22.2 percent of pharmacists practice independently. The independent practice pharmacist can be a simplified model of what is called an entrepreneurial pharmacist. The number of entrepreneurial pharmacists is still relatively low, in line with the ratio of entrepreneurship in Indonesia in general.

This phenomenon indicates that there is a problem with entrepreneurial behaviour which is essentially related to the concept of entrepreneurial intention. Studies on the determinants of entrepreneurial intention based on the theory of Planned Behaviour (Ajzen, 1991) have been widely discussed, including those related to the concept of entrepreneurial education (EE) (Fayolle & Gailly, 2015); entrepreneurial attitude (EA) (Jena, R. K., 2020) and entrepreneurial self-efficacy (ESE) (Jena, R. K., 2020).

LITERATURE REVIEW

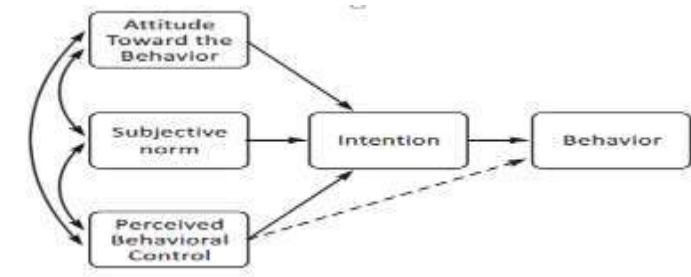
The Theory of Planned Behaviour and Entrepreneurial Intention

The Theory of Planned Behaviour (TPB) first formulated by Ajzen (1991) predicts individual intentions to behave at a certain time and place. It is asserted that intention is a strong predictor of actual behaviour. In this theory, Ajzen assumes that human behaviour is reasoned, controlled and planned because he considers the possible consequences of the behaviour under consideration (Ajzen, 1991). According to the TPB, individuals engage in an activity (such as starting a business) as a deliberate or planned act that is equated with an individual's intention toward this behaviour. Being an entrepreneur involves a planned process of bringing an idea to fruition by creating and developing the idea. According to the Theory of Planned Behaviour, intention or in this study entrepreneurial intention is the result of three conceptual deterministic factors, namely:

1. The attitude toward the behaviour: It designates an individual's favourable or unfavourable evaluation or judgment about the behaviour (Ajzen, 1991). In the context of entrepreneurship, some experts and we use the term The attitude toward the behaviour as an entrepreneurial attitude (Liñán and Chen, 2009)
2. The Subjective Norms: These correspond to an individual's perception of the social norms of relatives, family and friends, etc. and what they think about his decision to start a business (Ajzen, 2001). Education is an important norm (Wei Xingjian et al., 2019) and in the context of entrepreneurship is known as entrepreneurship education.
3. The perceived behavioural control (PBC=Control of perceived behaviour): This refers to the perceived ease or difficulty of performing a particular behaviour. According to (Ajzen, 1991). In

the context of entrepreneurship, some experts and we also use the term PBC as entrepreneurial self-efficacy (ESE) (Amofah, K. et al., 2020).

See Figure 1 that explained the intention model based on TPB consisting of its determinants.



Source: (Ajzen, 1991)

Figure1. Model of Theory of Planned Behaviour

The justification for the adoption of the TPB is based on its power to explain human attitudes toward a behaviour (Gieure, et al., 2019). Likewise, Amofah, K. & Saladrignes R. (2022) have proven the use of TPB in the Entrepreneurial Intention (EI) model. Fayolle et al. (2015) used the TPB framework with three main factors used to explain intentions, namely: attitude towards the behaviour, subjective norms (entrepreneurial attitude) and perceived behavioural control (awareness through self-efficacy). The above studies support Ajzen's (1991) argument that all three determinants are significant; however, they also show that their relative importance is not the same in every situation and region and the magnitude of their influence (Karimi, 2019). Based on the explanation of previous theories and research above, it can be argued that the Theory of Planned Behaviour (TPB) theoretically and empirically is very strongly used to base the Entrepreneurial Intention (EI) model.

Entrepreneurial Intention (EI)

Ajzen (1991) in TPB underlines the notion of intention as "indications of a person's readiness to perform a behaviour." In the context of entrepreneurship, entrepreneurial intention (EI) is defined in a variety of convergent perspectives. EI is generally defined as an individual's self-confidence that she/he intends and plans to start a new business venture in the future (Wu et al., 2022); as a state of mind that guides and directs individual actions to develop and implement a new business (Vamvaka, 2020; Anjum et al., 2022); as a person's will, desire, and preparation to take entrepreneurship as a career choice and participate in entrepreneurial activities (Santos, S.C.; Liguori, E.W., 2020). EI is considered as a planned behaviour to start a new business, which is a prerequisite for potential entrepreneurs (Liu, 2020); mental processes and awareness that result in decisions to build and manage new businesses (Ahmed, T. et al., 2019); Previously Popescu et al. (2016) describe EI as the dream of starting a new business in the future. Therefore EI is a strong sign of entrepreneurial potential, and this intention does not necessarily have to be realized.

The concept of EI is operationalized in the form of EI dimensions and in this study refers to the dimensions described by Thompson (2009); Vamvaka et al. (2020), namely dimensions: Choice Intention, Commitment to Entrepreneurship, Nascent Entrepreneurship. The choice of this dimension is based on reasons similar to those of Vamvaka et al. (2020) stated that these factors have been widely

used by experts before, and in the context of this study are in line with the concept of entrepreneurship which is adopted as a behavioural process and in accordance with the needs in the field.

Entrepreneurial Self Efficacy (ESE)

Entrepreneurial Self Efficacy (ESE) is defined by various experts convergently. ESE is defined as the strength of a person's self-confidence that he is able to successfully carry out various entrepreneurial roles and tasks (Amofah, K. et al., 2020); roles and tasks in entrepreneurial activities, including innovation, marketing, management, risk-taking, and finance related to their line of business (Newman et al., 2019); ESE measures a person's belief in their ability to succeed in entrepreneurial ventures and in activities such as innovation, marketing, management, risk-taking and finance that are relevant to the creation of entrepreneurial ventures (Hsu et al., 2017).

The concept of ESE is then operationalized in the form of ESE dimensions and in this study refers to the ESE dimensions that have been used by Chen, C et al. (1998); Hsu et al. (2017) and Newman et al. (2019), namely: Marketing ESE, Innovation ESE, Management ESE, Risk taking ESE, Financial control ESE.

Entrepreneurial Education (EE)

Entrepreneurial education (EE) in this study refers to a new definition that is different from traditional education in general. The concept of entrepreneurship education is a learning activity that addresses increasing knowledge, skills, attitudes and personal character related to entrepreneurship (Wardana et al., 2020); activities that encourage subjective norms and individual intentions towards entrepreneurship by increasing skills, knowledge, and self-confidence (Wei Xingjian et al., 2019); activities transmitting entrepreneurial competence by developing knowledge, skills, practical experience (Jena, R.K., 2020; Bazkiaei et al., 2020); provision of entrepreneurial competence with a set of knowledge, skills, attitude (Mattingly, 2019). Entrepreneurial learning is related to knowledge, skills and personal qualities (Fayolle & Gailly, 2015).

The EE concept is then operationalized in the form of EE dimensions and in this study refers to the EE dimensions that have been used by Jena, R.K. (2020); Bazkiaei et al. (2020), namely the dimensions of Knowledge, Skills and Experience.

Entrepreneurial Attitude (EA)

Attitude toward behaviour according to Ajzen (2011) in TPB is stated as the degree to which a person may have a favourable or unfavourable evaluation or appraisal of the specific behaviour. Attitudes can be positive, negative or neutral, being inactive and taking the more general path. EA is interpreted as the extent to which a person perceives entrepreneurial behaviour and its consequences as something valuable, useful and profitable (Jena, R.K. 2020); as a key variable that explains behavioural intention (Nguyen et al., 2019; Liu, X. et al., 2019). Attitude towards entrepreneurship (EA) as a construct that refers to feelings or overall evaluations about being an entrepreneur based on business judgments (Santos & Liñán, 2007). The EA concept is then operationalized in the form of EA dimensions and in this study refers to the EA dimensions that have been used by Fenech, R. et al., 2019; Jena, R.K., 2020 namely cognition, affection and conation. The selection of these dimensions in this study is based on the reason that these dimensions have been widely used by experts before, and in the context of this study are aligned with phenomena that occur in the field.

Relationship between ESE and EA

Liu, X., et al. (2020) in their article tested 327 students in Fujian, China using a convenience sampling technique (not random sampling) with the AMOS25 tools, resulting in the conclusion that ESE had a significant positive effect on student EA. Wardana, L.W et al. (2020) have confirmed the significance of the influence of Entrepreneurial Self-efficacy (ESE) on Entrepreneurial Attitude (EA) in the context of students in Indonesia. Likewise, Kusumojanto et al. (2020) strengthen the evidence of this positive relationship in the context of students in Indonesia. Some of these studies strengthen the results of previous research from Tsai et al. (2016). With path analysis, namely Lisrel, it was found that entrepreneurial self-efficacy has a significant effect on entrepreneurial attitude. The same study with similar results was also carried out by Botsaris & Vamvaka (2016). Then several subsequent studies confirmed the results of these studies that ESE had a significant positive effect on EA, including: Botsaris & Vamvaka (2016) on university students in Greece; Mahendra et al. (2017) in Indonesia. From the conclusions of the research results above, it is found that the empirical basis is that ESE is a determinant of EA.

Relationship between ESE and EI

After the emergence of the Theory of Planned Behaviour, an important line of entrepreneurship research emerged to assess the relationship between Entrepreneurial Self-efficacy (ESE) and entrepreneurial intention (EI). The following research results are confirmation of previous empirical research which underlined the positive and significant effect of ESE on EI, including: Fragoso, R. et al (2019) in Brazil and Portugal; Newman et al. (2019); Fenech, R. et al. (2019) in the Arab Emirates. Nowiński et al. (2017) who conducted research on students in Visegrad (Europe) recorded congruent results. Previously, Tsai et al. (2016) through the TPB approach proved that entrepreneurial ESE significantly affects EI. In addition, ESE is a special construct that recognizes the role of individual characteristics in entrepreneurial actions (Chen, C. et al. 1998). Several previous empirical results underlined the positive and significant influence of ESE on EI, including: Fragoso, R. et al (2019) in Brazil and Portugal; Newman et al. (2019); Fenech, R. et al. (2019) in the Arab Emirates. The explanation of the research results above is the empirical basis that ESE is a determinant of individual EI.

Relationship between EE and EA

Bazkiaei et al. (2020) in his research proved that the relationship between entrepreneurship education (EE) has an effect on attitudes towards entrepreneurship (EA), which in turn affects entrepreneurial intention (EI). Likewise, Nguyen et al. (2020) with different regional contexts, namely Vietnam and Korea, concluded that entrepreneurship education (EE) influences students' attitudes towards entrepreneurship (EA). Wardana et al. (2020) enriched the context of this study of 390 students in Malang, Indonesia, through an online survey, and came to the same conclusion. Furthermore, Sujai et al. (2020) proved that entrepreneurship education (EE) has a direct effect on entrepreneurial attitudes (EA). Several other studies have also confirmed the significance of the relationship between EE and EA, including: Kusumojanto et al. (2020) in Indonesia; Lai, L. S. L., & To, W. M. (2020) in China; Anjum et al. (2020) in Pakistan. The explanation of the research results above is the empirical basis that EE is a determinant of individual EA.

Relationship between EE and EI

The relationship between EE and EI has been found by many researchers. Sherkat, A., & Chenari, A. (2020) states that from a sample of 205 students in Tehran who were studied through structural equation modeling on cross-sectional data, the results showed that there was a significant positive relationship between entrepreneurship education and entrepreneurial intentions. Liu, X., et al. (2020) examined attitudes towards entrepreneurship on the basis of planned behaviour theory (Ajzen, 1991) of 327 students in China and drew the same conclusion, namely EE, that EE has a significant positive effect on EI. Several previous researchers have also confirmed the positive significance of the relationship between EE and EI, including: Chen et al. (2020) who conducted research on 362 students in China; Bazkiaei et al. (2020) in Malaysia; Kusumojanto et al. (2020) in Indonesia. The explanation of the research results above is the empirical basis that EE is a determinant of individual EA.

Relationship between EA and EI

The relationship between Entrepreneurial Attitude (EA) and Entrepreneurial Intention (EI) has been widely confirmed by experts. Jena, R. K., (2020) in his research on students in India who were selected by purposive sampling and simple random sampling found the results that EA had a significant positive impact. Senada, Wu, W. H., et al. (2020) conducted an EI investigation with the context of students in Taiwan and confirmed that EA is a factor influencing EI. Then, Lai, L. S. L., & To, W. M. (2020) with research subjects of young adults in China concluded that EA affects the incidence of EI. Fenech, R. et al. (2019) previously elaborated on EA's study of EI in the perspective of Ajzen's TPB theory in communities in the Arab Emirates, and get the main finding conclusion is that attitudes have the strongest and positive effect on entrepreneurial intentions. Furthermore, Nguyen & Choo et al. (2020) confirms in his paper based on the TPB theory that EA is the most influential factor in entrepreneurial intention. The findings of several studies above that EA is the strongest determinant of EI then becomes a reference for further researchers with a broader context, and then becomes a robust empirical basis.

From the conceptual review and previous empirical research, we propose a research model (see figure 2) as follows:

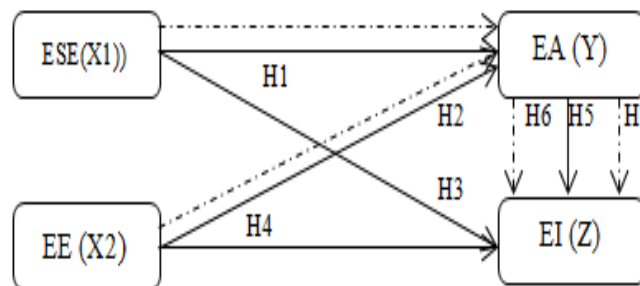


Figure 2. Research Model

Based on the related literature reviews and the research model (figure 2), we make the following hypothetical propositions:

- H1: ESE has a positive effect on EA for pharmacists in greater Jakarta
- H2: EE has a positive effect on EA for pharmacists in greater Jakarta
- H3: ESE has a positive effect on EI for pharmacists in greater Jakarta
- H4: EE has a positive effect on EI for pharmacists in greater Jakarta
- H5: EA has a positive effect on EI for pharmacists in greater Jakarta
- H6: EA mediates the positive effect of ESE on EI in pharmacists in greater Jakarta
- H7: EA mediates the positive effect of ESE on EI in pharmacists in greater Jakarta

METHOD

Sample and data collection

The sampling frame in this current research is pharmacists who are members of the Indonesian Pharmacist Association (IAI) in the Greater Jakarta area. Therefore the sampling unit in this study were pharmacists registered at IAI in the region. The sample size in this study was determined based on the Slovin formula from a population of pharmacists in Greater Jakarta, approximately of 16,941 pharmacists (IAI, 2022) and by taking an error of 5%, a sample size of 391 respondents (pharmacists) was obtained. In this quantitative method, researchers used a probability sampling approach with a proportional random sampling method. The questionnaire is used as an instrument for data collection. The questionnaire consists of 42 research questions covering all aspects of the research. All research questions used a 5-point Likert scale from strongly agree (SA), agree (A), neutral (N), disagree (DA) to strongly disagree (SDA) with each point being rated as follows: SA = 5, A= 4, N= 3, DA= 2, SDA= 1. The questionnaire was used to measure four constructs, namely EI, EE, ESE and EA.

The survey was implemented during January and June 2023, adopting online questionnaires. The questionnaires were distributed in the form of a Google form to pharmacists in the Jakarta, Bogor, Depok, Tangerang and Bekasi areas with the support of the Indonesian Pharmacist Association through their social media, so that all pharmacists who are registered as members of the profession in those areas have the same opportunity to fill out the questionnaire.

Measurement

The measurement model follows 2 stages of measurement (second order), from variables to dimensions (stage-2) and from dimensions to indicators (stage-1). Indicators are translated into measurement items (questionnaire items). The survey questionnaire was prepared based on pre-test items adopted from the validated and reliable measurement scales found in the literature with slight adjustments in the Indonesian context. In this questionnaire there are 42 measurement items. All measurement items are reflective.

The three dimensions of EI that had been previously determined were then operationalized in a 9-item questionnaire which was adapted from several previous expert questionnaires which were then developed contextually, namely from Liu et al. (2019); Vamvaka et al., (2020); Wu et al., (2022); Fragoso et al (2019); Jena, R. K., et al. (2020). The three dimensions of ESE that have been selected are operationalized into 15 measurement items. The measurement items were adapted from the questionnaires of several previous experts which were then developed contextually, namely from Liu et al. (2019); Jena, R.K. et al. (2020). The three dimensions of EE were operationalized in 9 measurement items adapted from Liu et al. (2019); Jena, R.K. et al. (2020); Furthermore, the three dimensions of EA are translated into 9 measurement items. The measurement items were adapted from the questionnaires of several previous experts which were then developed contextually, namely from Liu et al. (2019); Fragoso et al. (2019); Jena, R. K., et al. (2020).

RESULT AND DISCUSSION

We gathered approximately of 424 response questionnaires, and then after eliminating incomplete data, approximately 391 questionnaires we established consisting of 84 male and 307 female professional pharmacists that can be engaged for the next analysis.

Characteristics of Respondents.

Most of the 391 pharmacist respondents in this study were female (see table 2). There were 84 male respondents (21.5%) and 307 female respondents (78.5%). In terms of age, most of them were aged between 25-34 years, namely 193 people (49.4%). Respondents aged less than 25 years amounted to 11 people (2.8%); aged 35-44 years amounted to 125 people (32.0%); aged 45-55 years amounted to 47 people (12.0%); more than 55 years 15 (3.8%).

Table 2. Characteristics of Respondents

	Respondent	Number of Respondents	%
Gender	Male	84	21.5
	Female	307	78.5
Age	< 25 years	11	2.8
	25 - 34	193	49.4
	35 - 44	125	32.0
	45 - 55	47	12.0
	> 55 years	15	3.8
	Total	391	100.0

CFA Measurement Models

The hypotheses of our study were tested employing multi-group structural equations models using Lisrel with maximum likelihood estimation based on covariance matrix and raw data. Hair et al. (2010) provided recommendation of a two-step approach of SEM was adopted for the study. First, the measurement model was tested and validated by means of confirmatory factor analysis (see table 3 and 4) . The underlying structural model was then assessed.

Table 3. Confirmatory Factor Analysis (CFA) Second Order

Construct	SLF	Error	CR	VE
EI:			0.761	0.517
CHO	0.64	0.590	0.830	0.619
COM	0.74	0.452	0.808	0.584
NAS	0.77	0.407	0.825	0.612
ESE:			0.701	0.565
MAR	0.72	0.482	0.770	0.528
INN	0.67	0.551	0.778	0.538
MAN	0.87	0.243	0.860	0.672
RIS	0.78	0.392	0.843	0.642
FIN	0.70	0.510	0.794	0.563
EE:			0.875	0.701
KNO	0.86	0.260	0.846	0.647
SKI	0.86	0.260	0.804	0.578
EXP	0.79	0.376	0.830	0.620
EA:			0.784	0.548
COG	0.73	0.467	0.811	0.588
AFF	0.78	0.392	0.820	0.603
CON	0.71	0.496	0.794	0.563

Confirmatory Factor Analysis (CFA) second order can be seen in table 3 above. Construct Reliability (CR) and Variance Extracted (VE) calculations based on Standardized Loading Factor (SLF)

and their errors from the model are summarized in table 3. The research constructs were noted that all of them each have the CR values > 0.70 and VE values > 0.50 and thus it can be concluded that the reliability of the measurement model (construct) is reliable.

Table 4. Confirmatory Factor Analysis (CFA) First Order

Construct	Item	SLF	Error	Construct	Item	SLF	Error
CHO		0.64	0.590	FIN		0.70	0.510
	Cho1	0.81	0.344		Fin1	0.76	0.422
	Cho2	0.78	0.392		Fin2	0.77	0.407
COM	Cho3	0.77	0.407	KNO	Fin3	0.72	0.482
		0.74	0.452			0.86	0.260
	Com1	0.80	0.360		Kno1	0.80	0.360
NAS	Com2	0.78	0.392	SKI	Kno2	0.85	0.278
	Com3	0.71	0.496		Kno3	0.76	0.422
		0.77	0.407			0.86	0.260
MAR	Nas1	0.74	0.452	EXP	Ski1	0.77	0.407
	Nas2	0.86	0.260		Ski2	0.72	0.482
	Nas3	0.74	0.452		Ski3	0.79	0.376
INN		0.72	0.482	COG		0.79	0.376
	Mar1	0.73	0.467		Exp1	0.82	0.328
	Mar2	0.73	0.467		Exp2	0.79	0.376
MAN	Mar3	0.72	0.482	AFF	Exp3	0.75	0.438
		0.67	0.551			0.73	0.467
	Inn1	0.75	0.438		Cog1	0.78	0.392
RIS	Inn2	0.75	0.438	CON	Cog2	0.78	0.392
	Inn3	0.70	0.510		Cog3	0.74	0.452
		0.87	0.243			0.78	0.392
MAN	Man1	0.82	0.328	CON	Aff1	0.77	0.407
	Man2	0.83	0.311		Aff2	0.78	0.392
	Man3	0.81	0.344		Aff3	0.78	0.392
RIS		0.78	0.392		0.71	0.496	
	Ris1	0.79	0.376	Con1	0.74	0.452	
	Ris2	0.86	0.260	Con2	0.79	0.376	
	0.75	0.438	Con3	0.72	0.482		

Confirmatory Factor Analysis (CFA) first order can be seen in table 4 above. Construct Reliability (CR) and Variance Extracted (VE) calculations in table 4 showed that all the measurement items (observed variables) are recorded as having SLF values > 0.5 and it can be concluded that the validity of all items the observed variable to the latent variable is valid.

Table 5. Goodness of Fit Measurement

Measurement		Cut Off	Output	Category
<i>Absolute Fit Indices</i>	X ²	Low, p>0.05	760.73; p=0.83	<i>Good Fit</i>
	GFI	≥ 0.9	0.83	<i>Marginal Fit</i>
	RMSEA	< 0.05	0.00	<i>Good Fit</i>
<i>Incremental Fit Indices</i>	AGFI	≥ 0.9	0.81	<i>Marginal fit</i>
	NFI	≥ 0.9	0.95	<i>Good Fit</i>
	IFI	≥ 0.9	0.99	<i>Good Fit</i>

Parsimonious Fit Index	PNFI	≥ 0.9	0.88	Marginal fit
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From the table 5, it can be concluded that although not all GOF measures have estimation results with a good fit level. According to Hair et al. (2010) the use of 4-5 criteria of Goodness of Fit (GOF) is considered sufficient to assess the feasibility of a model, provided that each GOF group, namely absolute fit indices, incremental fit indices and parsimonious fit indices, is represented. Thus, this research model can be said to be good fit, and can be used as a basis for subsequent analysis.

Structural Models

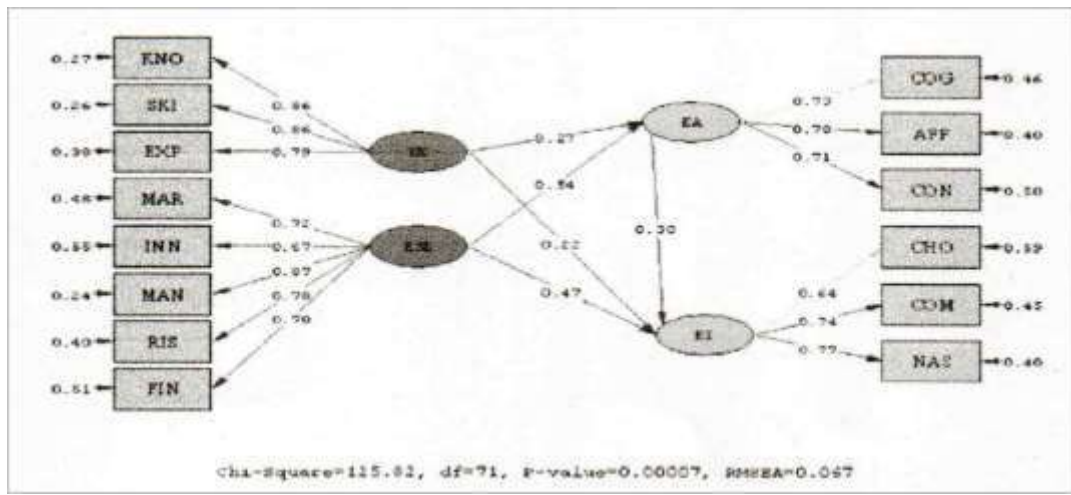


Figure 3. Structural Model Diagram Output (Standardized Solution)

Structural model analysis to find out the structural model equation which is then carried out to test the hypothesis (see figure 3 and 4). Based on the research paradigm, in this structural model there are two models, namely the first substructural model of EA, which examines the effect of EE and ESE on EA. The second equation of the EI structural model is to test the effect of EE, ESE and EA on EI.

Structural Equations

$$EA = 0.27*EE + 0.54*ESE, \text{ Errorvar.} = 0.43, R^2 = 0.57$$

(0.11)	(0.12)	(0.10)
2.38	4.53	4.23

$$EI = 0.30*EA + 0.22*EE + 0.47*ESE, \text{ Errorvar.} = 0.20, R^2 = 0.80$$

(0.12)	(0.10)	(0.13)	(0.073)
2.53	2.14	3.72	2.75

Figure 4. Structural Model Equation (Standardized Solution)

Based on the output results and the structural model (standardized solution) from Lisrel, two equations are obtained, the sub-structural equation (equation 1) and the structural equation (equation 2) as follows:

EA= 0.27*EE + 0.54*ESE, Errorvar = 0.43, R² = 0.57 equation (1)

EI= 0.30*EA + 0.22*EE + 0.47*ESE, Errorvar = 0.20, R² = 0.80 equation (2)

In the EA model, the ESE variable is recorded as having the largest coefficient of 0.54 and therefore has the most dominant influence in the EA model. Furthermore, in the EI model, the ESE variable also has the highest coefficient value, namely 0.47 and thus is the most dominant determinant in the EI model.

This dimensional analysis is based on the output of the structural model with the help of Lisrel 8.8. This dimensional analysis starts from the dimension of the EI variable as an endogenous variable. EI variable with 3 (three) dimensions, it is recorded that the nascent entrepreneurship dimension has the most dominant influence on the EI variable with a coefficient value of 0.77. In the ESE variable, it is recorded that the Management dimension (MAN) has the most dominant influence on the ESE variable with a coefficient value of 0.87. In the EE variable, it is noted that the Knowledge (KNO) and Skill (SKI) dimensions have the most dominant influence on the variable with a coefficient value of 0.86. Furthermore, the EA variable with the Affection (AFF) dimension has the most dominant influence with a coefficient of 0.78.

From the structural equation (equation 2), R square at 0.80 which means that the contribution of the integration of the exogenous variables EE, ESE and EA to the endogenous variable EI is 80%, and the rest is influenced by factors outside the model this is not researched. The R square with 80% is included in the strong category (Ghozali, 2018). The increase in R square from the EA model (integration of the 3 variables EE, ESE and EA) to the EI model (integration of the 4 variables EE, ESE, EA and EI) from 57% to 80% was obtained due to the addition of exogenous variables in the EI model, namely the EA variable which in this case acts as an exogenous variable. Thus the addition of the EA variable is very meaningful and makes a positive contribution to increasing the coefficient of determination (contribution) in this EI model. Entrepreneurial Self-efficacy (ESE) exogenous variables therefore logically make the biggest contribution to this EI model.

Discussion

ESE has a positive and significant effect on EA

Based on the results of testing hypothesis-1 in this study, it shows that entrepreneurial self-efficacy (ESE) has a positive and significant effect on entrepreneurial attitude (EA) among pharmacists in Greater Jakarta. This is shown from the path coefficient of 0.54 and the t-value of 4.53 (> 1.96) which means it is significant as shown in table 4.12 above. In the regression equation of the EA model obtained, $EA = 0.27*EE + 0.54*ESE$ shows a positive direction coefficient, meaning that the higher the entrepreneurial self-efficacy, the higher the entrepreneurial attitude of pharmacists in Greater Jakarta. From the regression equation of the EA model above, it can be concluded that ESE is the determinant that has the most dominant influence in the EA model with the integration of 3 variables EA, EE and ESE in Pharmacists in Greater Jakarta.

The results of the study that there is a significant positive effect between entrepreneurial education on entrepreneurial attitude is in line with the results of empirical research by Wardana et al. (2020). In his research, he stated that entrepreneurship education positively and significantly succeeded in influencing entrepreneurial attitudes. In line with this, Bazkiaei et al. (2020) concluded that entrepreneurial

education has a significant effect on attitudes toward entrepreneurship. In line with the two, Nguyen & Choo (2020) examined the entrepreneurial education variable at different loci, namely in Vietnam and Korea, concluding that entrepreneurship education has a positive effect on attitudes towards entrepreneurship. The results of this study also strengthen the previous empirical results from Tsai et al. (2016) who took students in Taiwan as research subjects.

ESE has a positive and significant influence on EI

Based on the results of testing the second hypothesis in this study, it shows that Entrepreneurial Self-Efficacy (ESE) has a positive and significant effect on Entrepreneurial Intention (EI) for Pharmacists in Greater Jakarta. This is shown from the t-value of 3.72 (> 1.96) which means it is significant as shown in table 4.12 above. From the regression equation $EI = 0.30*EA + 0.22*EE + 0.47*ESE$, confirming a positive direction coefficient indicating that the higher Entrepreneurial self-efficacy, the higher Entrepreneurial Intention of Pharmacists in Greater Jakarta. Judging from the parameter coefficients in the structural equation, the EI model in this study shows that ESE is the strongest determinant (coefficient 0.47=highest) compared to other exogenous variables, namely EA (coefficient 0.30) and EE (coefficient 0.22). It can be interpreted that in the EI model through the integration of 4 variables, namely EI, EA, EE, ESE, the ESE variable has the most dominant influence on EI.

The results of this study are consistent with the empirical results of Liu, X., et al. (2020) who elaborated on the entrepreneurial intentions of students in Fujian China by using convenience sampling with a sample of 327 students of which 66% were male, and this differed from the demographic profile of the sample in this study, which was predominantly female. The conclusion of this study is also consistent with the results of Nowiński et al. (2017) who used students as research subjects based on TPB theory with a locus in Europe. The last two studies above used the same sampling method, namely the non-probability convenience sampling procedure, and this is different from the sampling method used in this study, namely proportional probability sampling. The results of this study also support the empirical results of Samydevan, V. et al. (2020) on students in Malaysia; and Santos, S. C. & Liguori, E.W. (2020). The results of this study confirm the basic theory used, namely TPB from Ajzen (1991) that ESE or perceived behavioural control is the main predictor of a person's intention to behave in a certain way.

EE has a positive and significant effect on EA.

Based on the results of hypothesis-3 testing, it shows that Entrepreneurial Education (EE) has a positive and significant effect on Entrepreneurial Attitude (EA) of Pharmacists in Greater Jakarta. The results of this hypothesis are shown from the path coefficient of 0.27 and the t-value of 2.38 which means it is significant (> 1.96) as shown in table 4.12 above. From the regression equation $EA = 0.27*EE + 0.54*ESE$, the model has a positive direction coefficient indicating a convergent effect, meaning that the higher the Entrepreneurial Education, the higher the Entrepreneurial Intention of Pharmacists in Greater Jakarta. It was also concluded that EE with the integration of the 3 variables EA, EE and ESE is the determinant of the weakest influence in the EA model for pharmacists in Greater Jakarta. It was also concluded that EE with the integration of the 3 variables EA, EE and ESE is the determinant of the weakest influence in the EA model for pharmacists in Greater Jakarta.

The results of the study that there is a significant positive effect between Entrepreneurial Education on Entrepreneurial Attitude is in line with the results of empirical research by Wardana et al. (2020) which states that entrepreneurship education has positively and significantly influenced entrepreneurial attitudes. The results of this study are also in line with the research of Bazkiaei et al.

(2020) and concluded that entrepreneurial education has a significant effect on attitudes toward entrepreneurship. In line with the two, Nguyen & Choo (2020) examined the entrepreneurial education variable at different loci, namely in Vietnam and Korea, concluding that entrepreneurship education has a positive effect on attitudes towards entrepreneurship.

Regarding direct influence, Sujai et al. (2020) proved that entrepreneurship education (EE) has a direct effect on entrepreneurial attitudes (EA) in students. It was further stated by Lai, L. S. L., & To, W. M. (2020) that e-EE has a positive and significant effect on EA. However, the results of this study are not in line with Liu, X. et al. (2020) in their article entitled "Research on the Effects of Entrepreneurial Education and Entrepreneurial Self-Efficacy on College Students' Entrepreneurial Intention" which states the results that EE has no impact on EA. Thus there are still inconsistencies in research results related to the effect of EE on EA. This can be understood by tracing research subjects and their different location.

EE has a positive and significant effect on EI

Based on the results of testing the 4th hypothesis in this study, it shows that entrepreneurial education (EE) has a positive and significant effect on entrepreneurial intention (EI) in pharmacists in Greater Jakarta. Judging from the regression results, there is the equation $EI = 0.30*EA + 0.22*EE + 0.47*ESE$, with a t-value of 2.14 which means it is significant (> 1.96). The regression equation above has a positive direction coefficient which means that the higher the entrepreneurial education, the higher the entrepreneurial intention of pharmacists in Greater Jakarta. Based on the regression equation, it can also be concluded that entrepreneurial education is the 3rd determining determinant or the weakest compared to other determinants in the EI formation model in this study.

The results of this study strengthen the results of previous empirical studies, such as Bazkiaei et al. (2020) using the SEM AMOS 24 method combined with SPSS and based on the same grand theory, namely TPB from Ajzen (1991). The conclusion results state that there is a significant positive relationship between Entrepreneurial Education on Entrepreneurial Intention. The results of this study are also in line with Wu, W. H., et al. (2020) with Health Informatics students as their research subjects and came to the same conclusion. The results of this study also strengthen the previous empirical results of Jena, R. K., (2020) which used management students in India as research subjects where the sampling was carried out using a combination of purposive and simple random sampling and produced conclusions that were in line with previous researchers. There are interesting research results, the results of this hypothesis are not in line with the empirical results of Kusumojanto et al. (2020) on students in Indonesia (outside Greater Jakarta) stated that EE failed to be a driving factor/predictor of EI. This is understandable given the different research subjects (post graduate) in different areas (Greater Jakarta) and the different dimensions of the variables. This condition proves that there are still inconsistencies in the results of the influence of EE on EI in different contexts.

EA has a positive and significant effect on EI

Based on the results of testing the 5th hypothesis in this study, with the help of the LISREL 8.8 program, it confirms that Entrepreneurial Attitude (EA) has a positive and significant effect on Entrepreneurial Intention (EI) in Pharmacists in Greater Jakarta. This is shown from the t-value of 2.53 (> 1.96) as shown in table 4.12 above. From the regression equation $EI = 0.30*EA + 0.22*EE + 0.47*ESE$, it is noted that it has a coefficient of 0.30 with a positive direction indicating a positive effect, meaning that

the higher the Entrepreneurial Attitude, the higher the Entrepreneurial Intention to Pharmacists in Greater Jakarta.

The results of the verification test on the effect of EA on EI are consistent with what was presented by GEM (2022) that entrepreneurial attitude (EA) is one of the main pillars of entrepreneurial intention (EI). Furthermore, the results of this statistical hypothesis agree with previous empirical results from Fragoso, R. et al. (2019) who highlighted the effect of EA on EI in students in Brazil and Portugal based on the same grand theory, namely TPB with the same gender composition of the sample, more dominantly women. The results conclude that entrepreneurial attitude are strong predictors of entrepreneurial intention. In line with the previous, Nguyen, P. M., et al. (2020) who used students as research subjects at different loci, namely in South Korea and Vietnam, as well as Fenech, R. et al. (2019) whose research illustrates that for women entrepreneurs in the Arab Emirates, the entrepreneurial attitude factor is "the strongest and positive effect on entrepreneurial intentions." These results also support previous empirical results from Bazkiaei et al. (2020) with research subjects on students; Amofah, K. et al. (2020) on MBA students; and Jena, R. K., (2020) on business management students

EA significantly mediates the positive effect of ESE on EI

The results of the Sobel-test showed that EA significantly mediated the positive effect of ESE on EI in pharmacists in Greater Jakarta. This is shown from the z-value of the Sobel-test of 2.19 ($z\text{-Sobel} > 1.96$) which means it is significant, as shown in table 4.12 above. Judging from the presence of mediation and direct channels as explained earlier, it can be concluded that the effect of mediation is classified as partial mediation. Self-confidence (ESE) can increase entrepreneurial intention (EI) through a more positive entrepreneurial attitude (EA) for pharmacists in Greater Jakarta.

The results of this study are consistent with the empirical results of Tsai, K. H. et al. (2016) involving 308 students, and concluded that ESE significantly influences EI through EA mediation. Increasing EA will increase the influence between ESE on EI. The results of this study also support the results of Liu X. et al. (2019) who conducted research on students in China and concluded that EA mediates significantly between ESE and EI

EA did not significantly mediate the positive effect of EE on EI

The results of the Sobel-test showed that EA did not significantly mediate the positive effect of EE on EI in pharmacists in Greater Jakarta. This is shown from the z-value of the Sobel-test of 1.75 ($z\text{-count} < 1.96$) so it is not significant, as shown in table 4.12 above. Thus the effect of EE on EI through EA mediation is basically a partial mediation, however, the effect of mediation is not statistically significant. The effect of EE on EI directly on pharmacists in Greater Jakarta is significant compared to EA mediation.

The results of this study are in line with the empirical results of Kusumojanto et al. (2020) conducted on students from various state universities in Indonesia in their second and third years of study who took entrepreneurship courses and were active in entrepreneurship programs. Using the convenience random sampling technique, it was found that EA was not sufficient to mediate the effect of EE on EI as stated that it showed that entrepreneurial attitude was insufficient in mediating entrepreneurship education and intention of being entrepreneurs.

When referring to the research results of Liu, X. et al. (2019) that EE has no impact on EA, and looking at the empirical results of Lai, L. S. L., & To, W. M. (2020) where there is no significant effect of EA on EI, then Kusumojanto's results are strengthened et al. (2020) that EE is not strong enough as a driver for EI, so the series of these three constellations of variables can be an logical comparison to understand why the results of this hypothesis-6, namely EA do not significantly mediate a positive relationship between EE and EI.



Contribution

The results of this research can be used for the academic and for others in the development of science, especially management science. For the academic world, the results of this study provide empirical confirmation results and contribute to a better understanding of the comparison of EE, ESE, EA and EI variables in a gender perspective. It can be a reference for other we to develop the results of this entrepreneurial pharmacist entrepreneurial intention (EI) model research and contribute to a better theoretical understanding of the role of TPB in the context of pharmaceutical entrepreneurship in a gender perspective.

The results of this research can be used for problem solving in business for pharmacists, and can be a recommendation in policies for stakeholders of the pharmaceutical entrepreneurship ecosystem, especially the Indonesian Pharmacists Association (IAI). With the results of this study, it is expected to be an input to the Ministry of Cooperatives and SMEs which is authorized as the leading sector in the program to increase and accelerate the number of Indonesian entrepreneurs and the Ministry of Female's Empowerment considering that 79% of pharmacists are female.

CONCLUSION

Entrepreneurial Self-Efficacy (ESE) has a positive and significant effect on Entrepreneurial Attitude (EA) of Pharmacists in Greater Jakarta. That the higher the Entrepreneurial Self-Efficacy, the higher the Entrepreneurial Attitude of Pharmacists in Greater Jakarta. Entrepreneurial Education (EE) has a positive and significant effect on Entrepreneurial Attitude (EA) of Pharmacists in Greater Jakarta. That the higher the Entrepreneurial Education, the higher the Entrepreneurial Attitude of Pharmacists in Greater Jakarta. Entrepreneurial Self-Efficacy (ESE) has a positive and significant effect on Entrepreneurial Intention (EI) of Pharmacists in Greater Jakarta. That the higher the Entrepreneurial Self-Efficacy, the higher the Entrepreneurial Intention of Pharmacists in Greater Jakarta. The ESE variable in the EI model with the integration of four variables (EE, ESE, EA and EI) is the strongest determinant of EI, followed by EA and EE. Entrepreneurial Education (EE) has a positive and significant effect on Entrepreneurial Intention (EI) for Pharmacists in Greater Jakarta. That the higher the Entrepreneurial Education, the higher the Entrepreneurial Intention of Pharmacists in Greater Jakarta. Entrepreneurial Attitude (EA) has a positive and significant effect on Entrepreneurial Intention (EI) of Pharmacists in Greater Jakarta. Whereas the higher the Entrepreneurial Attitude, the higher the Entrepreneurial Intention of Pharmacists in Greater Jakarta.

Entrepreneurial Attitude (EA) significantly mediates the positive effect of Entrepreneurial Self-efficacy (ESE) on Entrepreneurial Intention (EI) in Pharmacists in Greater Jakarta. Self-confidence (ESE) increases entrepreneurial intention (EI) through a more positive entrepreneurial attitude (EA) among pharmacists in Greater Jakarta. Entrepreneurial Attitude (EA) does not significantly mediate the positive effect of Entrepreneurial Education (EE) on Entrepreneurial Intention (EI) of Pharmacists in Greater Jakarta. The influence of EE on EI directly on pharmacists in Greater Jakarta is more meaningful than through EA mediation.

Theoretical Implications

The importance of increasing the determinant of IE with the most dominant effect, namely ESE in increasing IE through increasing the ESE dimension with the most dominant influence, namely the management ESE. The importance of increasing the ESE, EA and EE variables in an integrated way in increasing EI by enhancing the dimensions of each of the main variables which have the most dominant

influence, especially through the most dominant indicators, ESE via the dimension of management ESE, and EA by means of the dimension of affection, then EE through the dimensions of knowledge and skill. The importance of increasing EI through direct association of ESE, EA and EE variables with endogenous EI variables rather than through mediating EA variables, especially in the context of this research, namely professionals.

Limitations and Research Suggestion

The results of this EI model use variables with the dimensions and indicators adapted to contextual problems and are relatively limited so further research is needed to add other dimensions and/or items so that the results can be compared. The variables used in this study focus on individual aspects, therefore it is also important to consider external aspects such as government support. The effect of mediation in this EI research model uses only one endogenous EA variable as a mediator variable with limited results, so it is necessary to compare results using other or multiple mediators. The unit of analysis in this study is the pharmacist who is part of a professional organization, the Indonesian Pharmacist Association (IAI) in Greater Jakarta, so it is necessary to compare results to other professionals.

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