

## **The Effect of Adversity Quotient and Entrepreneurial Self-Efficacy on Entrepreneurial Intention Through Entrepreneurial Attitude**

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**Abstract:** *The purpose of this study is to determine the following points: (1) the effect of adversity quotient on entrepreneurial attitude; (2) the effect of entrepreneurial self-efficacy on entrepreneurial attitude; (3) the effect of adversity quotient on entrepreneurial intention; (4) the effect of entrepreneurial self-efficacy on entrepreneurial intention; (5) the effect of entrepreneurial attitude on entrepreneurial intention; (6) the effect of adversity quotient on entrepreneurial intention through entrepreneurial attitude; and (7) the effect of entrepreneurial self-efficacy on entrepreneurial intention through entrepreneurial attitude. The research method uses a quantitative approach with the population of 1503 respondents from vocational senior high school students majoring in business and management in Jember. The sample was selected using the proportionate stratified random sampling and it was found a sample of 316 respondents. After the statistic test was performed, there were 5 respondents who were not in accordance with research data so that the total of the final samples of the research was 311 respondents. The results of this research show that all the hypotheses have positive and significant effect. The most positive and significant effect was found in the relationship between entrepreneurial self-efficacy on entrepreneurial intention. Based on these results, it is suggested to increase the students' psychology (adversity quotient and entrepreneurial self-efficacy) intensively through entrepreneurship education, both by direct learning and by other activities related to entrepreneurship in order to increase entrepreneurial attitude and intention. Entrepreneurial intention is formed within the students, so the suitable stimulus and encouragement is from students' intrinsic motivation.*

**Keywords:** *Adversity Quotient, Entrepreneurial Self-Efficacy, Entrepreneurial attitude, Entrepreneurial Intention, Vocational Majoring in Business and Management*

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### **I. Introduction**

Students who intend to work after they graduate will definitely choose one of two career paths, either working for someone else or working for themselves. There are many thoughts that working for others, especially as public servants, is more promising for their future than starting new business. As a result, after the students graduate, they prefer working for other people or even not working at all if they are not accepted at their desired job. They should be able to do entrepreneurship for self-employment and earn something that can help their wealth. The data from the Central Bureau of Statistics about the unemployment rate based on the highest education attained in Indonesia in 2015, show that the graduates of vocational education has the largest percentage of 9.05% from the 7.45 million unemployed educated people. Therefore, it is necessary to give entrepreneurial education as early as possible to increase their confidence in entrepreneurship [43] [46].

That the employment opportunity in public sector and the freedom (autonomy) to be employees becomes lesser and lesser makes the entrepreneurship as the only right alternative career solution. Entrepreneurship is associated with creativity and innovation, renewal in the form of products, processes, markets, materials, and methods [40], so that its presence can support the prosperity in terms of economic and social status [18]. Moreover, entrepreneurship serve as economic catalysts of a country with category of high economic country [39] [57], because its existence can enhance the economic growth [42] and create jobs and social adjustment [1]. Therefore, entrepreneurship is not only owned by small companies, but also large-scale companies. The impact is not only on the micro (individual) but also on the aggregate (country).

Some opinions state that entrepreneurship is a talent that came naturally since birth. But some people also argue that entrepreneurship is a mental attitude that can be formed through education [34] [53]. This opinion is in accordance with Athayde [5], that the entrepreneurial attributes can be positively influenced by the educational programs. The programs are able to build the awareness that entrepreneurship is a career option and to encourage a favorable attitude in entrepreneurship [3] [22]. Through education, the quality of human resources

can be improved. Not only on the quality but also on the quantity could entrepreneurs be improved through continual education. The education which is based on *link and match* will make the output that are self-employment or entrepreneurship and can implement the *life skills education* as a support of the hard skills and soft skills the students possess.

The first aspiration towards entrepreneurship is formed on the middle school level [23] [56]. Interesting things happened when researching students of vocational schools, who have more practical learnings rather than theory compared to the students of senior high schools. Rationally, vocational school students have more ability and skills for entrepreneurship. For vocational students majoring in business and management who learn more specific knowledge in the field of business and management will be easier to enter the work life in accordance with their fields. Entrepreneurship is a career which more dominantly engages in business and management. Therefore, there should be more vocational students majoring in business management becoming an entrepreneur or job creators. Although in reality, a lot of vocational school graduates majoring in business and management are not yet self-employed or still become job seekers. This information indicates that students still have low motivation and confidence of their ability. Students who have strong confidence in their ability and expertise prefer to exploit their ideas by starting and running a new business, while students who have low self-efficacy prefer working with other people [36].

Students who avoid entrepreneurship as a career option are the students who have low psychological factors [15]. This is because it is difficult to start a successful business without going through some failures. Students who have low psychological factors tend to be easily discouraged and blame others for the failure of his or her accomplishments. Low motivation and morals also affect their decision to give up in entrepreneurship. Therefore, a lot of students prefer working for other people as public servants or employees of a company because it has less risk and safety zone of failure. An improvement in students' psychological factors is necessary to dismiss any assumptions that may decrease the students' entrepreneurial intentions. Adversity quotient (AQ) and entrepreneurial self-efficacy (ESE) are the psychological factors that need to be developed in order to improve the entrepreneurial intention.

Adversity quotient is the ability to face any difficulties and turn them into opportunities [54]. In starting a new business, the students find it difficult to manage the business. As a result, students feel depressed and lead to despair. It would be different if the students had strong AQ in him. The difficulties encountered no longer weaken entrepreneurial intention. In fact, the difficulties faced will be a trigger to strengthen the determination and intention in entrepreneurship. AQ has four dimensions known as CORE (control, origin and ownership, reach, and endurance) [54]. Control is the level of control that comes from inside or outside, so it is not easily affected, and is always confident in making a decision. Origin and ownership are the acknowledgement of the difficulties encountered. This explains that the difficulty comes from the individuals themselves, so that the developing individuals will admit their mistakes and not exaggerate the mistakes. Reach is about how far a difficulty encountered can influence his life. Endurance is the length of time the individual can endure the problem. It is important for students to learn, improve, and train their AQ. Sometimes there is a statement "why some people survive and continue struggling in a difficult situation while other individuals who have a high IQ and EQ still fail and give up?" [44]. AQ can be the right answer to overcome such situation.

Stoltz [54] divides the individual response in facing a difficulty into three categories. First, Quitters are individuals who opt out of obligations, have low motivation, take as little risk as possible, not creative and leave the encouragement to climb in achieving success. Second, Campers are individuals who avoid climbing higher before reaching the peak and would rather stay in a comfortable zone, so that sometimes they becomes less creative and slow in the attempt. Third, Climbers are individuals who never lets any difficulties impede the climbing to the top. They likes the challenge and always try to grow and contribute himself on positive things. Based on these statements, Climbers are the most suitable for the private entrepreneur who has a high CORE. Therefore, an entrepreneur is a person who is able to identify opportunities among difficulties [59]. For this reason, a high AQ will provide more possibilities for entrepreneurship.

Someone who has the ability of entrepreneurship would have to believe in his own abilities. The belief in his own ability of entrepreneurship in order to organize and carry out the actions necessary to achieve the objectives is called entrepreneurial self-efficacy. ESE is the potential that exists in the cognitive and psychological factors involving the assessment of the ability to perform activities [61]. ESE affect a person's beliefs whether entrepreneurial objectives achieved or not [10]. Therefore, ESE needs to be developed and enhanced through entrepreneurial education because it can encourage potential entrepreneurs to start their new business [56]. The decision to be entrepreneur is an intentional, deliberate behavior that can be influenced by one's cognitive abilities [46].

Entrepreneurial self-efficacy can be increased and learned. Therefore, entrepreneurial education plays a role to transform a negative thing into a positive thing through a structured entrepreneurial training and education program [21]. In education, ESE can be developed through verbal persuasion, the experience of observation, and

experience success [41]. Therefore, students' perception of their entrepreneurial skills (ESE) will affect their entrepreneurial intentions [45]. The educational programs in schools will indirectly establish students' ESE which accumulates into the intention to start entrepreneurship. This is supported by the results of the previous research stating that ESE has a significant effect on the entrepreneurial intentions [25] [56]. The higher the ESE is, the higher the entrepreneurial intention will be [14].

Some research on the entrepreneurial intention cannot be separated from the entrepreneurial attitude as the antecedent of study. The study by Guerrero et al. [19] reveals several models that are used to determine the entrepreneurial intention, covering Entrepreneurial Event Model, Theory of Planned Behavior, Entrepreneurial Attitude Orientation, Intentional Basic Model, Entrepreneurial Potential Model and Davidsson Model. Some of these models empirically examine that there is a significant correlation that explains the phenomenon of entrepreneurial attitude and intention shown. Attitudes and behavior are significantly correlated. Ajzen and Fishbein [2] systematically explain that the behavior is preceded by a conscious decision to act, where attitudes contribute to the shaping the future behavior like what is cognitively planned. To describe it as behavior, attitudes need to initially appear and moderated by intention. Therefore, entrepreneurial behavior is a function of attitudes towards the value, the benefits, and favorability of entrepreneurship [2]. In this case, the attitude measures someone's expectations regarding the actions before starting a business [31]. Some research findings also support that attitude has a correlation with entrepreneurial intention [33] [52].

Based on the problems and the underlying theoretical framework of this research, the researchers put forward several hypotheses:

- H1: adversity quotient has a significant and positive effect on entrepreneurial attitude
- H2: entrepreneurial self-efficacy has a significant and positive effect on entrepreneurial attitude
- H3: adversity quotient has a significant and positive effect on entrepreneurial intention
- H4: entrepreneurial self-efficacy has a significant and positive effect on entrepreneurial intention
- H5: entrepreneurial attitudes has a significant and positive effect on entrepreneurial intention
- H6: adversity quotient has a significant and positive effect on entrepreneurial intention through entrepreneurial attitude
- H7: entrepreneurial self-efficacy has a significant and positive effect on entrepreneurial intention through entrepreneurial attitude

## II. Research Methods

This research used a quantitative approach using a psychological factor as antecedent in shaping the entrepreneurial intention of vocational students majoring in business and management in Jember. The purpose of this research is to know the direct and indirect relationship between adversity quotient (X1), entrepreneurial self-efficacy (X2), and entrepreneurial attitude (Z) on the entrepreneurial intention (Y). The following is the chart of the research design.

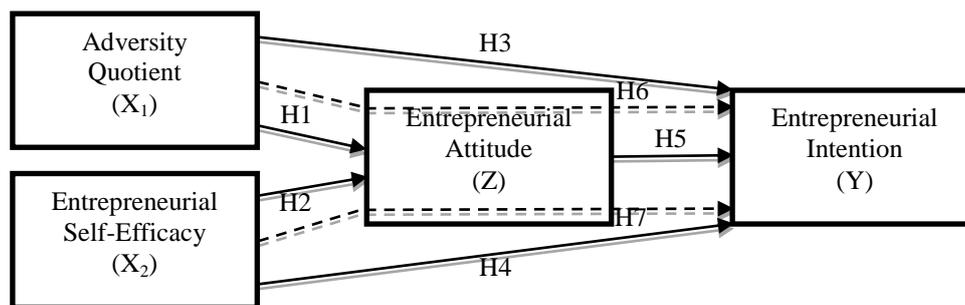


Figure 1. The Correlation between Variable

Researchers took some vocational school having business and management major as the sample of this research. The vocational schools taken and the total population and sample of each school are presented in the following table.

Table 1 Population and Sample

School	Major	Population	Sample
SMK Negeri 1 Jember	Accounting	103	22
	Office Administration	105	22
	Marketing	107	23
SMK Negeri 4 Jember	Accounting	109	23
	Office Administration	70	15
	Marketing	72	15
SMK Negeri 6 Jember	Accounting	103	22

	Office Administration	77	16
	Marketing	97	20
SMK PGRI 5 Jember	Accounting	117	25
	Office Administration	134	28
	Marketing	122	26
SMK 1 Pacasila Ambulu	Accounting	158	32
	Marketing	129	27

The respondents in this research were from the twelfth grade students because they had received deeper entrepreneurial learning than the other grades. In addition, they already finished their industrial labor practices, so it was assumed that they had the knowledge, skills, and expertise to start a new business. According to the Table 1, the respondents of this research were taken from five public and private vocational schools majoring in business and management in Jember. The total number of the population was 1503 respondents. The samples of this research were taken by using proportionate stratified random sampling, and the samples were finally selected as many as 311 respondents.

The measurement of the research variables covered the adversity quotient, entrepreneurial self-efficacy, entrepreneurial attitude, and entrepreneurial intention using questionnaire that had been previously developed. The questionnaire in this research used a Likert scale with a range of scores 1-5 (strongly disagree - strongly agree) on each question. The questionnaire variable of adversity quotient was adapted from Stoltz [54] [55]. The questionnaire variable of entrepreneurial self-efficacy was adapted from some previous researchers [38] [56] [60]. The questionnaire variable of entrepreneurial attitude was adapted from several previous empirical researches [11] [13]. The questionnaire variable of entrepreneurial intention was adapted from Armitage and Conner (2001) and Linan and Chen (2009).

The Research activities began with distributing questionnaires to research respondents as the validity and reliability test. The validity and reliability tests were carried out to 30 respondents in one of the schools where this research was conducted. The results of the validity and reliability test of the question items of each research variable are presented in Table 2.

### III. Results And Discussion

Once the questionnaire was declared valid and reliable, the researcher carried out the next step of the study. The questionnaires that had been distributed to the research sample were analyzed to determine the frequency distribution covering the mean and standard deviation (SD) of each question item question of the variables. The results of the frequency distribution are presented in Table 2.

Table 2 Variable Size, Cronbach's Alpha ( $\alpha$ ), and the Composite Reliability (cr)

Variable/ Composite reliability	Variable Size	Cron- bach's $\alpha$ if Item Deleted	Statistics of Research Variable Size	
			Mean	SD
Adversity Quotient [54] [55] (cr = 0.869)	I can control myself	0.788	3.93	0.707
	I can control the situation or environment	0.863	3.76	0.708
	I can overcome the problems and difficulties that occur	0.735	3.80	0.769
	I can identify the origins of the problems	0.746	3.68	0.767
	I admit that the difficulties I have are because of the actions I have done.	0.830	4.05	0.847
	I can evaluate my actions	0.787	3.94	0.676
	I can limit the effect of the difficulties on my personal life	0.773	3.71	0.775
	I have the endurance to face difficulties	0.806	3.79	0.742
	I never let any difficulties happen to me for quite a long time	0.868	4.28	0.690
	I can control other people to follow my will	0.888	3.88	0.960
	The difficulties that I have are because of the mistakes of others	0.851	3.73	0.744
	The difficulties that I have are the effect of the previous problem causing the future problems	0.845	3.73	0.932
	I do not seriously take the problems I have	0.899	3.70	1.003
	I am always optimistic to the problems that occur	0.763	4.06	0.762
Entrepreneurial self- efficacy [38] [56] [60] (cr = 0.901)	The failure that I have is basically due to the lack of effort, not due to the lack of ability that I have	0.682	4.29	0.671
	I release my emotional feeling when facing severe difficulties	0.775	3.98	0.894
	I can start my own business	0.684	3.86	0.776
	I believe that the business I founded will succeed	0.749	4.18	0.720
	I have the knowledge needed to start a business	0.705	3.92	0.715
	I have the entrepreneurial skills to start a business	0.708	3.90	0.690
	I can resolve the problems in entrepreneurship	0.652	3.73	0.711
	I can make the decision to start and run a business	0.762	3.90	0.708
I can be creative in entrepreneurship	0.673	3.92	0.692	
I can communicate and influence others to follow me	0.603	3.96	0.794	

Entrepreneurial Attitude [11] [13] (cr = 0.746)	Being an entrepreneur implies more advantages than disadvantages to me	0.766	3.89	0.825
	A career as entrepreneur is attractive for me	0.729	4.04	0.740
	Being an entrepreneur would entail great satisfactions for me	0.759	4.07	0.733
	If I had the opportunity and resources, I'd like to start a business	0.674	4.14	0.798
	Among various options, I would rather be an entrepreneur	0.887	3.81	0.832
	I am challenged to be more successful if become an entrepreneur	0.698	4.17	0.742
	I feel happy to response to the challenge so the competition makes me work harder	0.779	4.08	0.762
	I have the freedom to manage the business with entrepreneurship	0.687	3.86	0.674
	Confidence and strength within myself are the big asset to succeed in entrepreneurship	0.741	4.24	0.773
	Failure and success are a challenge in entrepreneurship	0.714	4.24	0.752
	I am willing to take big risks for big benefits	0.658	3.88	0.802
	I always keep learning to be creative and innovative in entrepreneurship	0.660	4.19	0.767
	I believe in my skills to achieve a goal	0.692	4.11	0.672
	I do not mind working with the routine, as long as the work was not challenging with the big salary	0.685	3.52	0.837
	When I do something, I make sure that I do not just do it but I do it very well	0.692	3.98	0.749
I do not mind working under conditions of uncertainty as long as there is a possibility of proportionate benefits of these conditions	0.651	3.58	0.838	
Entrepreneurial Intention [4] [33] (cr = 0.882)	I am ready to do anything to become entrepreneur	0.630	3.84	0.808
	My professional career goal is to become entrepreneur	0.663	3.75	0.861
	I will make every effort to start and run my own business	0.651	3.98	0.710
	I was determined to create a business in the future	0.649	4.16	0.714
	I have thought thoroughly to start a business	0.695	3.81	0.824
	I have a strong interest to start a business someday	0.632	4.12	0.731
	I am sure that I have enough potential, both the knowledge and skills, to become an entrepreneur	0.650	3.84	0.728
	I always have creative and innovative ideas in developing a business	0.622	3.92	0.789

The subsequent analysis was to determine the relationship of each variable corresponding to the research hypotheses. The analysis was performed by descriptive and inferential. The descriptive analysis determines to find out information on the entrepreneurial intention of vocational students majoring in business and management in Jember. The inferential analysis determines to analyze the data of the research sample, and then to generalize it to the research population. The data of this research were analyzed using path analysis which is the application of multiple regression analysis. Path analysis is used to determine the direct or indirect effect of a set of independent variables (exogenous) and the dependent variables (endogenous) [49]. Before the data were analyzed, the classical assumption test was required to test the reliability of the data. These classic assumption tests included the heteroscedasticity test, normality test, and multicollinearity test.

The results of the classic assumption test showed that the data were not heteroscedasticity. The value of the Sig. variable of adversity quotient was 0,816, entrepreneurial self-efficacy 0.584, and entrepreneurial attitude 0.165. The values were bigger than 0.05, so it was proven that the data were not heteroscedasticity. The data of the normality test was proven with the Normal PP Plot diagram. The results supported the heteroscedasticity test with the dissemination of the data approaching and following the diagonal line. Multicollinearity test used the VIF test with the conditions that it was fewer than 4. The VIF values of the variables of adversity quotient, entrepreneurial self-efficacy, and entrepreneurial attitude were 1.043, 1.051, and 1.053 respectively. Based on these results, it was concluded that the data were not multicollinearity.

The results of the overall classical assumption showed that research data can be analyzed further. The next analysis was to test the hypothesis of the relationship between exogenous and endogenous variables of the research using LISREL. The correlation between the variables of adversity quotient (X1), entrepreneurial self-efficacy (X2), and entrepreneurial attitude indicate that the variables affect entrepreneurial intention (Y). The relationship between each variable is presented in Figure 2.

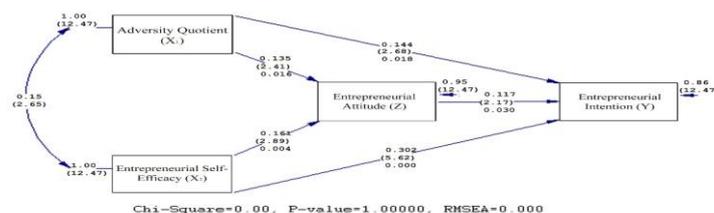


Figure 2. The Result of Relationship Between Variable

Based on Figure 2, the results of the path analysis of several relationship variables can be interpreted. H1 stating that adversity quotient has a positive and significant relationship with entrepreneurial

attitude has been proven. This was proven by a standardized coefficient ( $\beta$ ) of the relationship between adversity quotient and entrepreneurial attitude (0.135) with the t-value (2.41) and p-value (0.016) < (0.05). This result can be concluded that the research data support this hypothesis, that there is a relationship between adversity quotient and the entrepreneurial attitude of vocational students majoring in business and management in Jember.

H2 stating that entrepreneurial self-efficacy has a positive and significant relationship with entrepreneurial attitude has been proven. This was proven by the standardized coefficient ( $\beta$ ) of the relationship between entrepreneurial self-efficacy and entrepreneurial attitude (0.161) with t-value (2.89) and p-value (0.004) < (0.05). This result can be concluded that the research data support this hypothesis, that there is a relationship between entrepreneurial self-efficacy and entrepreneurial attitude of vocational students majoring in business and management in Jember.

H3 stating that the adversity quotient has a positive and significant relationship with the entrepreneurial intention has been proven. This was proven by a standardized coefficient ( $\beta$ ) of the relationship between adversity quotient and entrepreneurial intention (0.128) with t-value (2.68) and p-value (0.008) < (0.05). This result can be concluded that the research data support this hypothesis, that there is a relationship between adversity quotient and entrepreneurial intention of vocational students majoring in business and management in Jember.

H4 stating that the entrepreneurial self-efficacy has a positive and significant relationship with entrepreneurial intention has been proven. This was proven by a standardized coefficient ( $\beta$ ) of the relationship between entrepreneurial self-efficacy and entrepreneurial intention (0.283) with t-value (5.62) and p-value (0.000) < (0.05). This result can be concluded that the research data support this hypothesis, that there is a relationship between entrepreneurial self-efficacy and entrepreneurial intention of vocational students majoring in business and management in Jember.

H5 stating that the entrepreneurial attitude has a positive and significant relationship with entrepreneurial intention has been proven. This was proven by a standardized coefficient ( $\beta$ ) of the relationship between entrepreneurial attitude and entrepreneurial intention (0.117) with t-value (2.17) and p-value (0.030) < (0.05). This result can be concluded that the research data support this hypothesis, that there is a relationship between entrepreneurial attitude and the entrepreneurial intention of vocational students majoring in business and management in Jember.

H6 stating that adversity quotient has a positive and significant relationship with entrepreneurial intention through entrepreneurial attitude has been proven. This was proven by the standardized coefficient ( $\beta$ ) of the relationship between adversity quotient and entrepreneurial intention through entrepreneurial attitude (0.144) with t-value (2.38) and p-value (0.018) < (0.05). This result can be concluded that the research data support this hypothesis, that there is a relationship between adversity quotient and entrepreneurial intention through entrepreneurial attitude of vocational students majoring in business and management in Jember.

H7 stating that entrepreneurial self-efficacy has a positive and significant relationship with entrepreneurial intention through entrepreneurial attitude has been proven. This was proven by the standardized coefficient ( $\beta$ ) of the relationship between adversity quotient and entrepreneurial intention through entrepreneurial attitude (0.302) with t-value (5.22) and p-value (0.000) < (0.05). This result can be concluded that the research data support this hypothesis, that there is a relationship between entrepreneurial self-efficacy and entrepreneurial intention through entrepreneurial attitude of vocational students majoring in business and management in Jember.

### **The Relationship of Adversity Quotient with Entrepreneurial Attitude**

The results of the hypothesis testing show that there is a positive and significant relationship between adversity quotient and entrepreneurial attitude of vocational students majoring in business and management in Jember. The results of the research hypothesis are consistent with the findings by some previous researchers [29] [37] [58]. Adversity quotient in a person will encourage individual to try adapt in any difficulties and demand attitude flexibility so that he can survive in every unpredictable situation in entrepreneurship. Langvardt [27] states that a person having a high level of endurance will have more commitment to change, as a response to any difficulties or problems. CORE students have random portion, so the ability to overcome the difficulties in every situation was also different. Therefore, AQ need to be trained and improved in order to become strong and internalized within each student. The best AQ training efforts in entrepreneurship are through education. Entrepreneurship education has a positive contribution to encourage a favorable attitude towards entrepreneurship [3] [5].

Adversity quotient can decide who will survive the difficulties and manage to exceed the expectations of the performance and potential [54]. Although AQ does not guarantee a person's success, but AQ may provide knowledge of how to achieve success [44]. Therefore, students will make their own choices to become climbers, campers, or even quitters. Students who have entrepreneurial intention certainly will continue to move forward, just as climbers that kept climbing up despite any difficulties in the process. Such attitudes are

what the students need to become young entrepreneurs in facing the challenges and risks of entrepreneurship. AQ of the students will make them tough in the competition required in entrepreneurship [9].

### **The Relationship of Entrepreneurial Self-Efficacy with Entrepreneurial Attitude**

The analysis results of the hypothesis show that there is a positive and significant relationship between entrepreneurial self-efficacy and entrepreneurial attitude of vocational students majoring in business and management in Jember. The results of the hypothesis are consistent with the results of a study conducted by Pihie and Bagheri [46] that the vocational education students who have a strong ESE will try to be directly involved in entrepreneurial activity. Some previous studies also support the results of this hypothesis [30] [60]. Students who have a high ESE tend to be more confident in fulfilling their role and accomplish the tasks required as an entrepreneur [60]. ESE can positively or negatively affect the students' attitude in organizing confidence and ability to succeed [14]. Therefore, ESE can influence the students' attitude to choose a future career as an entrepreneur [17].

Entrepreneurial self-efficacy is the belief or confidence in the ability of entrepreneurship. Although ESE grow within a person, ESE can also be developed and trained through education [47] [48]. The role of education in this regard is as a stimulus to develop ESE so that it can bring up students' positive attitudes and behaviors related to entrepreneurship. ESE developed in education utilizes purposive learning, repeated experiences, and direct observation [41], so that it becomes the student's motivation to decide to become an entrepreneur [56]. In education, ESE has been widely applied to explain the students' entrepreneurial attitude [8]. Students who have a strong ESE will show their interest through their entrepreneurial attitude and behavior.

### **The Relationship of Adversity Quotient with Entrepreneurial Intention**

The results of the hypothesis analysis show that adversity quotient has positive and significant relationship on the entrepreneurial intention. These results are consistent with research conducted by Mangundjaya [35] showing that there is a relationship between AQ and entrepreneurial intention. The results of other research also support the results of this hypothesis [16] [20] [37]. Entrepreneurship is a career that gives full autonomy to the entrepreneurs, but on the other side it also offers challenges and risks that must be faced. It is illustrated as doing bungee jumping, scary at the beginning, but fun when it already plunges. An entrepreneur does not only have individual or workplace adversity, but also in the category of societal adversity [54]. Every individual has a fear of failure, but those who want to succeed will not stop in failure [9]. Therefore, someone who has a high AQ tends to try to achieve the goals and success in entrepreneurship. In addition, an entrepreneur is a person who is able to identify opportunities amid difficulties [59]. AQ is a personal factor and one of the attributes of entrepreneurship that can be positively developed through educational programs [5].

Entrepreneurship education grows along with experience and learning. The experience of failure or success and the entrepreneurial learning acquired will make the students' AQ stronger. This confirms the findings of Seery et al. [50] that the cumulative difficulties, which cannot kill, seem to make a person stronger. Students will learn many things from personal experience or other people's experience, so that it will make them creative, innovative, and proactive in entrepreneurship. This is what distinguishes between the students having low AQ and high AQ. The students who have low AQ tend to be campers or even a quitters, while the students who have high AQ tend to be climbers. When others are stuck in failure and stop in the comfort zone, climbers will continue to move forward and survive in facing the adversity [54]. Finally, students who become climbers have the most powerful entrepreneurial intention. It is clear that the level of AQ will determine the entrepreneurial intention because entrepreneurs who have high levels of AQ have the ability to take risks, try to control the situation, not give up easily when experiencing hard times, have determination and confidence to run new business [37].

### **The Relationship of Entrepreneurial Self-Efficacy with Entrepreneurial Intention**

The results of the analysis show that there is a positive and significant relationship between entrepreneurial self-efficacy and entrepreneurial intention of vocational students majoring in business and management in Jember. The findings of this research are consistent with the study by Drnovsek and Prodan [14] stating that the higher the ESE is, the higher the entrepreneurial intention will be. Similar research findings are also found in several previous researches [6] [25] [56]. ESE is a subjective view of the idea or thought within oneself rather than an objective competence. Students who have a high ESE feel confident in their ability to perform tasks and implement actions in entrepreneurship [45]. The role of an entrepreneur also requires the students to achieve the task and produce something valuable [10]. The basis of this is that as individuals who process information, entrepreneur develops a sense of how they are able to engage in entrepreneurial actions (ESE) and how likely their involvement can be ascertained from entrepreneurial intention [6].

Entrepreneurial self-efficacy can be established from entrepreneurial education. This statement refers to the Bayron [7] that entrepreneurial education utilizes teaching techniques that combine ESE, entrepreneurial

intention, and competence. Education will establish entrepreneurship by improving knowledge of the business and by forming psychology attributes among students, such as self-confidence, self-esteem and self-efficacy [27]. Self-efficacy has an effect on students' intention in four processes, covering cognitive processes, motivation, affection, and selection. From these processes will be formed a strong ESE that entrepreneurial intention will also be stronger [30]. Therefore, ESE in education is very important in influencing and encouraging the potential entrepreneurs to start their new business [56].

### **The Relationship of Entrepreneurial Attitude with Entrepreneurial Intention**

The results of the hypothesis analysis found that the relationship between entrepreneurial attitude and entrepreneurial intention has a positive and significant effect on vocational students majoring in business and management in Jember. This finding is consistent with the study by Soomro and Shah [52] that the attitude has a positive relationship with the entrepreneurial intention. Many previous research findings support these study [28] [33]. Students who have an entrepreneurial attitude have a positive contribution on entrepreneurial intention. Because, students' attitude determines their actions before they start a business [31]. In other words, students who have the entrepreneurial intention can be identified from their attitude that indicate students are interested in entrepreneurship. The indications are attitude toward achievements and challenges [11] as well as the attitude toward autonomy and risk [13]. The four attitude indicators are needed by the students to become ideal entrepreneurs.

The attitude appear due to the stimulation of the external factors. Students' entrepreneurial attitude appears due to the stimuli from the educational programs, especially entrepreneurial education programs. The response toward the stimulus will become an evaluative consideration of personal judgment which is positive or negative to become entrepreneur [32]. The role of education is able to build entrepreneurship awareness among students as a career option and to encourage a favorable attitude in entrepreneurship [22] [52]. Therefore, the attitude towards entrepreneurship is critical factor to decide whether or not to become an entrepreneur.

### **The Relationship of Adversity Quotient with Entrepreneurial Intention Through Entrepreneurial Attitude**

The results of the analysis show that adversity quotient has a positive and significant relationship on entrepreneurial intention through entrepreneurial attitude of vocational students majoring in business and management in Jember. The results of this hypothesis are in accordance with the opinion of Stoltz [54] stating that AQ can formulate intention of a person in real activity indicated by positive attitude. AQ inform the extent to which students can overcome the difficulties encountered. Whether the difficulties become a motivation to improve or even become a reason to retreat. Dostie and Jayaraman [12] state that an entrepreneur experiencing difficulty when faced by an increase in the product, causing the threat of bankruptcy of the business, so that they are required to be more efficient through innovation process. Based on the statement, students who have a high AQ will show a positive attitude in order to achieve the objectives that were expected from the beginning.

The high or low AQ can change in any situation. The students often experiencing difficulty tend to have strong AQ in entrepreneurship. This is influenced by an entrepreneurial education programs that continues to stimulate students' CORE in facing difficulties. The more frequently the CORE is upgraded and trained, the more likely the students will have the personalities of climbers. The climbers are who will be the ideal entrepreneur as climbers are individual of thinkers who always think about the possibilities and never let any difficulties impede the climbing [54]. In addition, students' AQ can also be increased by four steps called LEAD (listen, explore, analyze, and do) [54]. The attitude shown by climbers is that they like a challenge, that they can motivate themselves, that they always look for new ways to develop and be the best as well as contribute to themselves and organizations. It shows that the students having a high AQ are more likely to become entrepreneur. This is supported by a statement by Barbosa et al. [6] stating that a person who chooses to face enormous difficulties is more likely to have high entrepreneurial intention.

### **The Relationship of Entrepreneurial Self-Efficacy with Entrepreneurial Intention Through Entrepreneurial Attitude**

The results of the analysis show that there is a positive and significant relationship between entrepreneurial self-efficacy and entrepreneurial intention through entrepreneurial attitude of vocational students majoring in business and management in Jember. These results are consistent with the previous theory stating that entrepreneurial attitude can influence relationship between ESE and the entrepreneurial intention. It is in line with the opinion of Ali et al. [1] which states that self-efficacy will influence the entrepreneurial attitude and intention. Self-efficacy and attitude associated with starting a positive business will influence the entrepreneurial intention [51]. High ESE will affect the students to strengthen their intention in entrepreneurship. Eventually, they will show the attitude reflecting their intention, and will result in a positive behavior in entrepreneurship.

Entrepreneurial self-efficacy builds the students' confidence in his ability in entrepreneurship. Through education, their ability will be more focused in achieving the goals. The directions in education will build the attitude in the realization of the entrepreneurial intention. Hisrich et al. [24] stated that ESE affects the choice of one's actions and the amount of effort people make. Therefore, students can identify the effort and think creatively with the support of entrepreneurship education in shaping the attitude in order to make the entrepreneurial intention into action. This is in line with the statement by Krueger et al. [28] that the ESE and attitude can influence the entrepreneurial intention.

#### **IV. Conclusions And Recommendations**

All the hypotheses of this research consistently show positive and significant results. The first hypothesis shows a positive and significant relationship between adversity quotient and entrepreneurial attitude. The relationship showed a relatively strong relationship. The second hypothesis shows a positive and significant relationship between entrepreneurial self-efficacy and entrepreneurial attitude. This correlation shows a relatively strong relationship. The third hypothesis shows a positive and significant relationship between adversity quotient and entrepreneurial intention. This relationship shows a relatively strong relationship. The fourth hypothesis shows a positive and significant relationship between entrepreneurial self-efficacy and entrepreneurial intention. This relationship shows a strong relationship. The fifth hypothesis shows a positive and significant relationship between entrepreneurial attitude and entrepreneurial intention. This relationship shows a relatively strong relationship. The sixth hypothesis shows a positive and significant relationship between adversity quotient and entrepreneurial intention through entrepreneurial attitude. This relationship shows a relatively strong correlation. The seventh hypothesis shows a positive and significant relationship between entrepreneurial self-efficacy and the entrepreneurial intention through entrepreneurial attitude. This relationship shows a strong relationship.

Based on these conclusions, it is suggested that the schools increase the adversity quotient, entrepreneurial self-efficacy, and entrepreneurial attitude to improve the entrepreneurial intention of the vocational students majoring in business and management. This will be very advantageous when the students graduate. It can help determine their career choice that leads to entrepreneurship. The school can directly and indirectly stimulate students' entrepreneurial intention through entrepreneurial learning and the other entrepreneurial supporting activities, such as a business consulting agency, fairs, entrepreneurial events, seminars, and other entrepreneurial supporting activities. Teachers are people who deal directly with the students. They have the most important role in stimulating the students' adversity quotient, entrepreneurial self-efficacy, and entrepreneurial attitude to improve entrepreneurial intention. Teacher as the model can affect students into a positive thing for entrepreneurship. Therefore, teachers need to have a business or at least have entrepreneurship experience to motivate students to start a business. Finally, the school personnel and the teacher have the responsibility to monitor the development of students' entrepreneurial intention, not only when they are in the school year, but also when they already graduate. It aims to find out how effective entrepreneurial education has been in stimulating students' entrepreneurial intention. Students are also expected to be able to internalize adversity quotient, entrepreneurial self-efficacy, and entrepreneurial attitude to in enhancing entrepreneurial intention in accordance with their hard and soft skills. When entrepreneurship gives the students more hope, they will not feel confused any longer in determining their career choice, or even being unemployed when they are not accepted in the workplace they desire.

The other researchers hoping to conduct similar research are expected to involve other variables affecting entrepreneurial intention. Adversity quotient, entrepreneurial self-efficacy, and entrepreneurial attitude only have partial contributions affecting entrepreneurial intention. This shows that there are other variables that can affect entrepreneurial intention. And, the indicators used in this research were adapted from the previous research. It is expected that the other researchers hoping to conduct similar research can use the indicators and instruments as needed.

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