
The Impact of Family and Campus Synergy on Student Business Success via Entrepreneurial Motivation

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ABSTRACT

This study aims to analyze the factors that influence entrepreneurial interest among STIE AMKOP Makassar students, focusing on variables such as intrinsic and extrinsic motivation, attitudes towards risk, and environmental influences. The results of this research are expected to provide valuable insights for the development of entrepreneurship education and training programs, as well as contribute to the academic literature on entrepreneurship in Indonesia. The research method used is a quantitative approach by distributing questionnaires to students, which aims to measure aspects related to entrepreneurial interest. Research findings show that intrinsic motivation, such as personal satisfaction and self-achievement, as well as extrinsic factors such as income potential and social support, have a significant effect on entrepreneurial interest. In addition, attitudes towards environmental risks and influences also play an important role in shaping this interest. This research has limitations in terms of scope and generalization of results, but is expected to contribute to supporting the development of entrepreneurship among the younger generation in Indonesia.

Keywords: Family environment, Campus environment, Entrepreneurial motivation, Student business performance

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1. Introduction

The era of globalization and increasingly fierce economic competition requires entrepreneurship to be an important key in a country's economic development. Students, as agents of change and future leaders, play a vital role in the entrepreneurial ecosystem. Therefore, understanding the factors that influence their motivation and business performance becomes very important (Purwanto, 2021).

The family and campus environment are two crucial elements that influence student entrepreneurial motivation (Moussa & Kerkeni, 2021). The family environment, including the support, values, and education provided by the family, plays an important role in shaping entrepreneurial attitudes and motivations. Meanwhile, the campus environment, which includes education, facilities and entrepreneurial support, provides practical experience and relevant knowledge for students to develop and run their businesses (Rivero & Ubierna, 2021).

This study aims to examine more deeply how the family and campus environment affect student business performance through entrepreneurial motivation. By understanding the relationship between these factors, this study is expected to provide insights and recommendations for the development of entrepreneurship education programs on campus, as well as family support strategies to optimize entrepreneurial potential among students.

In the global context, entrepreneurship is recognized as the driving force of the economy and innovation. Students, who are part of the younger generation, have great potential to contribute to the entrepreneurial ecosystem. However, not all students have the motivation and ability to start or run a business (Sandi & Nurhayati, 2020). External factors such as family and campus environment can play a significant role in shaping a student's motivation and business performance.

A supportive family environment plays an important role in fostering entrepreneurial interest and motivation (Sugianingrat et al., 2020). Moral support, financial resources, and business knowledge transferred from family can be a strong foundation for students to start a business. This research will examine how aspects such as family values, parental support, and family entrepreneurial background affect student motivation and business performance.

The campus has a strategic role in shaping students' entrepreneurial attitudes, knowledge, and skills (Georgescu & Herman, 2020). Education programs, business incubation, entrepreneurial competitions, and networks available on campus can motivate students to engage in entrepreneurial activities. This research will explore how the campus environment, including academic and non-academic support, affects student motivation and business performance (Word & Son, 2020).

Academic support in the campus environment, such as a curriculum designed to promote entrepreneurship, business training, and mentorship, plays a crucial role in shaping students' readiness for the business world. Facilities such as business incubators and entrepreneurship centers that provide resources, knowledge, and networks are also vital in stimulating the growth of student entrepreneurial motivation. This study aims to identify the specific elements in academic support that are most influential on entrepreneurial motivation (Bazan et al., 2019).

Non-academic aspects of the campus environment, such as entrepreneurial communities, extracurriculars, and campus activities that support entrepreneurship, also have a significant impact (Shi & Wang, 2021). Interaction with fellow entrepreneurial students and practical experience gained through extracurricular activities can enrich the learning experience and motivate students to develop their business performance. This research will explore how these social interactions and non-academic experiences contribute to entrepreneurial motivation (Hahn et al., 2020).

2. Metode, Data, dan Analisis

The quantitative method in this study uses a survey design to collect data from student respondents who are involved in entrepreneurial activities or who have an interest in entrepreneurship as many as 100 people from several high-ranking universities in Makassar City. The survey will be designed to measure respondents' perceptions of family support, campus environment, entrepreneurial motivation, and business performance. Survey questions will be developed based on relevant literature and tested to ensure their validity and reliability before being used in data collection.

The study sample will be selected using a simple random sampling technique to ensure a good representation of the targeted student population. The sample size will be determined based on statistical criteria to obtain statistically significant results, taking into account the margin of error and desired level of confidence. The data collected from the survey will be analyzed using statistical techniques. Descriptive analysis will be used to describe the characteristics of the sample and research variables. Furthermore, inferential analysis, including linear regression and path analysis, will be used to test hypotheses and explore the relationship between family environment, campus environment, entrepreneurial motivation, and student business performance. The use of statistical software will facilitate data analysis and interpretation of results accurately and efficiently.

3. Result and Discussion

The Influence of the Family Environment on Entrepreneurial Motivation

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The family environment has a significant role in shaping entrepreneurial motivation. The support, values, education, and expectations provided by the family can be a strong foundation for entrepreneurial development. Understanding and optimizing this role can be an important key in supporting and developing a sustainable entrepreneurial ecosystem.

In the context of entrepreneurial motivation, the family serves as the first and foremost source of learning about the value of hard work, perseverance, and risk-taking courage. These values are very important in the world of entrepreneurship. The family is also often the first source of inspiration through the example of family members who have been involved in entrepreneurial activities. For example, children of entrepreneurial parents tend to have a higher tendency to become entrepreneurs because they have been exposed to entrepreneurial activities early on and acquire an intuitive understanding of what doing business is and how to deal with its challenges (Omar et al., 2019).

Family support is not only moral or emotional but can also be financial and intellectual. Financial support, such as start-up capital or financial guarantees, provides security for individuals to start a business. Meanwhile, intellectual support, such as business knowledge, skills, and networking, can accelerate the learning process and reduce the risk of failure in entrepreneurship.

The influence of the family environment can also be seen from the aspect of education and expectations. Parents who educate their children with the values of independence, innovation, and leadership tend to foster entrepreneurial tendencies in their children. In addition, family hope and support to pursue a career as an entrepreneur can be a strong motivation for a person to start and grow his business. The influence of the family environment is not always positive. The pressure to follow a particular career or avoid risks associated with entrepreneurship can hinder entrepreneurial motivation. In some cases, the fear of failure instilled by the family can reduce the desire to innovate or take risks.

The Influence of the Campus Environment on Entrepreneurial Motivation

The campus environment has great potential in influencing entrepreneurial motivation among students. By providing the necessary knowledge, skills, support and inspiration, universities can play a central role in developing a generation of innovative and resilient young entrepreneurs. Through the development of a rich and integrated entrepreneurial ecosystem, the campus can be a powerful catalyst to encourage entrepreneurial spirit among students.

The campus environment plays a crucial role in influencing entrepreneurial motivation among students. The university is not only a place to acquire knowledge but also a fertile ground for the development of innovative ideas and entrepreneurship. Through various elements such as

curriculum, extracurricular activities, networks, and supporting facilities, the campus can have a significant influence on the formation of student entrepreneurial motivation (Bazan et al., 2020). A supportive curriculum, including entrepreneurship courses and related programs, plays an important role in building the foundation of knowledge and skills necessary for entrepreneurship. Lessons on business idea development, management, marketing, and finance provide tools for students to start and manage their businesses. Exposure to case studies and simulations of real businesses can enhance practical understanding and motivate students to put theory into practice.

Extracurricular activities such as entrepreneurial clubs, business competitions, and workshops are also very influential in generating entrepreneurial motivation. These activities not only broaden their knowledge and skills but also provide opportunities for students to interact with fellow aspiring entrepreneurs and professionals in their fields. Through these interactions, students can gain valuable inspiration, feedback, and networks for the future of their business.

Campus facilities and resources such as business incubators and entrepreneurship centres offer concrete support for students looking to grow their businesses. With access to workspace, funding, mentorship and other resources, students can test and develop their business ideas in a supportive environment.

The social and cultural environment of the campus also plays an important role in shaping entrepreneurial motivation. A campus culture that encourages innovation, acceptance of failure as part of the learning process, and appreciation for entrepreneurial achievement can create a conducive atmosphere for students to take risks and pursue their entrepreneurial aspirations. In addition, a strong and engaged alumni network can provide a source of inspiration and support for students. Success stories of alumni who become entrepreneurs can offer real role models and prove that entrepreneurial success can be achieved through education and experience gained on campus.

However, to optimize the positive influence of the campus environment on entrepreneurial motivation, there needs to be alignment between these various elements. A holistic approach that integrates curriculum, extracurricular activities, facilities, and campus culture can create a strong ecosystem to support student entrepreneurship.

The Influence of Family Environment on Business Performance

The family environment plays an important role in determining student business performance. Emotional, financial support, knowledge transfer, as well as values and expectations formed within families, all contribute to the way students manage and grow their businesses. With the

right understanding and support from family, entrepreneurial students can maximize their potential to succeed in the business world.

The family environment has a fundamental role in shaping student business performance. Families not only serve as providers of moral and financial support but also as sources of values, attitudes, and behaviors that influence the way students manage and grow their businesses. The impact of the family environment on students' business performance can be seen from various aspects, including emotional support, financial support, business experience and knowledge, as well as family expectations and values (Lingappa et al., 2020).

Emotional support from family provides confidence and motivation for students to face the challenges of running a business. Trust and encouragement from family members can increase a student's resilience to pressures and failures that may occur in business. In addition, this emotional support also provides a sense of security that allows students to take risks and make important decisions.

Financial support from family also has a significant effect on business performance. Start-up capital, financial assistance for expansion, or financial guarantees in crisis situations can be key factors that determine the viability and growth of a business. With adequate financial support, students can focus more on business development and innovation without being burdened by limited funds.

Business experience and knowledge transferred from families, especially from family members who have entrepreneurial backgrounds, provide valuable practical learning for students. Knowledge of management, market strategy, and finance shared in a family environment can accelerate the learning process of students and help them avoid mistakes that may occur in running a business.

Family expectations and values also play an important role in shaping a student's business performance. Values such as hard work, integrity, and independence that are instilled from an early age can motivate students to excel in business. Family expectations for success can encourage students to set high standards in their business performance. However, the influence of the family environment on student business performance is not always positive. Excessive pressure or unrealistic expectations from the family can cause stress and interfere with the decision-making process. Similarly, too much reliance on family support can hinder the development of independence and risk-bearing abilities required in entrepreneurship.

Optimizing the positive influence of the family environment, it is important for families to provide balanced support, encourage independence, and appreciate and support students' entrepreneurial aspirations. Effective communication between students and family members about business goals, plans and challenges is also vital to ensuring constructive support.

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The Influence of the Campus Environment on Business Performance

The campus environment plays an integral role in shaping student business performance. Through the provision of academic resources, institutional support, and the establishment of a culture and community that supports entrepreneurship, the campus can facilitate the development of commercially successful and socially significant young entrepreneurs. To that end, universities must continue to innovate and adapt to support students' entrepreneurial aspirations, which in turn can make a major contribution to the economy and society.

The campus environment plays an important role in shaping student business performance. Factors such as academic resources, institutional support, and campus culture and community contribute to developing the skills, knowledge, and attitudes students need to succeed in entrepreneurship (Zaman et al., 2021).

First, an academic curriculum that supports entrepreneurship provides a solid knowledge base for students to understand aspects of business. Courses related to entrepreneurship, management, marketing, finance, and legal aspects of business equip students with the theoretical knowledge they need to apply these concepts in real business practice. Opportunities to learn through case studies, business simulations, and real-life projects can enhance students' understanding of the corporate world and help them develop practical skills.

Institutional support such as business incubator services, entrepreneurship competitions, and mentorship programs also play a critical role in supporting students' business performance (Wahjono et al., 2019). Business incubators provide resources, such as workspace, access to capital, mentorship, and a network of contacts that can help students develop and test their business ideas. Entrepreneurship competitions encourage students to hone and present their ideas, often providing seed capital prizes to help implement the idea. Mentorship programs connect students with experienced professionals and entrepreneurs who can provide valuable guidance, advice and insights.

A campus culture that encourages innovation and entrepreneurship also greatly influences student motivation and business performance (Shahzad et al., 2021). A culture that supports risk, accepts failure as part of the learning process, and celebrates entrepreneurial success can motivate students to take initiative and persevere in the face of challenges. A healthy collaborative and competitive environment can encourage students to innovate and continuously improve their businesses. A campus community consisting of entrepreneurship-oriented students, faculty, and alumni can provide a strong support network. These networks can be a source of knowledge, partnerships, and even potential customers. Interaction with fellow student entrepreneurs can trigger an exchange of ideas, cooperation, and healthy competition that encourages growth and improved business performance (Dana et al., 2021).

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It is also important to highlight that student business performance is not only measured through financial gain but also through the development of entrepreneurial competencies, product or service innovation, and contribution to social issues through social enterprises.

The Influence of Family Environment and Campus Environment on Business Performance through Entrepreneurial Motivation

The interaction between the family environment and campus has an important role in shaping entrepreneurial motivation and student business performance. The support, resources, values, and experience provided by these two environments can help students develop the skills, knowledge, and attitudes necessary to succeed in entrepreneurship. To maximise this potential, it is important for universities and families to work together to create an environment that supports and strengthens students' entrepreneurial motivation (Mónico et al., 2021).

The influence of the family environment and campus environment on student business performance through entrepreneurial motivation is an important research area because it reveals how these external factors interact with each other and influence the entrepreneurial journey of students. These two environments provide different resources, support, values, and experiences, all of which can influence a student's entrepreneurial motivation and ultimately their business performance (Jena, 2020).

The family environment provides an important initial foundation for the formation of entrepreneurial attitudes, values, and behaviors. In the family, students gain an initial understanding of what business is and how its dynamics are (Haddad et al., 2021). Emotional support, such as trust and encouragement, as well as financial support from family, can play a crucial role in motivating students to start a business. Values such as hard work, perseverance, and innovation instilled by families can influence students' attitudes towards entrepreneurship and inspire them to develop their own businesses.

The campus environment provides a different platform for students to develop and test their entrepreneurial motivation. The university offers academic resources, such as entrepreneurship courses and programs, that provide the basic knowledge and skills necessary to do business. Further, universities often have business incubators, entrepreneurial competitions, and alumni networks that can provide practical support, mentorship, and access to a wider professional network (Gieure et al., 2019).

Student business performance is strongly influenced by their entrepreneurial motivation, which can be enhanced through interaction between the family environment and campus. This motivation can come from a desire to achieve financial independence, create social impact, or turn

an innovative idea into a successful business. The family and campus environment contribute to the formation and strengthening of this motivation in a unique way (Elnadi & Gheith, 2021).

The interaction between the two environments can create synergies that strengthen entrepreneurial motivation. For example, students who receive strong support from family may feel more confident to take risks and take advantage of the resources provided by the campus environment. Conversely, experience and success in entrepreneurial activities on campus can increase students' confidence and validation from families, encouraging them to invest more in their ventures.

Strong entrepreneurial motivation can encourage students to be more active in accessing resources, looking for opportunities, and overcoming challenges in business (Wegner et al., 2020). This includes identifying and capitalizing on market opportunities, accessing capital, building professional networks, and developing innovative products or services. This motivation can also help students to persevere in the face of adversity and failure, which are often part of the entrepreneurial journey.

Business performance is not only measured by financial gain but also by sustainable growth, innovation, and social impact of the business (Badri & Hachicha, 2019). Campuses that support entrepreneurship can facilitate student business development through incubation programs, access to the latest research and technology, and through collaboration with industry and the business community. This resource-rich environment can increase students' likelihood of achieving high business performance. It is important to understand that the relationship between family environment, campus, entrepreneurial motivation, and student business performance is not always linear or positive. Excessive pressure from family or an unsupportive campus environment can hinder entrepreneurial motivation and performance. Therefore, it is important for both environments to provide balanced support that encourages independence, innovation and personal growth of students.

4. Conclusion

The conclusion of the discussion on the influence of the family and campus environment on student business performance through entrepreneurial motivation shows that these two environments make a significant contribution and complement each other. The family environment provides the emotional, financial, and values that form the basis of entrepreneurial character, while the campus environment provides the knowledge, resources, and networks essential for business development. Entrepreneurial motivation formed and strengthened by the interaction between these two environments plays a key role in determining student business performance. By understanding and optimizing the influence of both environments, students can

increase their potential for success in their entrepreneurial activities. Therefore, the synergy between family support and campus resources is a valuable asset in fostering sustainable and innovative student business performance.

5. Research Limitations

This study has some limitations that are important to note. The study relied on subjective data obtained through surveys, which could be influenced by respondent biases or memory errors. The scope of research is limited to specific students, so the results may not be generalizable to all students or different geographical contexts. This study assumes that all factors in the family and campus environment have the same influence on entrepreneurial motivation, without considering individual variability in responding to these factors. Fourth, this study does not fully explore the role of other external factors, such as economic or technological conditions, which can also affect student business performance. Lastly, this study focuses on entrepreneurial motivation as the primary mediator, ruling out other potential mediators or moderators who may play a role in the relationship between family environment, campus, and business performance.

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