



Health Science Student's intention to be an entrepreneur – an exploratory study

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Abstract. Health science student's propensity to become entrepreneur is crucial for health business sustainability. The study is intended to explore the health student intention for being entrepreneur. Qualitative approach was applied to complete the study. Using in-depth interview, data were collected. Five students were interviewed and content analysis was applied to analyze the findings. Students perceive entrepreneurship as desirable and more likely to have entrepreneurial intentions. Students' propensity to become is moderate. Health science students tend to innovate and improve healthcare delivery, making entrepreneurship desirable. Entrepreneurship education and training programs may significantly increase entrepreneurial intentions among health science students. It is suggested that health education institutions to equip students with the necessary skills and knowledge to start and manage their own ventures.

Keywords: Entrepreneur, Health, intention, student

Abstrak. Kecenderungan mahasiswa ilmu kesehatan untuk menjadi wirausahawan sangat penting bagi keberlanjutan bisnis kesehatan. Penelitian ini dimaksudkan untuk mengeksplorasi niat mahasiswa kesehatan untuk menjadi wirausahawan. Pendekatan kualitatif diterapkan untuk melengkapi penelitian ini. Data dikumpulkan menggunakan wawancara mendalam. Lima mahasiswa diwawancarai dan analisis konten diterapkan untuk menganalisis temuan. Mahasiswa menganggap kewirausahaan sebagai sesuatu yang diinginkan dan lebih mungkin memiliki niat berwirausaha. Kecenderungan mahasiswa untuk menjadi wirausahawan tergolong sedang. Mahasiswa ilmu kesehatan cenderung berinovasi dan meningkatkan pemberian layanan kesehatan, sehingga kewirausahaan menjadi hal yang diinginkan. Program pendidikan dan pelatihan kewirausahaan dapat meningkatkan niat berwirausaha secara signifikan di kalangan mahasiswa ilmu kesehatan. Disarankan agar lembaga pendidikan kesehatan membekali mahasiswa dengan keterampilan dan pengetahuan yang diperlukan untuk memulai dan mengelola usaha mereka sendiri.

Kata kunci: Intensi, kesehatan, kewirausahaan, mahasiswa

1. RESEARCH BACKGROUND

Entrepreneurship is very important for health students because it can provide them with the skills and knowledge needed to succeed in the modern era (Abbaspour et al., 2021; Al-Qahtani et al., 2021; Apostolopoulos et al., 2022). Health entrepreneurship is a dynamic field that combines healthcare knowledge with business activity to create innovative solutions and improve healthcare delivery (Abbasiachavari & Moritz, 2021; Abdullah et al., 2020; Agung & Sutadji, 2023). It involves identifying unmet needs in the healthcare system and developing products, services, or technologies to address them.

Entrepreneurship intention may improve leadership and management skills (Abbasiachavari & Moritz, 2021). Health students who have an entrepreneurial spirit

tend to be more proactive and innovative (Bao et al., 2022; Chi et al., 2019). They are also better able to take initiative and make the right decisions (Borgogna et al., 2021). These skills are very important for a leader, especially in the health sector.

Entrepreneurship intention also improves the ability to adapt and innovate to solve daily problems (Agung & Sutadji, 2023). The world of health is constantly changing and evolving (Dinis et al., 2022). Health students who have an entrepreneurial spirit are better able to adapt to change and develop new ideas to improve the quality of health services.

In addition, entrepreneurship intention increases problem-solving skills (Abawa, 2023; Aboobaker et al., 2023). Health students who have an entrepreneurial spirit are better able to identify problems and develop effective solutions (Adamec & Hrmo, 2023). They are also better able to think critically and creatively in facing challenges. Health students who have an entrepreneurial spirit have wider career opportunities (Barhate & Dirani, 2022). They can not only work in hospitals or clinics, but can also open their own businesses in the health sector.

Health students who have an entrepreneurial spirit can make a greater contribution to society (Apostolopoulos et al., 2022). They can develop new health products or services that are innovative and beneficial to the community (Adegboyega et al., 2020). In addition, entrepreneurship can also help health students to develop professional networks and build relationships with fellow entrepreneurs in the health sector. This can help them to get the support and resources needed to develop their businesses.

Therefore, health students should be encouraged to develop their entrepreneurial spirit (Ahamat & Sin, 2022). This can be done in various ways, such as participating in entrepreneurship programs, attending seminars and workshops on entrepreneurship, or joining entrepreneurship organizations. By having an entrepreneurial spirit, health students can become successful leaders and make greater contributions to society.

Many studies of entrepreneurship intention for business students have been conducted (Abatecola et al., 2022; Abbasianchavari & Moritz, 2021; Abdelwahed et al., 2023; Aceytuno-Pérez et al., 2023; Alshagawi & Ghaleb, 2023). Similarly, many studies have also been conducted in engineering field, but still very few study has been conducted

for health students (Abawa, 2023). The study is intended to fulfill the gap, to shed light into understanding of health student's intention to become entrepreneurs.,

2.2. LITERATURE REVIEW

Theories of entrepreneurship

Entrepreneurship theory seeks to explain why and how entrepreneurship happens (Álvarez-Castañón, 2020; Bell et al., 2023). It provides a framework for understanding the factors that contribute to entrepreneurial success and the processes involved in starting and growing a business (Betts & Santoro, 2019). There are four major theories in entrepreneurship namely economic theory, psychological theory, sociological theory and cognitive theory.

Economic theories focus on the role of entrepreneurs in driving economic growth and innovation (Álvarez-Castañón, 2020). Entrepreneurship can be broadly defined as the ability and the readiness to develop, organize and run a business along with handling uncertainties in order to make profits (Abbas & Bulut, 2024). They often emphasize the entrepreneur's role as a risk-taker and innovator who brings new products and services to market (Apostolopoulos et al., 2022). Economic theories help in examining and exploring economic factors that affect or enable entrepreneurial behavior (Bell et al., 2023). Economic theories of entrepreneurship can be divided into three different time periods, classical, neo-classical and, Austrian market process (Álvarez-Castañón, 2020). Classical theorists focused on the role of an entrepreneur to produce and distribute goods in the marketplace (Becker & Knudsen, 2009). Neo-classical theorists, on the other hand, described an entrepreneur as a person who, along with the production and distribution of goods, undertakes business risk, identifies new opportunities, and simultaneously reduces costs for a business (Scribano, 2024). While, the Austrian market process theorists focused on human actions based on their knowledge regarding the economy (Bismans & Mougeot, 2009). These theorists defined an entrepreneur as one who is creative and imaginative in his work and one who sees a profitable opportunity.

Psychological Theories explore the personal characteristics and motivations of entrepreneurs (Anshori et al., 2021). They might look at traits like risk tolerance, need for achievement, and self-efficacy (Cansu & Güloğlu, 2023). Psychological theories of

entrepreneurship put emphasis on the emotional and mental aspects of the individuals that drive their entrepreneurial activities (Adam et al., 2023). Three of the most popular psychological theories of entrepreneurship today include: McClelland's theory, Rotter's locus of control theory and action regulation theory. McClelland's theory explains the need for achievement that often regulates the actions of an entrepreneur (Page et al., 2020). Consequently, Rotter's theory puts light on the locus of control whether internal or external that influences entrepreneurial actions. Finally, the action regulation theory elucidates that the performance of entrepreneurs depends on their actions.

Sociological theories examine the social and cultural context in which entrepreneurship occurs (Scribano, 2024). The theories might consider how social networks, cultural values, and institutional factors influence entrepreneurial activity (Becker & Knudsen, 2009). Sociological theories are different from other theories because they analyze entrepreneurial activities from the standpoint of social contexts and corresponding processes and effects. They subscribe to the notion that the construction of entrepreneurship is narrowly a purposive action that leads to the formation of a new formal organization (Adamec & Hrmo, 2023). They also broadly indicate various efforts that help introduce robust innovations in routines, technologies, organizational structures and social institutions. The identifying feature of sociological entrepreneurship theories is that they focus on the social context of entrepreneurship development. Some of the prominent theories include Max Weber's theory of social change, EE Hagen's theory, the Theory of Frank Young, Cochran's theory, and the Attention-Motivation Theory of McClelland.

Cognitive theories focus on the mental processes involved in entrepreneurship, such as opportunity recognition, decision-making, and problem-solving (Altintas et al., 2023). The cognitive approach uses the cognitive aspects of entrepreneurs to study and even to explain their behavior, which is related to the identification of opportunities for the creation of businesses and business growth. In fact the term cognitive style is used to characterize certain ways of processing information related to entrepreneurial behavior (Alshagawi & Ghaleb, 2023). Two main lines can be differentiated within the cognitive literature: the study of cognitive structures and the study of cognitive processes (Bagheri et al., 2020). Some studies have attempted to identify the knowledge structures that

entrepreneurs use to make assessments, judgments or decisions, in evaluating opportunities, and in the creation and growth of businesses. Other types of research are based on the idea that whatever the individual thinks, says or does is influenced by the cognitive processes through which individuals acquire, use and process information (Chhabra et al., 2020). This perspective suggests that entrepreneurs think and process information differently from non-entrepreneurs and such differences may help to distinguish people who create or aim to establish businesses (entrepreneurs) from people who do not create and will not create companies (non-entrepreneurs).

Health Entrepreneurship

Health entrepreneurship is the pursuit of opportunities under volatile, uncertain, complex, and ambiguous conditions with the goal of creating and delivering user defined value by deploying innovation using a valid, automatic, scalable and time sensitive business model to accomplish the quintuple aims of improving quality, reducing cost, affording equitable access, improving user and healthcare products, and removing waste and unnecessary administrative work (Apostolopoulos et al., 2022). Health entrepreneurship is a fascinating field that combines the best of both worlds: healthcare and business (Apostolopoulos et al., 2022). It's finding innovative ways to address unmet needs in the healthcare system and creating solutions that improve people's lives.

Health entrepreneurship is all about identifying problems and opportunities, planning and developing solutions, building business and improving healthcare (Borgogna et al., 2021). A health business is any enterprise that provides goods or services related to health and wellness (Apostolopoulos et al., 2022). This can encompass a wide range of activities, from developing new medical technologies to providing healthcare services to individuals and communities.

Health entrepreneurs are like detectives, always on the lookout for gaps and challenges in healthcare (Chi et al., 2019). This could be anything from a lack of access to care in rural areas to the need for more efficient ways to manage chronic diseases (Abbaspour et al., 2021). The healthcare industry is ripe with opportunities for entrepreneurs who are passionate about improving health and well-being (Apostolopoulos et al., 2022). Here are some promising areas where a health entrepreneur can make a difference and build a successful business (Bravve et al., 2022): telehealth

and virtual care that offer online consultations with doctors, specialists, and mental health professionals, increasing access to care, especially in remote areas; remote patient monitoring which provide remote monitoring services for patients with chronic conditions, allowing for early detection of problems and personalized interventions; teletherapy that offer online therapy and counseling services, making mental health support more accessible and convenient; digital health solutions which develop apps for chronic disease management, fitness tracking, medication reminders, and mental health support; wearable devices which create or sell wearable devices that track health metrics and provide personalized insights and recommendations; AI-powered diagnostics which develop AI-powered tools for early disease detection and personalized treatment plans; personalized medicine in the form of genetic testing and counseling which genetic testing services and personalized counseling to help individuals understand their health risks and make informed decisions, personalized treatment plans a business opportunity to develop personalized treatment plans based on an individual's genetic makeup, lifestyle, and medical history; home Healthcare business which provide a range of in-home care services, including skilled nursing, physical therapy, and personal care assistance.

Better society economics also provide more opportunities for health entrepreneurs (Bengtson et al., 2022). For example home medical equipment which sell or rent home medical equipment, such as mobility aids, oxygen concentrators, and respiratory devices. Senior care which develop and operate assisted living facilities that provide seniors with a comfortable and supportive environment (Champlin et al., 2020). Respite care which offer respite care services to give family caregivers a break from their caregiving responsibilities. Wellness business, which provides health and wellness coaching services to help individuals achieving their health goals (Badulescu et al., 2024). Nutrition and fitness programs that develop and offer nutrition and fitness programs to promote healthy lifestyles (Antoshkina et al., 2022). Corporate wellness programs that offer corporate wellness programs to help employees improve their health and productivity (Afriyie et al., 2020). Medical tourism that help individuals travel to other countries for medical treatments and procedures, provide comprehensive packages: Offer comprehensive medical tourism packages that include travel arrangements, accommodation, and medical care (Adi Wijaya et al., 2023).

Developing solutions is the next entrepreneurial activity (Anshori et al., 2021). Once they've identified a problem, they put on their inventor hats and come up with creative solutions. This might involve developing a new medical device, creating a digital health platform, or designing a new healthcare delivery model (Apostolopoulos et al., 2022). Health entrepreneurs are also business-savvy (Bonabi Naghadeh et al., 2024). Health entrepreneurs need to build sustainable businesses around their innovations, which means developing business plans, securing funding, and navigating the complex world of healthcare regulations.

Finally, health entrepreneurs improve their customer's health (Bao et al., 2022). The ultimate goal of health entrepreneurship is to make a positive impact on healthcare (Zhang et al., 2022). This could mean improving patient outcomes, increasing access to care, or making healthcare more affordable.

Student entrepreneurship development

Student entrepreneurship development is a multifaceted process that aims to cultivate entrepreneurial skills, mindsets, and behaviors in students (Pratici et al., 2023). It involves a range of initiatives and programs designed to equip students with the necessary tools and resources to identify opportunities, develop innovative solutions, and launch their own ventures (Adamec & Hrmo, 2023). Entrepreneurship education is the first activity to develop student entrepreneurial intention (Aboobaker & Renjeni, 2020). The activity embrace integrating entrepreneurship into curricula across various subjects, providing students with foundational knowledge in areas like business planning, finance, marketing, and management.

Experiential learning is the next step (Amalia & Korflesch, 2022). The experiential learning offers hands-on opportunities for students to apply their knowledge and skills through internships, simulations, case studies, and real-world projects (Bagheri et al., 2020). Incubator is like support system for startups and early-stage businesses (Barrios et al., 2021). It's an organization that provides a range of resources and services to help these young companies grow and succeed. Think of it as a nurturing environment where entrepreneurs can develop their ideas, gain essential skills, and access the tools they need to thrive.

Mentorship and networking to connect students with experienced entrepreneurs, industry professionals, and investors who can provide guidance, support, and access to networks (Bonabi Naghadeh et al., 2024). The final step is access to funding, providing students with information about funding options, such as grants, loans, and venture capital, and facilitating connections with potential investors.

Student intention to become entrepreneur

Student intention to become entrepreneurs is very crucial as it relate to the future of innovation and job creation (Adeyanju et al., 2024; Ehiobuche et al., 2022; Zainullah, 2023). There are four main aspects those may influence student's intention to become an entrepreneur namely personal characteristics, education, family background, and economic and environmental factors (Zhang et al., 2022).

Personal characteristics are the first stimuli for a student to be an entrepreneur (Adamec & Hrmo, 2023). Students with a strong drive to succeed and excel are more likely to be drawn to entrepreneurship (Agung & Sutadji, 2023). Furthermore, students who believe they can control their own destiny and outcomes are more likely to take the initiative to start a business (Alshagawi & Ghaleb, 2023). In addition, students who are comfortable with taking calculated risks are more inclined to pursue it. Students with high self-confident in their entrepreneurial skills are more likely to take the leap. And finally, students with genuine interest in a particular field or problem can spark the desire to create a solution or business around it.

The second stimulus for a student to be an entrepreneur is education (Aboobaker & Renjeni, 2020). Courses and programs that teach business skills, foster creativity, and provide real-world experience can significantly increase entrepreneurial intentions (Bagheri et al., 2020). In addition, exposure to successful entrepreneurs who can share their experiences and provide guidance can be incredibly inspiring. Finally, universities and colleges that encourage innovation, provide resources, and celebrate entrepreneurial success create a fertile ground for startups.

Social and family Factors are the third stimulus for entrepreneurship (Abay & Marishane, 2023). Students from families with entrepreneurial experience are more likely to consider it as a career path. In addition, connections to other entrepreneurs, investors,

and mentors can provide valuable support and opportunities. Finally, family culture where entrepreneurship is highly valued and celebrated, can influence students' aspirations to be an entrepreneur (Basly & Abdelwahed, 2023).

Economic and environmental factors are the fourth factors for entrepreneur stimulation (Chhabra et al., 2020). A strong economy with access to funding and resources can encourage entrepreneurial activity (Aboobaker & Renjeni, 2020). In addition, new technologies create opportunities for innovation and new business ventures. Finally, students may be motivated to start businesses that address social or environmental challenges. ini menguraikan teori-teori relevan yang mendasari topik penelitian dan memberikan ulasan tentang beberapa penelitian sebelumnya yang relevan dan memberikan acuan serta landasan bagi penelitian ini dilakukan. Jika ada hipotesis, bisa dinyatakan tidak tersurat dan tidak harus dalam kalimat tanya.

3. RESEARCH METHOD

This research implements a qualitative hermeneutic phenomenological approach to answer the proposed research questions (Khan & Gupta, 2023). Phenomenology is an approach that can be adopted to explore subjective experiences, taking into consideration cultural, personal, and even emotional characteristics (Ravn, 2023). Moreover, phenomenological lenses allow researchers to understand the research phenomenon through participants' interpretations of their lived experiences.

So, the research design is qualitative, as it focuses on individuals' subjective empathic experiences and their interpretations of these experiences (Egorov et al., 2021). Phenomenology has been selected for this research as it helps to explore, describe and analyze the meaning of individual lived experience. This study investigated health students' descriptions and accounts of their lived experiences (Urcia, 2021). Data collected from the participants have been used to understand their lived experience of empathy and the experiences that shape this phenomenon.

In-depth interviews were adopted for this purpose as it is a common phenomenological data collection method that allows researchers to record the lived experiences of people (Horne et al., 2023). This method also allows a researcher to

capture the emerging reactions and responses of the interviewees. Additionally, adopting in-depth interviews facilitates the collection of individuals' descriptions in their own words, as well as the detailed uniqueness of each interviewees' experiences. In-depth interview guide used in this method is based on the insights gained from the literature review and helps in facilitating the discussion when required. This helps, for example, if a participant struggles in articulating some of their experiences, answering a question, or providing an example from their experience.

Five students from Community Health Department were interviewed in November 2024. They were selected as participants based on score entrepreneurship propensity test.

Thematic analysis was applied to analyze the research finding (Bürger & Volkmann, 2020). It involves identifying patterns of meaning across a dataset and organizing them into themes (Fayaz et al., 2022). The first step was read and reread interviews data to get a deep understanding of the content. Then, identifying key concepts by go through the data line by line and assign codes to segments of text that relate to specific ideas, topics, or concept and then develop a list of your codes with definitions to ensure consistency. The next step is to look for patterns by examining codes and identify connections between them to create cluster of similar codes together to form potential themes. Then, ensure that your themes accurately reflect the data and are meaningful in relation to your research question. Finally develop clear definitions by describing each theme in detail, outlining what it represents and how it relates to the data to create a final report.

4. RESEARCH AND DISCUSSION

Personal Characteristics

Student's intention to become an entrepreneur is influenced by personal characteristics. The individual characteristics of entrepreneurs those are necessary to solve various problems under the uncertainty of starting a business. The results of this study suggest that entrepreneurship intention can be related to various skills and abilities of individuals, not only including their personal traits but also the characteristics that can be developed by them.

The next aspect is risk propensity to business opportunities. Students having higher risk propensity will be more confident confronting risky situations and viewing uncertain circumstances as less risky than other individuals. The study indicates that innovativeness and risk-taking propensity play a significant role as a predictor for entrepreneurial intentions of the students, while tolerance of ambiguity and locus of control do not relate to the intentions towards entrepreneurship.

Self-efficacy is another stimulus for entrepreneurial intention. Considering that, they might feel less anxious to take on entrepreneurial occupation, fulfill the position and complete the tasks more comfortably, thus having higher entrepreneurial self-efficacy may be used as indicator for intention to be an entrepreneur. This impact is also justified by the findings of the study, stating that self-efficacy plays a mediating role in the relationship between risk propensity and intentions towards entrepreneurship of students. Self-efficacy and intentions towards entrepreneurship of students have relationship.

Environmental factors

The study reveals that the participants' cultures, exposure to acquaintance entrepreneurs in family, family support, and the strength of beliefs towards motives for entrepreneurship have impact entrepreneurial intentions. Structural support from family shows significant impact on entrepreneurial intentions, stating that a greater comprehensive support from all social sectors is required to stimulate entrepreneurship in young people.

The study demonstrates that perceived relational support, such as monetary and sentimental assistance from family and friends have relation to the intention to establish a business for students. Access capital seems to have correlation to entrepreneurial intentions of students.

Social factors

The study finds an indication that the social factors influence entrepreneurial intentions. Prior experience with social organizations can increase social entrepreneurial intentions of an individual. Social factors play a significant role in shaping the landscape of entrepreneurship. The strength and diversity of an individual's social network can

provide access to resources, mentorship, and opportunities, all of which are crucial for entrepreneurial success.

The in-depth interview reveals that social norms and perceived behavior control relate to entrepreneurial intentions of students. Furthermore, it provides evidence that controlled behavior generates greater impact on the intentions than social norms do. In addition, personal attitude and perceived behavioral control also have an impact on health students' intentions to start ventures.

Educational factors

The study found that students' intentions towards entrepreneurial venture creation can be shaped by formal academic courses. Educational institutions integrate distinct types of learning ways to improve entrepreneurial self-efficacy in students. Entrepreneurial intentions of students are proven to be impacted at educational level through personal attitude effects and academic majors. Entrepreneurship education curriculums have an impact on the entrepreneurial desires of students. Educational institution delivering sufficient knowledge and motivation towards entrepreneurship to students will enhance the likelihood of young people being involved in venture creation, thus suggesting universities to develop educational policies and structures to effectively inspire entrepreneurs.

5. CONCLUSION AND SUGGESTION

Based on the study finding it can be concluded that there are four main stimuli for health students to be an entrepreneur namely personal characteristics, environmental factors, social and educational factors. The individual characteristics of entrepreneurs those are necessary to solve various problems under the uncertainty of starting a business. Structural support from family indicates close relation to entrepreneurial intentions, stating that a greater comprehensive support from all social sectors is required to stimulate entrepreneurship for students. Experience with social organizations can increase social entrepreneurial intentions of an individual. Social factors shape the landscape of entrepreneurship. Individual social network can provide access to resources, mentorship, and opportunities, all of which are crucial for entrepreneurial success. Finally, educational

institutions integrate distinct types of learning ways to improve entrepreneurial self-efficacy in students. Entrepreneurial intentions of students are proven to be impacted at educational level through personal attitude effects and academic majors. Entrepreneurship education curriculums have an impact on the entrepreneurial desires of students.

It is suggested that education institutions provide supporting curriculum to stimulate entrepreneurship intention for students. Personal characteristics improvement and business opportunities identification are two main factors that can be taught in higher education level. Quantitative approach is suggested for the next study as complementary of the study as the study has limitation in representativeness aspects.

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