

# Building the Green Entrepreneur Spirit of Students: The Influence of Entrepreneurship Course and Entrepreneurial Motivation through Entrepreneurial Attitude

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## ABSTRACT

*Entrepreneurship is something that is identified with what entrepreneurs or entrepreneurs have and do. This view is inaccurate because the entrepreneurial spirit and attitude are not only possessed by entrepreneurs, but also by everyone who thinks creatively and acts innovatively, for example farmers, employees, students, and teachers. Entrepreneurs are those who make creative and innovative efforts by developing ideas and gathering resources to find opportunities and improve life. The aim of this research is to explain the influence of entrepreneurship education on the motivation of Entrepreneurship students at the Faculty of Economics and Business, Makassar State University, considering that entrepreneurship education is not evenly distributed among students, or in other words, not all study programs in universities provide entrepreneurship courses. This research approach is a quantitative approach with a correlational research design. Population the research consisted of all 102 UNM Entrepreneurship Students. Meanwhile, the sampling technique uses the Proportional Random Sampling technique, which is calculated using Slovin with a sample of 100 respondents or 22% of the total population. The research method used in this research is quantitative. This research can be a source of information or reference for teaching staff or lecturers so that they can direct and guide students regarding developing entrepreneurial interests. Students are also expected to deepen their interests related to business management so that they are not only focused on the knowledge they produce but are also able to do business. business and develop it.*

**Keywords:** entrepreneurship course, entrepreneurial motivation, entrepreneurial attitude, green entrepreneurial spirit

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## 1. INTRODUCTION

Rejecting the measure of stagnation in a certain region can be determined by the number of entrepreneurs. This is consistent with the opinion stating that the size of the number of entrepreneurs is very important in realizing the development of a country with a prosperous society (Terjesen et al., 2016). The standard international country prosperity ratio is calculated as a minimum of 2% of the population who have become entrepreneurs. This is in line with the statement that a country can be considered prosperous if at least 2% of its population have become entrepreneurs (Acs et al., 2017).

Creating job opportunities is one way to improve a country's economy, increase the entrepreneurial ratio of a country, and become the biggest effort to reduce the current high unemployment rate, which remains a major problem in Indonesia. This is related to the opinion that entrepreneurship has great potential to address unemployment, combat poverty, reduce social disparities, and drive national development in a country (Zainea et al., 2020). The reason is that the demand for jobs is not balanced with the availability of job opportunities. This is

consistent with the opinion that the increasing unemployment in Indonesia is due to the high distance of graduates, both from schools and higher education institutions, while almost all students are not equipped with enough knowledge to create job opportunities (Donald et al., 2018).

From the observations of research at Universitas Negeri Makassar, a compulsory entrepreneurship course has been established for all majors, including the Faculty of Economics, Management, and Business, in the Office Administration Education program for the 2018, 2019, and 2020 cohorts, which have received entrepreneurship course education within their curriculum structure. The course is taken in the third semester. The teaching includes theories to prepare students for the implementation of the practical entrepreneurship course in the fourth semester. This is aimed at training students to quickly and accurately solve problems. In line with the statement that entrepreneurial education involves instilling an entrepreneurial spirit, motivation, teaching, and utilizing every business opportunity, determining and developing business ideas, as well as business strategy processing (Prabandari, 2022).

Facing the social challenges, education policy orientation must be adapted to the job market following market needs, in line with the spirit of investment (Brunetti et al., 2020). Higher education, especially universities, have the responsibility to prepare their students to form high-quality human resources in terms of reliable knowledge, as well as mental preparedness, particularly an entrepreneurial mindset.

Entrepreneurial education obtained will not be successful if not accompanied by self-efficacy in nurturing an entrepreneurial mindset in students (Jiatong et al., 2021). Similarly, the desire to be an entrepreneur is just a mere thought if there is no effort and faith in one's own abilities. However, the tendency experienced by students in Indonesia is that they do not believe in their own abilities (Hidayati et al., 2020). The self-belief mentioned above provides motivation to solve problems, which will direct all their abilities and strive to do their best.

Entrepreneurship courses prepare students to be competitive graduates in the job market, but there is still a high unemployment rate among university graduates due to an imbalance between job opportunities and demand. The current situation calls for moving forward through something that has a significant impact on everyone, such as creating job opportunities. There are various ways to support entrepreneurial activities, such as government programs like Vocational High Schools for Entrepreneurs (SPW), funding and support for students to start businesses, and internal and external school programs to encourage university graduates to become independent entrepreneurs. On the other hand, many industries, even micro, small, and medium enterprises (UMKM), are still unaware of the importance of maintaining the environment they consider only as greater profits in each sale, making environmental sustainability seem unimportant. There is a need to learn how to create entrepreneurship that respects the environment.

Taking economic risks to create new organizations and using new or innovative technology to create value for others is entrepreneurship (Fowosire, 2017), and entrepreneurship is the process of creating new value (Zahra & Wright, 2016). An entrepreneur is someone who innovatively creates something new (Ballor & Claar, 2019). Interest in entrepreneurship is defined as an individual's readiness to engage in entrepreneurial behavior, participate in entrepreneurial activities, become an entrepreneur, or build a new venture (Olugbola, 2017). According to Carsrud et al. (2017), entrepreneurial interest refers to an individual's mental statement aimed at creating a new business, developing a new business concept, or creating new value within an existing company.

Motivation is what causes, channels, and supports human behavior, so they want to work hard and enthusiastically achieve optimal results (Seven, 2020). Locke & Schattke (2019), states that motivation is the desire within an individual that encourages them to perform actions. According to Decety (2020), motivation is a psychological process that reflects the interaction of attitude, needs, perception, and decision-making that occurs within an individual. This psychological process arises from factors within the individual, such as personality, attitude,

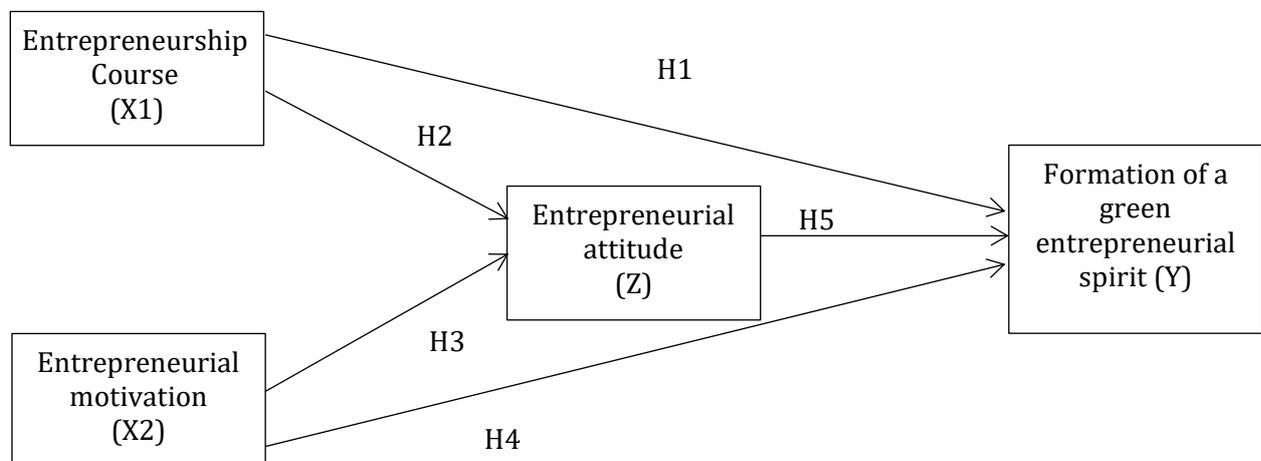
experience, and education, as well as from external factors affecting the individual, which are quite complex.

Research related to green entrepreneurship is still very limited, using it. Therefore, with the results of this visualization, researchers can identify gaps in previous research and this current study will identify the extent to which entrepreneurship education and motivation to entrepreneurship affect the formation of green entrepreneur mindset among university students by investigating the effects of these variables. This can determine steps to increase entrepreneurial intensity for students with more suitable factors according to the current situation. Additionally, this research can help solve unanswered problems in previous studies related to efforts to develop a green entrepreneur mindset in students, so this study contributes to both academia and everyday life.

## 2. METHOD

### 2.1. Research Model and Hypothesis

This research uses a quantitative approach with several variables that will test the impact of their relationships with data results in numerical form. Quantitative research is conducting objective theory testing by analyzing the relationship between variables (Creswell, 2013). This type of quantitative research always has descriptive questions about dependent and independent variables and questions about how the relationship between dependent and independent variables is. Hypotheses are tested using Path Analysis (Sarwono, 2006). The following is the research design.



**Figure 1.** Research Design

Based on Figure 1 above, this research is a descriptive explanatory study, which means it describes the effects of the variables being investigated. Descriptive refers to explaining and analyzing the research variables, such as entrepreneurship course (X1), entrepreneurship motivation (X2), green entrepreneurial spirit formation (Y), and entrepreneurial attitude (Z). On the other hand, explanatory means finding the causal relationships between research variables through hypotheses. The causal relationships include direct effects between the entrepreneurship course (X1), entrepreneurship motivation (X2), and entrepreneurial attitude (Z). Additionally, there are indirect effects of the entrepreneurship course (X1), entrepreneurship motivation (X2)

on the green entrepreneurial spirit formation (Y) through entrepreneurial motivation (Z) among University of Negeri Makassar students.

The research design is also based on the COR (Cognitive-Affective Units of Analysis) and JD-R (Job Demands-Resources) theories, as well as previous relevant research. Thus, the researcher can create direct and indirect hypotheses for this study, which can be seen more clearly in the following hypothesis summary table.

**Table 1. Hypothesis Summary**

Hypothesis	Description
H1	Entrepreneurship courses have a positive and direct effect on entrepreneurial interest
H2	Entrepreneurship courses have a positive and direct effect on entrepreneurial motivation
H3	Entrepreneurial motivation has a positive and direct effect on motivation entrepreneurship
H4	Entrepreneurial motivation has a positive and direct effect on entrepreneurial interest
H5	An entrepreneurial attitude has a positive and direct effect on interest in entrepreneurship
H6	Entrepreneurship courses have a positive and indirect effect on entrepreneurial interest through entrepreneurial motivation
H7	Entrepreneurial motivation has a positive and indirect effect on entrepreneurial interest through entrepreneurial motivation

Based on Table 1 above, this research has 7 hypotheses. These hypotheses will test the direct effects of entrepreneurship courses (X1) on entrepreneurial motivation (Y), the direct effect of entrepreneurship courses (X1) on entrepreneurial attitude (Z), the direct effect of entrepreneurial motivation (X2) on entrepreneurial attitude (Z), the direct effect of entrepreneurial motivation (X2) on the formation of a green entrepreneurial spirit (Y), the direct effect of entrepreneurial attitude (Z) on the formation of a green entrepreneurial spirit (Y), the indirect effect of entrepreneurship courses (X1) on the formation of a green entrepreneurial spirit (Y) through entrepreneurial attitude (Z), and the indirect effect of entrepreneurial motivation (X2) on the formation of a green entrepreneurial spirit (Y) through entrepreneurial attitude (Z).

## 2.2. Population and Sample

In this research, the population consists of the entire Class of 2022 from the Entrepreneurship Program at UNM. The sampling technique used is Proportional Random Sampling, calculated using Slovin's formula, resulting in a sample of 100 respondents from a population of 105 entrepreneurship students.

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{427}{1 + 105 (0,025)^2}$$

$$n = 98,53$$

Description:

n = Total Sample

N = Total Population

e = Error Rate of 2,5% or 0.025

From the given formula, it can be determined that the minimum number of samples that can be used is 98 respondents. However, the researcher obtained a sample of 100 people.

### 2.3. Data Collection

Data collection is carried out by determining the research subject, which is the class of 2022 from entrepreneurship students at UNM, using a questionnaire. The questionnaire used is a closed-ended questionnaire using digital media or commonly known as Google Forms, while the scale used is the Likert scale. Scoring using the Likert scale with 5 response options: Very Disagree: 1, Disagree: 2, Rather Agree: 3, Agree: 4, and Very Agree: 5. Subsequently, the data is analyzed using the Statistical Package for the Social Sciences (SPSS) application, now more commonly known as Statistical Product and Service Solutions (SPSS) version 24. The data analysis used in this research includes descriptive statistical analysis, classical assumption tests, and path analysis.

## 3. RESULTS AND DISCUSSION

### 3.1. Research Results

#### 3.1.1. Hypothesis Testing

Pengujian hipotesis digunakan untuk menguji pengaruh variabel eksogen secara langsung dan tidak langsung terhadap variabel endogen. Hipotesis diterima atau ditolak berdasarkan kriteria apabila p-value < 0,05 maka H0 diterima, atau dinyatakan bahwa koefisien regresi yang didapat signifikan. Hasil pengujian hipotesis pengaruh langsung dan tidak langsung dapat diketahui melalui table berikut:

**Table 2.** Hypothesis Testing Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.789 <sup>a</sup>	.622	.610	4.028

a. Predictors: (Constant), Entrepreneurial attitude (Z), Entrepreneurship course (X1), Entrepreneurial motivation (X2)

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	9.2138	4.735		1.930	.057
	Entrepreneurship course (X1)	.278	.155	.136	1.800	.075
	Entrepreneurial motivation (X2)	.636	.114	.498	5.570	.000
	Entrepreneurial attitude (Z)	.721	.226	.269	3.195	.002

a. Dependent Variable: Formation of a green entrepreneurial spirit (Y)

As for obtaining the effect of error (e1), the formula is used:

$$e1 = \sqrt{1 - R^2} = \sqrt{1 - 0,622} = 0,614$$

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = -0,136X_1 + 0,498X_2 + 0,269 Z + 0,614$$

The determination coefficient of 0.614 indicates that creativity, entrepreneurial education, and entrepreneurial education have a direct impact on the entrepreneurial interest variable, amounting to 61.4%. On the other hand, -38.6% is influenced by other variables outside this model or research.

**Table 3.** Direct Hypothesis Testing Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.666 <sup>a</sup>	.444	.432	1.837

a. Predictors: (Constant), Entrepreneurship course (X1), Entrepreneurial motivation (X2)

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	4.613	2.079		2.219	.029
	Entrepreneurship course (X1)	.105	.069	.139	1.532	.129
	Entrepreneurial motivation (X2)	.276	.043	.580	6.413	.000

a. Dependent Variable: Entrepreneurial attitude (Z)

As for obtaining the effect of error (e2), the formula is used:

$$e2 = \sqrt{1 - R^2} = \sqrt{1 - 0,444} = 0,745$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = -0,139 X_1 + 0,580 X_2 + 0,745$$

The determination coefficient of 0.745 indicates that creativity and entrepreneurial education have a direct impact on the variable Z, Motivation to be an Entrepreneur, with 74.5% influence. Meanwhile, -25.5% is affected by other variables outside this model or research.

Creativity has a negative and non-significant effect on entrepreneurial interest through the variable Motivation to be an Entrepreneur.

$$\begin{aligned} \text{Indirect Effect} &= X_1 \rightarrow Y \rightarrow Z \\ &= \beta_3 \times \beta_5 \\ &= 0,139 \times 0,269 \\ &= 0,037 \end{aligned}$$

Entrepreneurial Education has a positive and significant impact on the variable of entrepreneurial interest through the motivation to entrepreneurship variable.

$$\begin{aligned} \text{Indirect influence} &= X_2 \rightarrow Y \rightarrow Z \\ &= \beta_4 \times \beta_5 \\ &= 0,580 \times 0,269 \end{aligned}$$

= 0,015

- H1: The effect of Entrepreneurship courses on entrepreneurial interest has a significance value of  $0.075 > 0.05$ , with a beta value of 0.136. Based on these results, it can be concluded that H1 is rejected.
- H2: The effect of Entrepreneurship courses on entrepreneurial motivation has a significance value of  $0.129 > 0.05$ , with a beta value of -0.139. Based on these results, it can be concluded that H2 is rejected.
- H3: The effect of Entrepreneurial motivation on entrepreneurial interest has a significance value of  $0.000 < 0.05$  and a beta value of 0.498. Based on these results, it can be concluded that H3 is rejected.
- H4: The effect of Entrepreneurial motivation on entrepreneurial interest has a significance value of  $0.000 < 0.05$  and a beta value of 0.580. Based on these results, it can be concluded that H4 is accepted. It seems there's a contradiction in the conclusion for H4.
- H5: The effect of entrepreneurial attitude on entrepreneurial interest has a significance value of  $0.002 > 0.05$  and a beta value of 0.269. Based on these results, it can be concluded that H5 is rejected.
- H6: The effect of entrepreneurial education on entrepreneurial intent through motivation has a beta value of 0.351. Based on these results, it can be concluded that H6 is accepted.  
 $0,139 \times 0,478 = 0,066$   
 $0,075 + 0,276 = 0,351$
- H7: The effect of social media use on entrepreneurial intent through motivation has a beta value of 0.149. Based on these results, it can be concluded that H7 is accepted.  
 $0,580 \times 0,478 = 0,277$   
 $0,000 + 0,149 = 0,149$

### 3.1.2. Path Analysis

Berikut ini merupakan hasil interpretasi dari path analysis yang dapat dilihat pada tabel 4 dibawah ini.

Table 4. Path Analysis Results

Influence between Variables	Influence		
	Direct	Indirect	Total
Influence X1 → Y	0,136	-	0,136
Influence X1 → Z	-0,139	-	-0,139
Influence X2 → Z	0,498	-	0,498
Influence X2 → Y	0,269	-	0,269
Influence Z → Y	0,351	-	0,351
Influence X1 → Y → Z	0,136	-0,351	0,215
Influence X2 → Y → Z	-0,139	0,149	0,01

Based on the structure of this research model, the empirical equation can be made as follows.

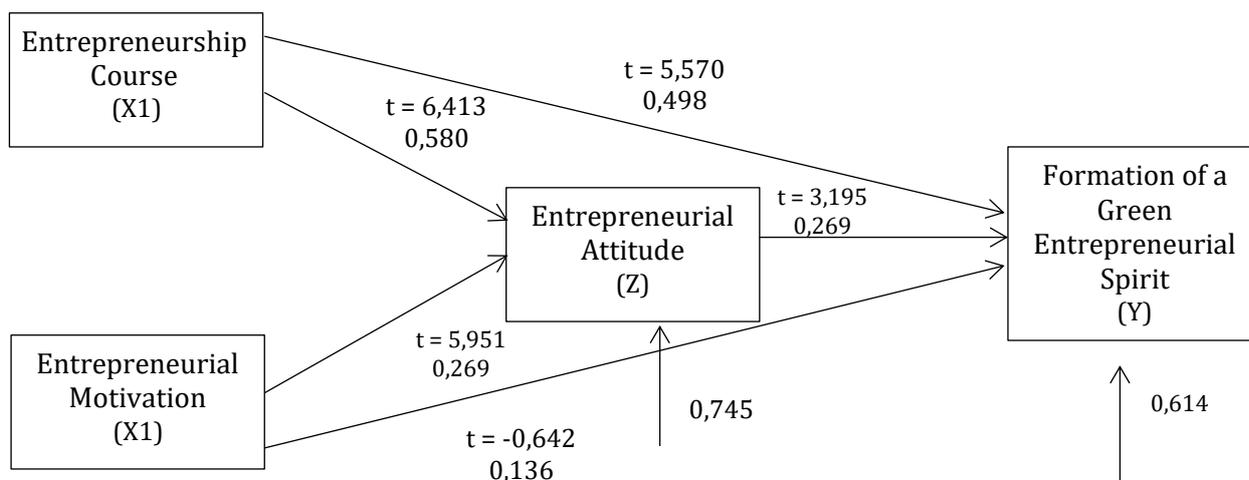
$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0,136X_1 + (-0,139)X_2 + 0,351 Z + 0,614$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = -0,139 X_1 + 0,498 X_2 + 0,745$$

The following are the results of path analysis in diagram form.



**Figure 2.** Path Analysis Result Model

Figure 2 above explains the standardized beta and the magnitude of the indirect and direct effects of each variable.

Coefficient of determination:  $Rm^2 = 1 - Pe1^2 \times Pe2^2 \dots \dots \dots Pex^2$

Interpretation of ( $Rm^2$ ) determination as follows:

$$Rm^2 = 1 - (0.614)^2 - (0.745)^2 = 1 - 0.208 = 0.792$$

$$0,376 \times 0,555 = 0,208$$

Based on the coefficient of determination above, it shows a direct and indirect effect of 0.792 or 79.2%. In other words, the information contained in the data (79.2%) is explained by the model. Meanwhile, (20.8%) is explained by variables outside the model.

### 3.2. Discussion

#### 3.2.1 The Effect of Entrepreneurship Courses on the Entrepreneurial Interest of UNM FEB Students

The ability to self-motivate can cultivate determination and enthusiasm in carrying out business activities. Self-motivation ability is greatly influenced by the locus of control in an entrepreneur. The ability to motivate oneself can originate from within oneself in striving for a better life, personal development, and financial planning. External factors can also contribute to self-motivation, such as observing successful people, an entrepreneurial environment, encouragement from parents, and the education received. Motivation is an internal drive within an individual to perform an action, which includes attitude, perception, and decision-making to achieve a specific goal. Like in entrepreneurship. Entrepreneurship requires a significant level of motivation to achieve the set targets by the individual.

This research demonstrates that entrepreneurial education has a positive and significant impact on shaping an entrepreneurial mindset. This is consistent with the research (Cui et al., 2021) that highlights the crucial role of entrepreneurial education in influencing the entrepreneurial mindset of students. This study is also needed with the finding (Handayati et al., 2020) that states that, to some extent, the variable of entrepreneurial education has a positively significant impact on the entrepreneurial mindset of students.

### **3.2.2. The Effect of entrepreneurship courses on the entrepreneurial interest of entrepreneurial students at the FEB UNM.**

Business Management courses can have a positive impact on the entrepreneurial mindset of students. This is because these courses typically provide in-depth understanding of various business aspects, business planning, and managerial skills required to become a successful entrepreneur. Additionally, business management can inspire creativity, innovation, and a sense of responsibility in doing business.

According to Haenfler (2018), entrepreneurship can start at any time and place where an entrepreneur can start their business, be it during high school, academy, after graduation, or while resting at home or an existing business. Business Management courses, supported by theories, management, and how to make profits. So that students do not just understand the theory of entrepreneurship and their future success. Business Management courses train students to become entrepreneurs. These courses provide an understanding, for example, of marketing, the characteristics of entrepreneurs, and then applying them by directly running a business.

It states that self-efficacy significantly affects entrepreneurial behavior. Therefore, it can be concluded that higher self-efficacy in students will enhance the development of an entrepreneurial mindset (Sara & Kurniawan, 2021).

### **3.2.3. The Effect of entrepreneurial motivation on entrepreneurial interest among UNM FEB students**

Apart from attitude, motivation is the fundamental driving force that moves someone to take action. In this research, it is shown that motivation affects entrepreneurial interest in students or plays a role in students' entrepreneurial interest. This finding supports Barba-Sánchez & Atienza-Sahuquillo (2017) research on positive and significant motivation impact on entrepreneurial interest. However, it contradicts Hartanti & Rohmad's (2016) study, which states that motivation does not have a significant impact on entrepreneurial interest. This could explain that students actually have quite high motivation, but they struggle to accept failure, although entrepreneurship requires a daring spirit to take risks (failures).

The results of this research differ from Ayalew & Zeleke (2018) study, which mentions that one of the crucial factors affecting students' entrepreneurial attitude is entrepreneurial motivation, and research that reveals entrepreneurial motivation has a positive, significant impact on students' entrepreneurial attitude.

### **3.2.4. The Effect of entrepreneurial motivation on entrepreneurial interest among UNM FEB students**

Motivation encourages individuals to create strategies and get involved in the establishment of sustainable new businesses. From the given explanation, it can be assured that motivation becomes the main driving force behind the entrepreneurial spirit in a person. This aligns with research findings (Apriana et al., 2019).

Entrepreneurial behavior, which indirectly determines the general success of a business, is influenced by the motivation of the entrepreneur. Motivation also serves as the energy source needed by an entrepreneur. There are two types of motivation theories in entrepreneurship: "push theory" and "pull theory." Push theory refers to the inclination to become an entrepreneur due to the pressure of a negative environment, such as job dissatisfaction, difficulty finding employment, irregular working hours, or inadequate wages (Haldorai et al., 2019).

### **3.2.5. The Effect of Entrepreneurial Attitude on Entrepreneurial Interest among UNM FEB Students**

Entrepreneurship refers to an individual who is creative, innovative, proactive, independent, courageous in making decisions and taking risks, and has a focus on profit or profitability. This demonstrates that entrepreneurial attitude is a measurable behavior, both

conscious or unconscious (Brighetti & Lucarelli, 2015).

For students, nurturing an entrepreneurial mindset is crucial to survive in the Era of Industrial Revolution 4.0 (Reaves, 2019). This is done to develop an entrepreneurial attitude as a reflection of students' readiness to embark on entrepreneurship, requiring steadfast determination and strong passion to achieve the set goals. Additionally, students should possess other skills in their entrepreneurial attitude, such as having an optimistic self-belief to move forward, high competitiveness demanding each individual to be creative in generating new ideas, not easily satisfied, and always seeking new knowledge and experiences.

### **3.2.6. The Effect of the Entrepreneurship Course on Entrepreneurial Interest among UNM FEB Students**

An entrepreneur is someone who is creative, innovative, proactive, independent, courageous in making decisions and taking risks, and oriented towards profit or profitability. This shows that entrepreneurial attitude is a specific observable behavior, both conscious or unconscious (Bettiga et al., 2017).

The research by Jiatong et al. (2021) statement that intentions and motivation in entrepreneurship represent entrepreneurial mindset based on the influence of entrepreneurial knowledge and skills. Therefore, it can be understood that entrepreneurial mindset is supported by entrepreneurial motivation and entrepreneurial education, while entrepreneurial mindset reflects the Self-efficacy of each individual.

### **3.2.7. The Effect of Entrepreneurial Motivation on Entrepreneurial Interest among UNM FEB Students**

Motivation grows from within a person, accompanied by the development of long-standing problems, such as environmental pollution in some places. This internal drive encourages individuals to establish businesses that help minimize such issues. In line with this, the research by Jiatong et al. (2021) reveals that motivation has a significant and positive relationship with green entrepreneurial practices. On the other hand, Rauch & Hulsink (2015) study states that entrepreneurship education does not affect the intention to engage in green entrepreneurship.

According to Paat & Sirine (2023), one attitude that supports entrepreneurial behavior in achieving success and the success of their business is motivation to excel. This is because entrepreneurial motivation tends to be closer in meaning to the motivation to excel, while entrepreneurial motivation itself is the drive within a person to take risks on their actions (Abdullah et al., 2015).

## **4. CONCLUSIONS AND SUGGESTION**

Based on the information provided, this research concludes as follows: (1) Entrepreneurship courses positively and significantly affect the entrepreneurial attitude of students. (2) The motivation to be an entrepreneur does not have a significant impact on the formation of students' entrepreneurial attitude. (3) The development of a green entrepreneurial spirit positively and significantly affects the formation of students' entrepreneurial attitude. (4) Entrepreneurship courses, motivation to be an entrepreneur, and the development of a green entrepreneurial spirit jointly have a significant impact on the formation of students' entrepreneurial attitude.

The study suggests the following recommendations that may be considered: (1) Graduates can utilize and develop their entrepreneurial education to start businesses and create job opportunities rather than just seeking employment. (2) In order to cultivate an entrepreneurial attitude, students should learn entrepreneurial education, be motivated by the idea of entrepreneurship, and practice it genuinely, not just as dreams and fantasies. (3) When

conducting similar studies, researchers should expand the scope of respondents and use other attitude formation factors as variables to obtain more varied research results.

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