

The Entrepreneurial Attitudes of Higher Education Students

Dina Patrisia, Abror Abror
 Departement of Management
 Universitas Negeri Padang
 Padang, Indonesia
 dpatrisia@fe.unp.ac.id

Shinta Doriza, Ernita Maulida
 Departement of Home Economics
 Universitas Negeri Jakarta
 Jakarta, Indonesia

Abstract—An increasing of the number of entrepreneurs in Indonesia is required to support economic growth. Therefore, universities in Indonesia have concerned with their important roles in creating entrepreneur through several ways, for example, they design the entrepreneurship as a compulsory subject in the curriculum. The student's entrepreneurial attitude is an important factor in creating a good entrepreneur. This study examines the entrepreneurial attitude of higher education students based on their demographic characteristics, such as ethnicity, gender, education, faculty and the family business experience. This study is a survey by using the questionnaire. The respondent of this research consists of 100 students who have passed the entrepreneurship subject from Universitas Negeri Padang. The results show that the entrepreneurial attitude has similar mean value for gender, education, faculty and the family business experience factor. Moreover, we found that the ethnicity and faculty have a slightly different mean value. However, based on the Analysis of Variance (ANOVA), only faculty's factor that has a significantly difference of the entrepreneurial attitude in ten percent level of significance. Finally, some limitations and further research have been discussed.

Keywords—*entrepreneurship; entrepreneurial attitude; demographic; ethnicity; gender; education; faculty and the family business experience*

I. INTRODUCTION

Entrepreneurial attitude has been identified as a key factor for economic growth and social transformation [1]. The role of entrepreneurs in economic growth has been proven by several developed countries, such as America, Japan, Singapore and Malaysia. America has more than 12 % of population as entrepreneur, and it is followed by Japan with 11%, Singapore (7%) and Malaysia (5%). In contrast, Indonesia is a big population country, however, it still lacks of the number of entrepreneurs. Indonesia only has 3% of entrepreneur from its population. Therefore, an increasing of the number or entrepreneur in Indonesia is needed.

Furthermore, entrepreneurial attitude is a key factor in increasing the entrepreneurial intention and it also predicts the entrepreneurial activity in the future [2,3]. Previous studies have found that entrepreneurial attitude has been influenced by demographic factors [3]. Moreover, the entrepreneurial attitudes tend to change across time and situations through an

interactive process with the environment [3] and it will influence the entrepreneurial orientation of the business which finally affects the firm performance [4]. Hence, the programs to increase the entrepreneurial attitudes, such as entrepreneurial education, are needed. Several authors argue that the entrepreneurial education is expected to increase the entrepreneurial attitude [5].

The higher education organization such as university has an obligation to increase the entrepreneurial attitudes. The universities' management in Indonesia actually have concerned with their important roles in creating entrepreneur through several ways. For example, they design the entrepreneurship as a compulsory subject in the curriculum. Furthermore, some previous studies show the positive effect of entrepreneurial education on entrepreneurial attitude [2,3,6]. They assert that attitudes are precursors to intentions which are antecedent to behaviors. More specifically, attitudes have a behavioral component (along with affective and cognitive components) that consists of behavioral intentions and predispositions to act in a particular way toward some subject. However, study on this topic is still neglected, especially in Indonesia context. Hence, we need to assess the entrepreneurial attitudes of Indonesian students. Therefore, this study aims to examine the entrepreneurial attitudes of Indonesia university's students and the influence of the demographic characteristics on the entrepreneurial attitudes.

A. Entrepreneurial Attitudes

Nowadays, academic entrepreneurship becomes a key factor for the universities' policymakers and also for the local governments everywhere [7]. Entrepreneurship refers to the individual ability to make an innovative improvement and adds more value of the products [2]. Entrepreneurship has some key attitudes, such as flexibility, fearlessness, confidence and persistence [8]. Accordingly, an entrepreneur should have those motivation attitudes if they want to be a successful entrepreneur.

Several previous studies have revealed the entrepreneurial attitudes [8-10]. According to Do and Dadvari [10] and Robinson et al. [2], the entrepreneurial attitudes can be measured by using four subscales, including achievement, self-esteem, personal control and innovation, and this measurement has three components, including affective, cognitive and

conation. Staniewski and Awruk assert that there are 17 motivational factors of entrepreneurship which are related to entrepreneurial attitudes [8]. Those factors are flexibility, fearlessness, preference for difficult tasks, independence, confidence in success, dominance, eagerness to learn, goal setting, compensatory effort, status orientation, pride in productivity, engagement, competitiveness, flow- focus on task, internality, persistence and self-control. Moreover, Barba-Sánchez and Atienza-Sahuquillo argue that there are three key motivational factors of entrepreneurship, including need for success, need of independence and economic motivation [11]. Entrepreneurial attitudes have some influencing factors, such as demographic, socio-culture and family background [2,3,12,13]. The next part discusses the demographic factor of entrepreneurial attitudes.

B. Demographic Factor

According to Karimi et al. [13]; Gedik et al. [14] and Do and Dadvari [10], there are some demographic factors that may influence the entrepreneurial attitudes, such as gender, ethnicity, educational level, age and field of study. For example, Gedik et al. assert that gender has a significant impact on entrepreneurial attitudes [14]. Furthermore, Harris and Gibson argue that parents as entrepreneurs and work experience are also key factors in influencing the entrepreneurial attitudes of students [3]. Accordingly, this study focused on those demographic factors [1].

II. METHOD

This study is a descriptive study which examines the entrepreneurial attitudes of students in Higher Education. Moreover, this study also investigates the influence on demographic factors on entrepreneurial attitudes of students. The population of this study is all students in one state

university in “*Minang Kabau*” West Sumatera. We employed 100 students from 8 faculties as the sample. The samples have been collected by using purposive sampling method, where the criterion is the respondent should have enrolled in entrepreneurship subject.

We used survey method by using questionnaires as the data collection method. The entrepreneurial attitudes construct has been derived from Robinson [2] and Staniewski and Awruk [8]. We adapt 32 entrepreneurial attitudes form these studies and we used Likert’s scales from strongly disagree (1) to strongly agree (4) as the answer alternatives. We have done the reliability test by using Cronbach’s alpha and we got the reliability value from 0.70 to 0.84 (≥ 0.70) [15,16], hence, it means that the data is reliable. In addition, participants were asked to provide demographic information such as ethnicity, gender, education, faculty and family business experience.

For the data analysis, we conducted descriptive statistical analysis to see the entrepreneurial attitudes by using the mean, median and mode value [17,18]. Moreover, to examine the influence of demographic factors on entrepreneurial attitudes, we have done the ANOVA and Pair sample t test [19].

III. RESULTS AND DISCUSSION

A. Result

The descriptive statistic shows that based on ethnicity, most of the respondents are from *Minang* ethnic (90%). Based on gender, female is the highest percentage of respondent (63%). Moreover, most of the respondents graduated from General High School (82%). Based on faculty, most of the respondents are student in faculty of economics (63%). Finally, most of the respondents have a family business experience (61%). For the detail please see table 1.

TABLE I. DESCRIPTIVE OF ENTREPRENEURIAL ATTITUDE BASED ON DEMOGRAPHICS FACTORS

Demographics Characteristics		Frequency	Percentage	Cumulative Percentage	Mean	Std. Deviation
Ethnicity	Minang	90	90	90	3.214	0.206
	Others	10	10	100	3.408	0.129
Gender	Male	37	37	37	3.216	0.174
	Female	63	63	100	3.243	0.226
Education	General High School	82	82	82	3.232	0.215
	Vocational High School	14	14	96	3.241	0.129
	Islamic High School	4	4	100	3.235	0.329
Faculty	Economics	63	63	63	3.262	0.209
	Non-Economics	37	37	100	3.183	0.199
Family Business Experience	Yes	61	61	61	3.257	0.257
	No	39	39	100	3.214	0.214

Furthermore, based on 32 items of the entrepreneurial attitudes in Table 2, we found that in overall the entrepreneurial attitudes of students are relatively high (mean value =3.23). However, there are some attitudes which have a lower value, such as “never put important matters off until a more convenient time”, “seldom follow instructions unless the task is too complex” and “often feel badly about the quality of work”. The values of these example items are less than three, hence, it

means that the respondents are slightly disagree with these attitudes. For the detail please see table 2.

TABLE II. DESCRIPTIVE OF ENTREPRENEURIAL ATTITUDES

No	Item	Mean
1	I get my biggest thrills when my work is among the best there is	3.47
2	I never put important matters off until a more convenient time.	2.65
3	I seldom follow instructions unless the task I am working on is too complex.	2.43
4	I believe that in the business world the work of competent people will always be recognized.	3.49
5	I believe it is important to continually look for new ways to do things in business.	3.19
6	I believe it is important to analyze your own weaknesses in business dealings.	3.51
7	I believe that one key to success in business is to not procrastinate.	3.78
8	I believe that to be successful a businessman must spend time planning the future of his business.	3.53
9	My knack for dealing with people has enabled me to create many of my business opportunities.	3.13
10	I think that to succeed in business these days you must eliminate inefficiencies.	3.09
11	I believe it is more important to think about future possibilities than past accomplishments.	3.50
12	I believe that in order to succeed, one must conform to accepted business practices.	3.04
13	I believe it is important to approach business opportunities in unique ways.	3.46
14	I believe the most important thing in selecting business associates is their competency.	3.30
15	I believe that any organization can become more effective by employing competent people.	3.34
16	I make it a point to do something significant and meaningful at work every day.	3.00
17	I always try to make friends with people who may be useful in my business.	3.20
18	I feel best about my work when I know I have followed accepted procedures.	3.01
19	I believe that to become successful in business you must spend some time everyday developing new opportunities.	3.46
20	I will spend a considerable amount of time analyzing my future business needs before I allocate any resources.	3.04
21	I usually take control in unstructured situations.	2.82
22	I often feel badly about the quality of work I do. (reverse)	2.46
23	I believe it is important to continually look for new ways to do things in business.	3.49
24	I believe it is important to make a good first impression.	3.71
25	I usually seek out colleagues who are excited about exploring new ways of doing things.	3.55
26	I do every job as thoroughly as possible.	3.47
27	To be successful I believe it is important to use your time wisely.	3.65
28	I believe that in the business world the work of competent people will always be recognized.	3.28
29	I believe successful people handle themselves well at the business gatherings.	3.30
30	I enjoy being able to use old business concepts in new ways.	3.20
31	I feel depressed when I don't accomplish any meaningful work.	2.89
32	I often approach business tasks in unique ways.	2.94
	OVERALL	3.23

This study also examines the influence of demographic characteristics on entrepreneurial attitudes of students. Table 3 shows that two demographic factors (ethnicity and faculty) have significant influences on entrepreneurial attitudes with significance value 0.005 and 0.066 respectively.

TABLE III. ANALYSIS OF VARIANCE (ANOVA) FOR ETHNICITY AND FACULTY

Demographics Factors	Mean	Mean	F Value	Significance
Ethnicity	Minang	3.214	8.419	0.005
	Other	3.408		
Faculty	Economics	3.263	3.464	0.066
	Others	3.183		

B. Discussion

The findings of this study have confirmed that the students have relatively high entrepreneurial attitudes. This finding is similar with some previous studies, such as Robinson et al. [2], Staniewski and Awruk [8] and Ridwan [20] who found some entrepreneurial characteristics or attitudes of students. Hence, we argue that one way to increase student's entrepreneurial attitudes, the university has to create a programme which includes in the curriculum. Moreover, this study also found that two demographic factors, including ethnicity and faculty have a significant impact on the different entrepreneurial attitudes of students. This finding is also in line with Robinson et al. [2]; Harris [3] and Gedik [14] who assert that entrepreneurial attitudes will be influenced by some demographic characteristics. Accordingly, to increase the entrepreneurial attitudes, we have to concern with the demographic factors, such as ethnicity and faculty of the students. The faculty becomes a significant factor because in the economics faculty, the students get more attention on entrepreneurship subject than other faculties.

IV. CONCLUSION

In conclusion, this study found that students have a high entrepreneurial attitudes and it will be influenced by some demographic factors. however, this research has some limitations, such as the small number of sample and only focus on one university. for the future study, we suggest to expand it with a bigger number of samples and extent it to some universities or higher education programmes.

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