

# ***Comparative Study of Economic Students 'Interest in Entrepreneurship Based on Gender***

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## **ABSTRACT**

Gender refers to the differences in roles, positions, responsibilities, and the division of labour between men and women. Gender is not habitual, can change and can be exchanged from one human to another depending on local time and culture. This study aims to determine the interest in entrepreneurship and whether there is a difference in the entrepreneurial interest of Undiksha Faculty of Economics students based on gender. This study used a comparative descriptive research design. A population of six hundred and fifty-four students who have taken entrepreneurship courses with a sample of two hundred and fifty-eight people. Data were collected using a questionnaire and analysed using the t test analysis technique. The results of the analysis show that the mean of female students show a score of thirteen point sixteen and male shows a score thirteen point seven. t test results showed negative zero point four hundred and fifteen with a significance level of zero point six hundred seventy-eight greater than zero point zero five. Thus, it can be concluded there was no difference in student interest in entrepreneurship based on gender.

**Keywords:** *Entrepreneurship, Gender, Interest*

## **1. INTRODUCTION**

Gender refers to the differences in roles, positions, responsibilities, and the division of labour between men and women. This difference in gender roles helps us to reevaluate the division of roles that have so far been considered inherent in human women and men to build a dynamic and precise picture of gender relations that fits the reality in society. Gender can also be interpreted as normal rules or behaviour related to sex in a community system, or gender is the result of an agreement between humans that is not habitual. Therefore, gender varies from place to place and from time to time. Gender is not habitual, can change and can be exchanged from one human to another depending on time and local culture.

Although not all societies experience gender discrimination, nowadays gender discrimination still occurs in all aspects of life in society. Discrimination based on gender can be in the form of gaps and differences in the roles of men and women at different levels, in terms of opportunity and control over resources. power, economy, power and participation happen everywhere. This gender role is formed through various value systems including customary values, education, religion, politics, economy and so on. As a result of social

formation, gender roles can change in different times, conditions and places so that the roles of men and women can be exchanged. For example, initially women's duties were more dominant in the traditional sector such as taking care of children, cleaning the house, so with the change in time, these tasks were usually carried out by men without violating their habitual.

Social differences in the concept of gender have given rise to differences in the roles of women and men in society. In general, the existence of gender has created differences in roles, responsibilities, functions and even the space in which humans perform activities. This gender difference is so inherent in the perspective of society, that we often forget as if it is something permanent and eternal, just like the permanent and eternal biological characteristics of women and men.

Due to the social construction of gender, men must be strong and aggressive. Men must be trained and socialized and motivated to become or towards gender traits defined by society, namely physically stronger and bigger. Meanwhile, matters of educating children, managing or maintaining the cleanliness and beauty of the house are considered "habitual" women. In fact, this is actually a social and cultural construction of women.

In fact, these affairs are not natural because they can be carried out or exchanged with men.

Actually, the existence of gender differences will not be a problem as long as it doesn't give gender inequalities. Gender injustice can take the form of various forms of injustice. For example, due to injustice, the emergence of marginalization or a process of economic impoverishment, subordination or the perception of insignificance in public decisions, making of stereotype (negative labelling), violence, longer and more workloads, and socialization of gender role values ideology [1].

Economic development opens up many avenues for improving gender equality in the long term. One of the strategies in increasing innovative economic development is entrepreneurship. An entrepreneur must have talent about new products to be developed. So, entrepreneurs are not just sellers, but entrepreneurs are creators of business activities.

In order to support the formation of talented young entrepreneurs, almost all universities in Indonesia proclaim entrepreneurship as part of an academic program involving certain subjects and designing curriculum to carry out entrepreneurship education programs in full. Although almost all students aspire to be able to work in both the government and private sectors, the limited employment opportunities require students not to rely on their future to get jobs in both sectors. Students should not only become jobseekers (job seekers) but also (create jobs) for themselves and the community in their environment.

The entrepreneurial is a unique world, which is why entrepreneurs are required to be creative, innovative and competitive at all times. By having this mentality, entrepreneurs will have an independent attitude, and must be strong in facing physical and psychological challenges. However, the demand to become a successful entrepreneur is not something that is very heavy for someone who has learned in college properly.

This is possible because almost all higher education, including Ganesha University of Education, has included entrepreneurship courses in its curriculum. Entrepreneurship courses are included in the curriculum aimed at forming an entrepreneurial spirit among students. Reference [2] states that by having a complete entrepreneurial spirit, it is hoped that business actors will be able to continuously improve efficiency, productivity, creativity and innovation in carrying out their business in order to increase their ability to do business and have the advantage to compete in various situations. as well as conditions while still paying attention to business ethics in order to foster trust for all parties. Reference [3] states that entrepreneurship education plays a role in shaping the entrepreneurial spirit of students. The results of [3]'s research, stated that 10.90% of entrepreneurship

education affects the formation of the entrepreneurial spirit of students. The results of [4]'s study show that male students' entrepreneurial interests are different from female students' entrepreneurial interests. Male students' interest in entrepreneurship is higher than female students in FE UNP students [4]. The results of [3] et al stated that personal attitude, subjective norms and perceived behaviour control have a positive effect on Undiksha students' interest in entrepreneurship. However, although entrepreneurship education is able to influence the formation of students' entrepreneurial spirit and interest, so far it has not been studied whether there are differences in student interest in becoming entrepreneurs in terms of gender / gender. The results of the research by [5] et al stated that gender has a positive correlation with interest in entrepreneurship. In contrast to this, the research findings of [6] et al explained that there is no gender relationship with interest in entrepreneurship. Reference [7] state that in general, the entrepreneurial sector is a sector dominated by men.

Interest is a psychological factor that can determine a person's choice. Interest is a very strong and important psychological factor for a person's progress and success. In addition, interest is a psychological factor that can determine a person's choice. Interests are always related to abilities, needs, and experiences in individuals. Interest can be defined as something that arouses attention to something. Someone who is interested indicates what he wants or does or what he likes or likes. Reference [8] explains "interest is an impulse that causes individual attention to certain objects such as work, lessons, objects, organizations". Reference [9] states that "interest is a feeling or preference and a sense of belonging to something or activity, without anyone having to ask". Reference [10] according that "Interest is related to the movement style that encourages a person to face or deal with people, objects, activities, experiences that are stimulated by the activity itself." basically is the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest, so it is not surprising that if someone is not happy, he will be less interested, and vice versa when he is happy, he will be interested.

Based on what has been described above, it can be concluded that interest is a feeling of interest in something or activity without coercion and feels happy to learn it. This feeling of attraction is not due to coercion but a high awareness of the individual because of a strong desire to achieve the goals to be achieved. In other words, interest arises in a person based on his own awareness, this is indicated by a greater concentration of attention on an object so that he continues to try to get it. The greater a person's interest in something will affect the efforts that will be made to get what you want. Likewise, on the contrary, the lower a person's interest in something will affect the weak effort to get what he wants.

Those who choose entrepreneurship as their choice have certain perceptions about the attractiveness of an entrepreneurial career, the level of entrepreneurial feasibility and a belief in self-efficacy to start a business. Therefore, entrepreneurship education must be designed in such a way as to have an impact in encouraging the growth of student interest. This interest in entrepreneurship implies that there is an individual willingness to work hard and diligently to achieve his business. Interest in entrepreneurship can be interpreted as a sense of interest in becoming an entrepreneur who is willing to work hard and diligently to achieve the progress of his business. Entrepreneurial interest comes from within a person to create a business field. Entrepreneurial interest is not brought from birth but grows and develops according to the influencing factors. Reference [11] according entrepreneurial interest is a psychological symptom that focuses attention and does something about the entrepreneur with feelings of pleasure because it brings benefits to him. Someone who has an interest in entrepreneurship shows that someone feels happy about a job and feels attached to the job without anyone else asking. This interest in entrepreneurship arises because of the existence of knowledge and information about entrepreneurship which is then continued to participate directly in order to gain experience and finally a desire to pay attention to the experience that has been obtained, as well as having a feeling of pleasure and having a desire to be involved in risk-taking activities, to carry out business or own business by taking advantage of existing business opportunities, and creating new businesses with innovative approaches in entrepreneurship.

The availability to bear various risks related to entrepreneurial actions to meet their daily needs without fear of the risks that will occur and learning from failure. Interests play an important role for individuals to make decisions. Reference [12] according to Bhandari interest in entrepreneurship can be measured from seven dimensions, namely from 1). social prestige, 2) personal challenges, 3) wanting to be a boss, 4) innovation, 5) leadership, 6) flexibility and profit.

**2. METHODS**

This study aims to determine the differences in entrepreneurial interests of students of the Faculty of Economics. Because of this study uses a comparative descriptive research design. The population of this research is 654 students of the Faculty of Economics, University of Education Ganesha, consisting of students

from the Economics and Accounting Department and Management Department students who have taken Entrepreneurship courses, this is a consideration because students' knowledge of entrepreneurship will affect the formation of student entrepreneurial interest. Based on the population using the Slovin formula, the minimum sample is 258 people.

The data collection method used in this study was a questionnaire. The questionnaire was used to explore students' entrepreneurial interest in the 2018/2019 academic year. The data that has been collected will be analysed using comparison analysis, by using t-test.

**3. RESULTS AND DISCUSSION**

**3.1. Research Results**

*3.1.1. Average Student entrepreneurial interest based on gender*

Based on the data collected, it shows that the average student interest based on gender show the following results. Table 1

**Table 1.** Average Student entrepreneurial interest

	Gender	N	Mean	Std. Deviation	Std. Error Mean
interest	Male	100	13.07	1.591	.159
	Female	158	13.16	1.769	.141

Based on table 1 above, of the 258 students consisting of 158 women and 100 men, it shows that the mean male student shows a score of 13.07, whereas the average female student interest in entrepreneurship is 13.16. this shows that there is no difference in the average (mean) interest in entrepreneurship in students of the faculty of economics based on gender. furthermore, to ensure whether there is a difference in interest in entrepreneurship between students of the faculty of economics based on gender, a "t" test will be carried out.

*3.1.2. Differences interest in entrepreneurship between male and female students.*

Based on the SPSS t-test analysis, it shows that there is no difference in interest in entrepreneurship based on gender. This can be shown from the results of the "t" test analysis as follows.

**Table 2.** t-test analysis

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Minat	Equal variances assumed	1.972	.161	-.406	256	.685	-.088	.217	-.517	.340
	Equal variances not assumed			-.415	226.915	.678	-.088	.212	-.507	.330

Table 2. above shows that the results of the t test analysis showed a score of -415 with a significance level of 0.678 > 0.05. It can be concluded that there is no difference in students' interest in entrepreneurship based on gender.

**3.2. Discussion**

The results showed that there was no difference in student interest in entrepreneurship based on gender. Actually, theoretically, gender differences have no impact on a person's interest in participating in economic development. Economic development opens up many opportunities to improve gender equality in the long term. One of the strategies in increasing innovative economic development is entrepreneurship. Being an entrepreneur is not influenced by interest alone. Interest in pursuing a business field will be influenced by a person's internal and external factors. One of the internal factors that influence entrepreneurial interest is a person's talent and interest in an area that is the focus of his attention. Meanwhile, external factors that influence a person's interest are environmental factors, such as family environment or education

The participation of universities in creating entrepreneurs is considered to have helped create young entrepreneurial entrepreneurs. The results of research by [3]'s state that entrepreneurship education plays a role in shaping the entrepreneurial spirit of students. The formation of an entrepreneurial spirit among students can encourage students' interest in entrepreneurship. It also empirically shows that during college students both male and female have started a business. Some of the business start-ups they have started from the PMW (Entrepreneurial Student Education) program fee assistance, or they started themselves in the sense that they entered the business world because of their own interest in certain business ventures according to their hobbies or interests. Through online business, they can

become entrepreneurs without requiring large amounts of capital and can reach a wide marketing area without being bound by time, so that they can still attend courses which are their main task.

The results of the research by [3]'s stated that personal attitude, subjective norms and perceived behaviour control have a positive effect on Undiksha students' interest in entrepreneurship [3]. This proves that what influences a person's interest in entrepreneurship is a person's attitude, the prevailing norms in the society where they live and their self-confidence in doing business.

**4. CONCLUSIONS**

**4.1. Conclusion**

Based on the research results, it shows that there are not differences in student entrepreneurial interests based on gender. This is evidenced by the results of the average calculation of student interest based on gender showing the score of male student interest in entrepreneurship is 13.6 and the average female student is 13,146.

Furthermore, based on the results of the t test analysis, it also proves that the t value indicates -0415 with a significant level of 0.678 greater than 0.005.

**4.2. Suggestion**

- 1) Can be used as a material consideration as an effort to increase the interest of students / female students in formulating policies related to the development of entrepreneurship courses so that they are more superior as compulsory courses, to increase interest so that later students can pursue entrepreneurship more.
- 2) The results of this study can be considered for further research to examine which ones are more interested

in pursuing student entrepreneurial interests based on gender, besides that it is necessary to study more deeply the dimensions of interest dimensions which are the causes of the emergence of these differences in interest.

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