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**What are the factors strengthening the entrepreneurial intention in University students?
(Study at University Students in Indonesia)**

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Abstract

Sub Theme:

Life Long Learning and Skills Development for Sustainable Entrepreneurial Development.

Objectives:

To identify what are the factors that can be used for strengthening the entrepreneurial intention in students.

Theoretical Background/Previous Practice:

This paper is partly based on my previous paper called the relationship of resilience and entrepreneurial intention which was done between students and employees. This research was done as a career in entrepreneurship offers significant opportunities for individuals to achieve financial independence and benefit of the economy by contributing to job creation, innovation and economic growth. However, in Indonesia there was only 0.18 percent from about 200 million people who are entrepreneurs which is far less than 2 percent of the people. As a result, there are many government programs undertaken in order to boost new entrepreneurs. In this regard, the identification of the profile of entrepreneurial intentions in students, will also add the information needed about factors needed to strengthen and/or develop this intention.

Approach/Methods:

This paper is written based on 5 research studies done at University students, which collaborated into one research umbrella under the topic of Entrepreneurial Intention.

Results/Insights:

The results show that in general the University Students can be categorized as having moderate entrepreneurial intentions. However, there are no significant correlation amongst locus of control, emotional & behaviour independent as well as adversity quotients with entrepreneurial intentions. On the other hand, there is a positive and significant correlation between entrepreneurial self efficacy and observational learning with entrepreneurial intention. From the study it can be concluded that, the characteristics of the person itself are not enough in developing the entrepreneurial intention. There should be a basic entrepreneurial self efficacy on them, and supported with the presence of role models.

Implications:

The future research is needed to study about the psychological characteristics as mentioned in relationship with the entrepreneurial intentions in a larger and in more diverse respondents. On the other hand, it appears that in relation to enhance the entrepreneurial intentions in students there should be more efforts in terms of training, workshops, role modelling in order to develop stronger entrepreneurial intentions in University students.

Keywords:

Entrepreneurial Intentions; Locus of Control; Adversity Quotient; Emotional & Behavioural Independence; Entrepreneurial Self Efficacy; and Observational Learning.

Introduction

Entrepreneurship is becoming a very relevant instrument to promote economic growth and development the country, this condition makes entrepreneurship has been a topic that always interesting in developing country, and has become a priority for several societies. In this regard, there is a capacity of new firm to contribute to economic growth (Achs and Armington, 2003), jobs and innovation (Reynolds, Storey and Westhead, 1994). Moreover, a career in entrepreneurship also offers significant opportunities for individuals to achieve financial independence and benefit of the economy by contributing to job creation, innovation and economic growth. However, in Indonesia there are only 0.18% of 220 million people who are entrepreneurs which is far less than 2 percent of the people. With this condition, universities are increasingly being called upon to play a more active role, in particular by providing their students with education and support to make an entrepreneurial career easier to undertake. The involvement of universities is all the more important given that this career avenue is becoming a more common and necessary choice for students. Certain studies have focused on the entrepreneurial intentions of university students (Audet, 2004; Boissin and Emin, 2006; Kolvereid, 1996; Tkachev and Kolvereid, 1999). Fillion, L'I-leureux, Kadji-Youlaeu and Bellavance (2002) showed that 58% of Québec university students intended to start up a business. Several studies have clearly demonstrated that entrepreneurial behaviour is strongly influenced by peoples values, attitudes and beliefs (Krueger, 1993; Krueger and Brazeal, 1994; Krueger and Carsrud, 1993). In spite of these researchs, it seems that the proportion of university students willing to step into self-employment is small. However, it also appears that entrepreneurial intentions are a function of a "regional dimension", which is shaped different social and cultural environments. Much research has been done about the factors which stimulate entrepreneurial activity (Franco et al., 2010). More importantly, beliefs are influenced by the national culture and social context.

In this regard, strengthening students' confidence to become an entrepreneur through the mechanisms known to affect self-efficacy beliefs—mastery experiences, role modeling, social persuasion, and physiological states (locus of control, adversity, independency) appears to have an important impact at the early, prelaunch stage of an entrepreneurial venture. This research will study the impact of those psychological factors as well as observational learning to entrepreneurial intention in university students.

Objectives

The objective of this study is to identify what are the factors that can be used for strengthening the entrepreneurial intention in University students.

Literature Review

Entrepreneur, Entrepreneurship and Entrepreneurial Intention

Entrepreneur

"one who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying significant opportunities and assembling the necessary resources to capitalize on them." (Zimmerer, 2008):

Entrepreneurship

“Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence” (Hisrich, Peters, and Shepherd (1998, p.8; 2008).

“Entrepreneurship is the process, brought by individuals, of identifying new opportunities and converting them into marketable products or service” Schaper & Volery (2007)

“The entrepreneur is the cornerstone of the entrepreneurial process-the chief conductor who perceives an opportunity, marshals the resources to pursue this opportunity and builds an organization which combines the resources necessary to exploit the opportunity”. Schaper & Volery (2007).

Intention

“Intentions capture the motivational factors that influence a behavior: they are indications of how hard people are willing to try, of how much of an effort they are planning to exert in order to perform the behavior”. (Hisrich, Peters, and Shepherd (2008).

Intention is a transition of a person from an intention to engage in certain behaviour. This intention remains a behavioral disposition until, at the appropriate tie and apporintiny, an attempt is made to translate the intention into action” (Ajzen ,2005).

Entrepreneurial Intention

Entrepreneurial Intention is the motivational factors that influence individuals to pursue entrepreneurial outcomes.” (Hisrich, Peters, & Sheperd, 2008, p.58).

“A person’s location on a subjective probability dimension involving a relation between himself and some action”. (Ajzen, 2005; Fishbein & Ajzen,1975)

“A behavioral intention, therefore, refers to a person’s subjective probability that the will perform some behavior”. (Fishbein & Ajzen,1975)

“Intentions capture the motivational factors that influence a behavior; they are indications how hard people are willing to try, of how much of an effort they are planning to exert in order to perform the behavior.” (Hisrich, Peters, & Sheperd, 2008).

Entrepreneurial Intention

When discussing about Entrepreneurial Intention Model, this cannot be separated with the discussion about the Theory of Planned Behavior.

Theory of *Planned behavior*

According to the theory of planned behavior (TPB), entrepreneurial intention indicates the effort that the person will make to carry out that entrepreneurial behavior. It captures the three motivational factors, or antecedents, influencing behavior, namely Personal Attitude; Subjective Behavior and Perceived Behaioral Control (Ajzen, 1991; Linan, 2004 in Linan et al., 2008). The short explanations about three motivational factors are as follows:

1. Attitude toward start-up (Personal attitude – PA), refers to the degree which the individual holds a positive or negative personal valuation about being an entrepreneur (Ajzen, 2001, Autio et al. 2001; Kolvereid, 1996b in Linan et al. 2008). It includes not only affective (I like it, it is attractive) but also evaluative considerations (it has advantages).

2. Subjective norm (SN) measures the perceived social pressure to carry out or not entrepreneurial behaviors. In particular, it refers to the perception that “reference people” would approve the decision to become an entrepreneur, or not (Ajzen, 2001).
3. Perceived behavioral control (PBC) is defined as the perception of the ease or difficulty of becoming an entrepreneur. It is therefore, a concept quite similar to self-efficacy (SE) (Bandura, 1997 in Linan et al., 2008) and to perceived feasibility (Shapero & Sokol, 1982 in Linan et al., 2008). All three concepts refer to the sense of capacity regarding the fulfillment of firm-creation behaviors. Nevertheless, recent work has emphasized the difference PBC and self-efficacy (Ajzen, 2002). PBC would include not only the feeling of being able to, but also the perception about controllability of the behavior.

Entrepreneurial Intention Model

Perceived desirability from Shapero & Sokol is equal with the attitude of certain behavior and subjective norms from Ajzen (Krueger & Brazeal in Linan, Urbano, & Guerro, 2008). *Perceived feasibility* from Shapero & Sokol (*perceived behavior control*) Krueger & Brazeal in Linan, Urbano, & Guerro, 2008).

In this regard, a person was influenced from *closer environment valuation*) and *social valuation*, and *the sources of closer environment valuation* can be parents and or close friends. On the other hand, perception about the skills in entrepreneurship will also influence the the person intentions to become entrepreneurs. The higher the skills in entrepreneurship, the higher impact in the individual’s entrepreneurial intention.

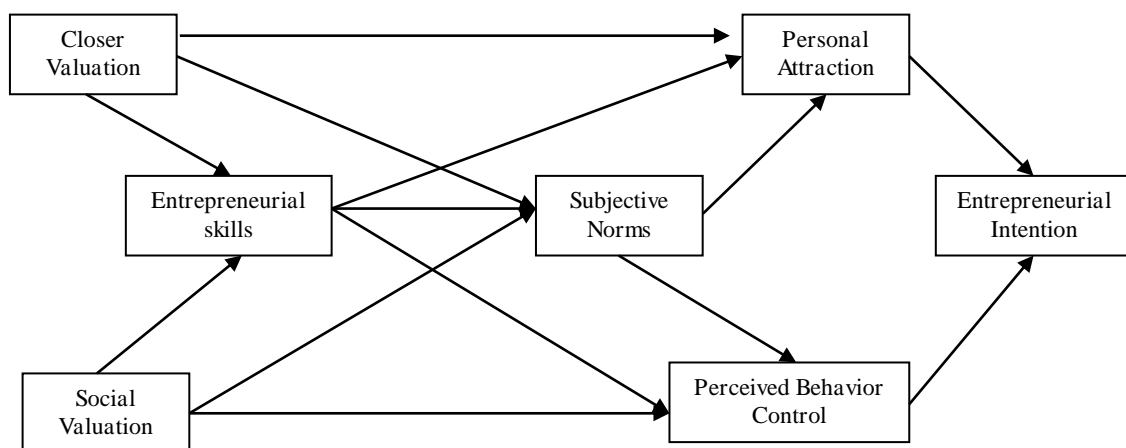


Figure 1.
Entrepreneurial Intention Model based on Planned Behavior Theory
(Ajzen in Linan, Urbano & Guerro, 2008)

Locus of control and Entrepreneurial Intention

Definition of Locus of Control

Locus of control is “A concept that describes a person’s perception of responsibility for the events in his or her life. More specifically, locus of control refers to whether people tend to locate that responsibility internally, within themselves, or externally, in fate, luck, or chance.” (Larsen & Buss (2005).

Locus of control is “The extent to which individuals believe that they can control events that affect them”. (Schaper & Volery (2007).

Locus of Control is an attribute indicating the sense of control that a person has over life". (Hisrich & Peters, 1998.)

Correlation between Locus of Control and Entrepreneurial Intention

The issue of the relationship between Locus of control and Entrepreneurial Intention, was mentioned by Caird (1993) who stated that an important characteristics to become an entrepreneur are need of achievement, internal locus of control, creativity and risk propensity. Mariano, Zarnowska, & Palaci (in Moriano & Gorgievski, 2007) also mentions that there are 4 traits that always be an important issues in Entrepreneurial Intention namely need of achievement, internal locus of control, risk propensity and self efficacy. Moreover, Gurol & Atsan (2006) has studied about *entrepreneurial characteristic*, found that students who have Entrepreneurial Intention tend to have higher *locus of control internal* compares to those who do not have the Entrepreneurial Intention. On the other hand, Farid (2007) found that Egypt entrepreneurs are having low score in internal locus of control.

Emotional, Behavioral Independency and Entrepreneurial Intention

Definitions:

"Autonomy refers not no freedom from others (e.g.,parents), but freedom to carry out actions on one's own behalf while maintaining appropriate connections to significant others." Hill and Holmbeck (Collins, Gleason, & Sesma, 1997).

"The capacity to make decisions independently, to serve as one's own source of emotional strength, and to otherwise manage one's life taks without depending on others for assistance (Shaffer, 2002)

Factors of Independency

Steinberg (2002) has mentioned three aspects of independency as follows: *emotional autonomy, behavioral autonomy*), and *value autonomy*, as follows:

- a. Emotional Independence/autonomy
Emotional Independence is related with the changing relationship between a person and his/her close encounters, especially their parents. However, although the quality of relationship was changing, but it does not mean the relationship between a person and his parents will be destroyed (Guisinger & Blatt, in Steinberg, 2002). Independent means is not dependent too much with the parents but still having close relationship with them. Some of the characteristics are as follows: a) Establishing de-idealization about the parents, means a person do not think that parents all-knowing and all-powerful; b) Able to interact with parents as individuals and not as parent and child anymore (Smollar & Youniss; White, Speisman, & Costos, 1983 in Steinberg, 2002); and c) Non-dependency; that is the feeling individualized in terms of relationship with his parents.
- b. Behavioral Independence/autonomy
Behavioral autonomy according Hill & Holmbeck (Steinberg, 2002), has the characteristics as follows: 1) Ability to make decisions, in this regard a person is able to perceive problems from different side of angles, and making good consideration of inputs from others before making decisions, 2) Resilience from other influences, Durkin (1995) mentioned that resiliency from other influences is the ability of the person to act as his/her own confidence not because of conformity with his/her peers and 3) *Self-reliance. Feeling of self-reliance* focusing on the subjective valuation of the individual about how independence they are. A person with high self-reliance will show high self-esteem and will perform less difficult behavior (Owens, Mortimer, & Finch; Wolfe & Truxillo in Steinberg, 2002).
- c. Value autonomy

Value autonomy/independency has developed as a new complex process, which has developed after emotional and behavioral independency has established. Value independency is the aspect of independence that related with individual capacity in developing as well as stick on the guiding principles of values.

Correlation between Emotional, Behavioral Independency and Entrepreneurial Intention

According to Robinson and Hunt (1988), one the characteristics personality that have important influence in entrepreneurship is independency. Burnadib (in Mu'tadin, 2002) defines independency as the condition that a person has the passion to compete and develop in order to develop himself, and able to take initiative in decision making, have the self confidence to do their tasks, and have the responsibility and accountability in his jobs. In this regard, a good entrepreneur will have a high independency, as Harrel & Alpert (in Vecchio, 2003) mentions that the high level of independency will motivate a person to start his own business and can become the predictor of his success in entrepreneurship.

On the other hand, Barbuto (2003) mentioned that a person with low level independency will produce better entrepreneurial behavior compares with the person with high level independency. This is due to a person with low level of independency is accustomed to work with systematic structure, as a result will produce more consistent result. In this regard, the findings of Vecchio (2003) and Barbuto (2003) are different compares to the majority theory about the relationship between independency and entrepreneurship as well as entrepreneurial intention.

Adversity Quotient and Entrepreneurial Intention

Adversity Quotient can be regarded as a "hardwired pattern of response to all and magnitudes of adversity, from major tragedies to minor annoyances" (Stoltz, 2000: 3.).

Furthermore, Stoltz (2000) mentioned that there are 4 CORE dimensions that make up the AQ; namely Control, Ownership, Reach, and Endurance.

1) Control

Control has two facets. First to what extent that you are able to positively influence a situation? Second, to what extend can you control your own response to a situations? Control is about 1). Your perceived ability to alter a situation, and 2) your Response Ability, which is the ability to control your own response to anything that may arise. In this regard, can be divided by two categories; a. delayed Response Control, and b. Spontaneous Response Control. In this regard, Control influences all that follows from adversity, as well as the price you pay from the moment it strikes. The greater the adversity, the greater the potential toll, and the more profound the benefits of positive influence and response control.

2) Ownership

Ownership helps us to redefine accountability in highly constructive and practical terms. The dimensions of your AQ assess the extent to which you take it upon yourself to improve the situation at hand, regardless of its cause.

3) Reach

Reach explores how far you let adversity go into other areas of your work and life. Reach determines how large you perceive the problem to be, or its apparent extent. Logically, the larger the problem appears, the greater its potential to induce fear, helplessness, apathy, and inaction.

4) Endurance

Endurance dimensions assess and describe how long one perceives the adversity will endure. Those with lower AQs are more likely to perceive adversity as enduring, and those with higher AQs possess an almost uncanny ability to see past even the most dire circumstances (Stoltz, 2000).

Table 1:
The Characteristics of High and Low AQ Scores

Low AQ score	High AQ score
Easily Giving up	Be resilient in the face of adversity
Become overwhelmed	Be a top performer and sustain high performance
Become depressed	Be <i>authentically</i> optimistic
Not tap one's full potential	Take necessary risks
Feel helpless	Thrive on change
Suffer illness	Remain healthy, energetic, and vital
Propagate the Nocebo Effect	Take on difficult and complex challenges
Get mired in problems	Perseverance
Avoid challenging jobs and situations	Innovate to find solutions, Learn, grow and improve
Leave good ideas and tools unused	Be an agile problem solver and thinker

Source: Stolz (2000)

Correlation between Resilience (EQ) and Entrepreneurial Intention

Previous research shows that, there are a positive and significant relationship between Self Resilience/high AQ score and Entrepreneurial Intention, which mostly has strongly contributed by the Control dimension. In this regard, it means that with higher the AQ score, the higher also the score of Entrepreneurial Intention. This research was done at employee, however other research done with University students shows that there is no positive correlation between Adversity Quotient score and Entrepreneurial Intention.

Entrepreneurial Self Efficacy (ESE) and *Entrepreneurial Intention*

Definitions

Self Efficacy

Perceived self efficacy refers to beliefs to beliefs in one capabilities to organize and execute the courses of action required to produce given attainments. (Bandura, 1997)

Entrepreneurial Self Efficacy (ESE):

ESE refers to the strenght of a person.s belief that he or she is capable of successfully performing the various roles and task of entrepreneurship. (Chen, Greene & Crick, 1998),

Factors Affecting Entrepreneurial Self-Efficacy

Self-efficacy is a motivational construct that has been shown to influence an individual's choice of activities, goal levels, persistence, and performance in a range of contexts.

Formal education in this regard can provide examples of the lifestyles and working styles of successful entrepreneurs that will help individuals develop their own psychological coping strategies. Psychological coping strategies may help individuals maintain motivation and control work or career-related anxiety, leading to higher.expectadons of success. All of these learning opportunities are likely to be tailored to provide positive outcomes that individuals will attribute to their own ability, effort, and performance strategies. Such attributions should lead to increased self-efficacy for entrepreneurial tasks.

Risk propensity is related to the individual's judgment of his or her own likely physiological state while pursuing his/her entrepreneurial venture, which includes levels of anxiety and arousal (Gist & Mitchell, 1992). In this case, individuals with high risk propensity tend to be more comfortable dealing with situations of risk and in fact perceive the situation objectively and less risky than others (Sirkin & Weingart, 1995).

The correlation Entrepreneurial Self-Efficacy and Entrepreneurial Intentions

High self-efficacy will perform in a specific behavioral setting that lead individuals to approach that setting, whereas low self-efficacy lead individuals to avoid that setting (Wood & Bandura, 1989). In this regard, the research shows that there is a positive relationship between entrepreneurial self.efficacy and entrepreneurial intentions with a sample of business and psychology students (Zhao et al., 2005).

Five dimentions of Enterpreneurial Self Efficacy

There are five dimentions of ESE, namely: 1) *Marketing*, which can be regarded as the process of identifying the needs, production, promotion and distribution the product. 2) *Innovation*, is the ability to produce creative solutions in order to solve the problems and to enhance the quality of life (Zimmerer & Scarborough,2008) 3) *Management*, is the knowledge and art in planning, organizing, directing, coordinating and controlling human resource in order to achieve the goals and objectives (Lee in Swastha, 1995). 4) *risk-taking*, is the ability to count the risk that will be faced and able to make the decision under stress and confilict situation (Chen, Greene & Crick, 1998), and 5) *financial control*, is the ability of the person in handling the financial funds, making priority in funding as well as controlling of the spending of funds (Chen, Greene, & Crick, 1998).

Entrepreneurial Self Efficacy at University Students

Research done by Wilson, Kickul, &Marlino (2007) shows that Entrepreneurial Self Efficacy has positively correlated with Entreprenurial Intention. Furthermore, self efficacy was said as one of the major variable that influence individual to become an entrepreneur (Bloyd & Vozikis in Chen, Green & Crick, 1988). Other researchs done by Wilson, Kickul, & Marlino (2007) has also mentioned that entreprenurial self efficacy has positively correlated with entrepreneurial intention, both in University Students as well as in Senior High School students.

Correlation between Entrepreneurial Self Efficacy and Entrepreneurial Intention

Entrepreneurial Self Efficacy (ESE) is the power of confidence that belongs to the person, which enables him/her to reach success in enterpreneurship roles, task and activities(Chen, Greene, & Crick, 1998). In this regard, if a person has high self efficacy he or she will have high commitment in achieving their goals and objectives. The level of self efficacy will also influence the amount of efforts that a person will allocate in order to finish their jobs. (Zimmerman, in Bandura, 1997:203).

Role Model and Entrepreneurial Intention

Another important determinant of entrepreneurial behavior is the individual's exposure to successful role models (Kent, .1986; Eisenhardt and Forbes, 1984; Scherer, Adams and Wiebe, 1989; Bird, 1989; Vesper, 1990). Studies have shown that many entrepreneurs have parents who were self-employed (Hisrich and Brush, 1984; Roristadt, Shapern in Morris, 1998). Others find them-selves working for or with an entrepreneur who becomes a role model. Another form of vicarious experience involves watching a friend develop a business. Such role models demonstrate to prospective entrepreneurs that risk-taking, tolerance for ambiguity, proactiveness, and innovation lead to independence and self-control (Morris, 1998).

The theory of observational learning also mentioned that role model is very important in modelling activities, even it can be said it is the centre of modelling activities Bandura (in 11th International Entrepreneurship Forum Kuala Lumpur, Malaysia, 4-6 September, 2012

Ormrod, 1999, Feist & Feist, 2006). Moreover, according to Social Learning Theory, learning can happen although there is no direct experience, but through observation of the model. Through modelling, a person can learn something valuable from the successful role model that have succeed passed the difficult times (Ormrod, 2006).

Observational Learning

There are two types of model Bandura (in Ormrod, 1999) namely : 1) Direct Model; that is the model that directly expressing the behavior; 2) Symbolic Model; that is the indirect model, through the media such as television, radio, computer etc.

Observational Learning Process

Bandura (1986) mentions 4 process in observational learning as follows:

- a. Attention process, this process in relation with the fact that human being cannot learn without paying attention to the behavior of the role model (Bandura in Cooper, 2005). Bandura (in Cooper 2005) mentions that a person will pay more attention to the model that give them positive reward rather than to the model that did not give them anything.
- b. Retention Process
Model activities will not give high impact to the individual, if a person cannot remember it. (Bandura in Cooper, 2005), as a result the observer should do something to remember the behavior of the role model.
- c. Production Process.
According to Bandura (in Cooper 2005), production process related to the ability of observer to express the behavior of the role model. In this process, a person will organize the learned behavior to a new respons (Bandura, 1986).
- d. Motivational Process
Motivational process is the factor that determines the emerging learned behavior. Bandura (1986) mentions that motivational process will determine whether the result ob observational learning will be exposed in behavior or not, without motivation this behavior will not be exposed. Motivation will exist because there is meaningful incentive for the individual.

Factors influencing observational learning

Factors that can determine whether a person has been learned from a model or not are as follows (Bandura dalam Feist&Feist, 2006):

1. Model Characteristics.

People in general will copy other person with high status compares to the person with lower status, and will be more copying the behavior of a competent person, rather than uncompetent one as well as copying a powerful person rather than powerless people. In this case, models should have special characteristics in order to become a source of effective observational learning. The followings are the characteristics of effective observational learning model (Schunk et al, 2008): a) Competency, competency of the model that perceived by individual will increase observational learning as a person tend to follow a competent model rather than uncompetent model (Schunk in Schunk et al, 2008). b) Similarities with the model, The similarities with the model is an important source of information that can motivate people (Bandura in Schunk et al, 2008). Similarities will help the observer to measure behavior conformity and form expectations about the expected results. The more congruence subject to the observer, the higher the possibilities of behavior shown by the model will be performed by the observer (Bandura in Schunk et al, 2008) c) Credibility, Credibility of the model will influence the motivation of the observer to show the behavior of the model. The observer will asses the credibility of the model which consistently behave and try to do similar things as the model did (Bandura in Schunk et al, 2008) d) Enthusiasm, a model that express messages enthusiastically will escalate the learning and motivational process of the observer compares to the model who is less

enthusiastic (Ferry in Schunk et al, 2008). Enthusiasm model will influence the observer because a person will pay more attention to the model who is enthusiastic. Furthermore, enthusiasm model also improve self-efficacy because verbal persuasion is the source of information source of the efficacy (Schunk et al. 2008) c) Observer characteristics. People with a low of status, power, and skills are usually intent to copy from others. d) Behavioral consequences of the model. In this regard, the higher value given by the observer, the more possible those behavior are learnt.

In relation to the theory of social learning developed by Bandura (in Laviolette & Radu, 2008), learning can occur through direct experience or observation towards others that are referenced as the model. Learning through observation toward others, usually called vicarious learning, providing space for individual to develop their belief about the consequences of specific behavior and to assess their ability to provide similar things in the same context. Therefore, it can be said that observational learning process can increase or decrease individual motivation to enter entrepreneurial career in a row with the assessment of others' success that have been observed.

In relation with social learning theory, role model is a part of modelling, or to be more exact as a reference in modelling pocess (Feist & Feist, 2006). Learning through modelling covers addition and subtraction of behavior that is observed, generalized, and observed from one to another. In other words, modelling covers cognitive process, not as simple as imitation. Modelling is more than just fitting behavior, but covering representation of information in symbolic way and reserve it to be used in the future (Bandura, in Feist & Feist, 2006). Bandura (in Cooper, 2005) also stated that modelling already be recognized as one of the most effective method to do value, attitude, paradigm, and behavior transmission.

Some of descriptive studies also recorded the significance influence of direct role model to the decision making to start a business (Brockhaus & Horwitz, in Laviolette & Radu, 2008). The result of those studies show that around 35-70% entrepreneurs have their own entrepreneurs role model to be copied (Laviolette & Radu, 2008).

The entrepreneurs stories also become an important role as an inspiring stories and will keep pushing the process of achieving the condition that is shown by the model (Steyart & Bouwen, in Laviolette & Radu, 2008), though the content of the stories are not always about the achievements. The success and failure stories can inspire potential entrepreneurs in different time and situation, regarding to the purpose they want to achieve.

Correlation between Role Model and *Entrepreneurial Intention*

Observational learning is an individual learning process according to the role model that a person has. Researchers have mentioned that role model providing the experience and observational learning for a person (Lent, Brown & Hacket dalam Auken et al, 2006). In relation with entrepreneurial intention, the succesful role model has been identified as an important factor compares to other key contextual factors in entrepreneurial intention (Boyd & Vozidis in Laviolette & Radu, 2008). Role model is an important factor in entrepreneurship, as they can give subjective experience about the role model. Subjective experience that a person get from role model, case study, books, movies, seminar etc will be an important and beneficial variable to the observer in order enabling them to have iddal hopes and expectations (Laviolette & Radu, 2008).

The final process of observational learning is motivation process (Bandura, 1986). Motivation process is related with incentives that a person will get if they are performing the behavior as expressed by the role model. In this stage, the observer will decide whether he/she will be an entrepreneur or not. From the key contextual variables and entrepreneurial intention, role model is categorized as an important role in entrepreneurial learning and career development (Boyd & Vozidis in Laviolette & Radu, 2008). Role model can be said as the ones that influence the entrepreneurial style and career (Hisrich, Peter & Sheperd, 2005). Role Model can be a person that performs certain behavior, or symbolic model that is a person or behavior that indirectly performs the behavior or through media (Ormrod dalam Riyanti, 2008). Direct

model or symbolic model are two kinds of role model in relation with the access for a person with the designated role model.

Furthermore, Scherer (in Linan dkk, 2005) also mentioned that having an access to the role model is a key element. Moreover, Ormrod (1999), mentioned that direct model is the direct access to the role model as a person can directly observe the targeted role model. Scherer (in Auken & Stephen, 2006) also emphasize this with the statement that students who have entrepreneur parents will have high entrepreneurial intention compares with students that their parents are employees.

On the other hand, symbolic model is indirect access for role model, as people observe the role model indirectly, but through media. In this regard, media can be books, television, film and other media (Ormrod, 2006). This symbolic model can also become the sources of entrepreneurial intention.

The Development Theory of Young Adult

Levinson (in Turner and Helms, 1995) has divided the stages of development of era of early adulthood (17-45 years old), as follows: Early adult transition (17-22 years old); Entry life structure for early adulthood (age 22-28 years old), age transition (28-33 years old), culminating life structure for early adulthood (33-40 years old), and after that enter the mid-life transition (age 40-45 years old). In this regard, 20-25 years old has already enter the last stage of early adult transition and enter the early entry life structure for early adulthood.

According to Levinson (Turner and Helms, 1995) in *early adult transition*, there are two task of developments, as follows: 1) Finalizing the adolescent life and leaving the pre-adult stage, which means minimizing the dependency with the parents and family 2) Developing the basic adult life in order to become a part of adult life. In this regard, a person should know better about him/herself as well as the environment. Choices should be made according to the specific plan.

In the stage of entry life structure for early adulthood every individual has to life structure that relates his own value with the values of adult in general. Students with the age between 18 to 25 years old, according to Papalia, Olds, dan Feldman (2007) is in the stage young adulthood. In this stage, independency plays a very important role in the life of a person. In this regard, Winston, (1998) mentions that achieving the independency is the important developmental task that should be achieved.

Furthermore, Chiccelli (2008) mentioned that independency will help a person:

- a. To be able to pass the transition to become adult, as at present is more difficult , with all the continuous changes in every aspects.
- b. Help the person losing their dependency with their families, regardless they have worked or not. .
- c. Develop the person's emotional maturity, that enables him/her to protect themselves from any kind of potential illness.
- d. Push a person to have commitment and maturity to his/her personal and social projects, that relates with humanity, solidarity, art, environment etc.

Furthermore, Steinberg (2002) has also mentioned that individuals who are in the stage of young adult is able to achieve his emotional independency and in the process of value independency.

Methods and Measures

Sampling and Sample

This study consists of 522 respondents of University Students, which consist of 5 studies respectively, study 1 (120 respondents, study 2 (73 respondents), study 3 (100 respondents),

study 4 (128 respondents) and study 5 (101 respondents). The sampling method was using convenience sampling method.

Tools of Measurements

This study is using 6 tools of measurement namely: 1) Entrepreneurial Intention Questionnaire 2) Internal Locus Control, 3) Independency (Emotional and Behavioral), 4) Adversity Quotient, 5) Entrepreneurial Self Efficacy and 6) Observational Learning. Each of the tools of measurement have already tested is reliability and validity as mentioned in table 2.

Table 2
The results of Reliability and Validity

	Reliability (Cronbach Alpha)	Validity	Number of items
Entrepreneurial Intention	0.964	0.783**	26 items
Observational Learning	0.846	0.829**	12 items
Adversity Quotient	0.872	0.880**	18 items
Entrepreneurial Self Efficacy	0.961	0.812**	25 items
Independency (Emotional and behavioural)	0.947	0.895**	13 and 19 items
Locus of Control	0.9	0.871**	9 items

** Sign. at $p < 0.01$

Data Analysis

The data was analysed using correlation and regression.

Findings

The following tables will show about the category of Entrepreneurial Intention (EI); Locus Of Control; Emotional and Behavioural Independency; Adversity Quotient, Entrepreneurial Self Efficacy, and Observational Learning as well as the correlation between variables to Entrepreneurial Intention.

Table 2
Descriptive Statistics

	Study 1 (LOC)	Study 2 (Independency)	Study 3 (AQ)	Study 4 (ESE)	Study 5 (Role Model)
N	120	73	100	128	101
Category Entrepreneurial Intention (EI)	5.8% (Low)	86.3% (Moderate)	45.2 % (Low)	3.90 % (Low)	17.8% (Low)

	55% (Moderate)	13.7% (High)	54.8% (High)	71.88 % (Moderate)	47.5% (Moderate)
	39.2% (High)			24.21 % (High)	34.7% (High)
Category of LOC (Study 1)	67.5 % (Internal) (High)	-	-	-	-
	32.5 % (external) (Low)				
Category Emotional Independency (Study 2)	-	13.7% (Low)	-	-	-
		86.3%, (Moderate)			
Category AQ (Study 3)	Study 1 (LOC)	Study 2 (Independency)	Study 3 (AQ)	Study 4 (ESE)	Study 5 (Role Model)
	-	-	58.1 (low)	-	-
			30.1 (Medium)		
Category ESE (Study 4)	-	-	-	1.56 % (Low)	-
				78.12 % (Moderate)	
				20.31% (High)	
Category Observational Learning (Study 5)	-	-	-	-	4% (Low)
					39.6 % (Moderate)
					56.4 % (High)

Table 3:
Correlation and Regression between variables and Entrepreneurial Intention

Correlation between Variables	r	R2	Adjusted R2	Significant
LOC and Entrepreneurial Intention	0.059	0.003	0.002	0.817
Emotional Independency and Entrepreneurial Intention	0.033	0.001	0.001	0.787
Behavioral Independency and Entrepreneurial Intention	0.109	0.012	0.010	0.562
Adversity Quotient and Entrepreneurial Intention	0.149	0.022	0.018	0.153
Entrepreneurial Self Efficacy and Entrepreneurial Intention	0.684	0.468	0.446	0.000**
Role Model and Entrepreneurial Intention	0,562	0,316	0,288	0.000**

Los *p<0.05; **p<0.01;

The results show that:

- The majority of University students have moderate level of Entrepreneurial Intention.
- The majority of University students have Internal Locus of Control.
- The majority of University students have moderate level of Adversity Quotient.
- The majority of University students have moderate level of Entrepreneurial Self efficacy (ESE).
- The majority of University students have moderate level of Emotional and Behavioural Independency.

- f. The majority of University students have have entrepreneurs as role model in order to conduct observational learning.
- g. There is no significant correlation between Internal Locus of Control and Entrepreneurial Intention.
- h. There is no significant correlation between Independency both Emotional Independency and Behavioural Independency and Entrepreneurial Intention.
- i. There is no significant correlation between Behavioural Independency and Entrepreneurial Intention.
- j. There is positive and significant correlation between Entrepreneurial Self Efficacy and Entrepreneurial Intention.
- k. There is positive and significant correlation between Observational Learning and Entrepreneurial Intention.

The correlation between Internal Locus of Control and Entrepreneurial Intention

The results of the study shows that there is no significant correlation between Internal Locus of control with Entrepreneurial Intention. This study supported the findings by Farid (2007) who found that Egypt entrepreneurs are having low score in internal locus of control. On the other hand, Gurol & Atsan (2006) has studied about entrepreneurial characteristic, found that students who have entrepreneurial intention tend to have higher internal locus of control compares to those who do not have the entrepreneurial intention.

The correlation between Adversity Quotient and Entrepreneurial Intention

The data shows that there is no positive significant correlation between Adversity Quotient and Entrepreneurial Intention and in general the score of AQ is in low level. The interesting results shows that the students have quite high score in Entrepreneurial Intention but in general has low scores in Adversity Quotient, this score should be taken into thorough consideration, because if the students actually become entrepreneur but without the adequate supports from his attitude and traits (in this regard their resilience) then there will have some problems in the future. In this regard, university management should also equip the students not only with the development of their intention and skills as entrepreneurs but also equip them with soft skills needed as tough and competent entrepreneurs.

The correlation between *Entrepreneurial Self Efficacy* (ESE) and Entrepreneurial Intention

The results show that there is a positive correlation of 0.684 between *Entrepreneurial Self Efficacy* (ESE) and Entrepreneurial Intention, meaning that the higher score of *Entrepreneurial Self Efficacy* (ESE), than the Entrepreneurial Intention will be higher also. Furthermore, the study also shows that *Entrepreneurial Self Efficacy* (ESE) has contributes 44.6% to the emergence of Entrepreneurial Intention, while 55.4% has been contributed from other variables,

The correlation between Observational Learning from Role Model and Entrepreneurial Intention

According to the results it shows that Entrepreneurial Intention has positively correlated with observational learning that consists of: attention, retention, production and motivation. The results also shows that Observational Learning contribute about 28,8% to the emergence of entrepreneurial intention, which means that there is still 71,2% of the entrepreneurial intention can be explained through different variables.

Discussion

This research shows that the majority of students (91,78%) have moderate entrepreneurial intention. In one side, this research supports the findings of Hisrich and Shepherd (2008) who mentioned that the majority of entrepreneurs today are graduated from university. However, at this research, only 8,22% of the respondents who have high intention to become entrepreneurs. This results show that only small numbers of final year university students have the intention to become entrepreneurs. This findings in line with the research by the Central Statistic Bureau 2002 that mentions only about 6% of Senior High School and University graduates who becomes entrepreneurs. Many of the university students polled had thought eventually creating their own business or being self-employed. The percentage of students with entrepreneurial intentions was 68%, a somewhat higher rate than the 57.7% found by Fillion et al., (2002). This findings emphasized of what Franco et al., (2010) mention that the proportion of university students willing to step into self-employment is small. But it also appears that entrepreneurial intentions are a function of a "regional dimension", which is shaped different social and cultural environments.

The results of the study shows that there is no significant correlation between Internal Locus of control with Entrepreneurial Intention. In this regard, although previously it was discussed that one of the 4 important traits of entrepreneurship is internal locus of control, but in this study there is no significant and positive correlation between Internal Locus of Control and Entrepreneurial Intentions.

This study shows that the majority of the students have moderate emotional independency (86,3%), and moderate behavioural independency (50,68%) and high behavioural independency (49,32%). This result is in line with the theory of Steinberg (2002) who has mentioned that young adult should have reached emotional and behavioral independency. However, according to this research, both emotional and behavioral independency have not significant correlation with Entrepreneurial Intention. This study emphasized the statement of Vecchio (2003) who stated that the role of independency with the entrepreneurial intention should be investigated further. In this regard, although a person has changed the relationship with their parents in order to achieve their emotional independency, however this does not mean that the relationship between them will be ruined (Guisinger & Blatt, in Steinberg, 2002). This condition shows that emotional independency does not mean has to be separated from their parents, as well as does not mean emotionally depend highly on their parents, but still have close relationship with them.

Furthermore, the results of this research show that there is a positive correlation between Entrepreneurial Self Efficacy (ESE) and Entrepreneurial Intention. This finding supports the previous research done by Chen, Greene, & Crick (1998) who mentions that there is positive and significant correlation between Entrepreneurial Self Efficacy (ESE) and Entrepreneurial Intention. According to Bandura (in Feist & Feist 2006), this relationship can be done because self efficacy has strongly influenced the emerging of individual behavior (Bandura dalam Feist & Feist 2006). With this reason, a person who think that they have high self efficacy in performing as entrepreneur, will have high tendency to enter entrepreneurship world compares to those who have low ESE (Chen, Greene, & Crick, 1998).

In this study, it shows that observational learning has positively correlated with Entrepreneurial Intention. This result emphasized the research done by Auken et al, (2006) who mentions that role model has played an important role in career intention at Senior High School Students in Mexico and United States.

Other researchs done by Wilson, Kickul, & Marlino (2007) has also mentioned that entrepreneurial self efficacy has positively correlated with entrepreneurial intention, both in University Students as well as in Senior High School students. On the other hand, othe research mention that *self efficacy* is one of predictor about individual interest in certain jobs (Markham et al., in Krueger, Reily & Casrud, 2000). Other researchers also mention that although there are many personality factors that will influence entrepreneurial intention of the individual, however, *entrepreneurial self efficacy* was stated as the major variable that influence individual to become an entrepreneur (Bloyd & Vozikis in Chen, Green & Crick, 1988).

Limitations and Directions for Future Research

One limitation of this study is the use of only self-report measures. Although some of the constructs are conceptualized as self-reports (e.g., self-efficacy), a second source of data would be particularly useful for other variables, such as the extent of learning from formal education.

A second limitation is the use of a behavioral intention measure as the dependent variable. The link between behavioral intention and subsequent behavior, even for complex behaviors requiring planning and a coordinated sequence of activities, is well established in theory and supported by extensive empirical research (Ajzen, 1991). Because becoming an entrepreneur is widely viewed as an intentional behavior (Bird, 1988), it is important to understand the factors that produce this intention, regardless of the factors that may subsequently prevent the intention from becoming a reality.

Implications

This findings emphasized of what Franco et al., (2010) mention that the proportion of university students willing to step into self-employment is small. But it also appears that entrepreneurial intentions are a function of a “regional dimension”, which is shaped different social and cultural environments. In this regard, much research has been done about the factors which stimulate entrepreneurial activity.

The act of entrepreneurship is stimulated by a combination of factors relating to individual such as attitudes and perceptions. The influence of environment on these dimensions is today beyond doubt. Although the role of environment and context is recognized, entrepreneurship is often assumed to be a common concept across cultures (Gasse & Maripier , 2011). As a result, to become an Entrepreneurship University, there should be many activities such as trainings, coaching, etc. should be done in order to enhance the entrepreneurial intention in the university students.

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Challenges in Developing Young Entrepreneurs (A study of unemployed youth in Jakarta)*

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Abstract

Entrepreneurship is a very relevant instrument to promote economic growth and development of a country, as a result entrepreneurship, has been a topic that always interesting in developing country. In order to combat the poverty as well as the unemployment, the researcher was trying to equip the youth with the necessities of skills and equipment to become the new entrepreneurs. However, developing entrepreneur is not an easy task. This study will discuss about the challenges in developing the entrepreneurial intention in unemployed youth in Indonesia.

This study was done using an Action Research approach, involving 20 unemployed youths, and 10 key persons from the community. The results show that it is not easy to develop new entrepreneurs. In this regard, although a person is unemployed and equipped with the life skills so that they can use it to help themselves to become financial independent, but it appears that their expectations were more toward finding jobs and become employee in the company. It was also shown that the role of family, key stake holders in the community, government bodies, institutions, should be involved in terms of developing entrepreneurial intentions in order to enable the unemployed youth financially independent, and have different mind-sets about entrepreneurs.

Keywords: Entrepreneurship, Entrepreneurial Intention, Personal Life Experiences, Youth

1. Introduction

Entrepreneurship is becoming a very relevant instrument to promote economic growth and development the country, which makes entrepreneurship, has been a topic that always interesting in developing country. Entrepreneurship will help not only for fulfilling individual personal needs, but also because of the economic contribution of the new ventures more than increasing new jobs. As a result, development of entrepreneurship in the society is very important. However, people especially young people, are still reluctant to become entrepreneurs for many reasons, namely: Self-efficacy in terms of Entrepreneurship, reinforcement from the environment/society, Family/Parents' influence, personal traits and people's expectation. This phenomenon has also happened in Indonesia, even in unemployed persons and youth.

Many researches have focused on the question of how entrepreneurs have been developed (Delacroix and Carroll in Morris, 1998), and some of the answers are: family background, childhood experiences, exposure to role models, previous job experiences, and educational experiences, all have a strong influence on the development of an entrepreneur. Furthermore, several studies have clearly demonstrated that entrepreneurial behaviour is strongly influenced by people's values, attitudes and beliefs (Krueger, Krueger and Brazeal, Krueger and Carsrud; in Morris, 1998).

This study will discuss about the development of entrepreneurial intention, in

relation with personal life experience of unemployed youth in an Urban City of Jakarta.

2. Literature Review

2.1 Entrepreneur, Entrepreneurship.

Entrepreneur

"One who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying significant opportunities and assembling the necessary resources to capitalize on them?" (Zimmerer, 2008).

"An individual who takes initiative to bundle resources in innovative ways and is willing to bear the risk and/or uncertainty to act" (Hisrich, Peters, and Shepherd, 2010, p. 6).

Entrepreneurship

"Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction." (Hisrich, Peters, and Shepherd, 2010, p. 6).

2.2. Entrepreneurial Intention

Entrepreneurial intention indicates the effort that the person will make to carry out that entrepreneurial behaviour. It captures the three motivational factors, or antecedents, influencing behaviour, namely Personal Attitude; Subjective Behaviour and Perceived Behavioural Control

(Ajzen, 1991; Linan, 2004 in Linan et al., 2008). The short explanations about three motivational factors are as follows:

1) **Attitude toward start-up (Personal Attitude – PA)**, refers to the degree which the individual holds a positive or negative personal valuation about being an entrepreneur (Ajzen, 2001, Autio et al. 2001; Kolvereid, 1996 in Linan et al. 2008). It includes not only affective (*I like it, it is attractive*) but also evaluative considerations (*it has advantages*).

2) **Subjective Norm (SN)** measures the perceived social pressure to carry out or not entrepreneurial behaviours. In particular, it refers to the perception that “reference people” would approve the decision to become an entrepreneur, or not (Ajzen, 2001).

3) **Perceived Behavioural Control (PBC)** is defined as the perception of the ease or difficulty of becoming an entrepreneur. It is therefore, a concept quite similar to self-efficacy (SE) (Bandura, 1997 in Linan et al., 2008) and to perceived feasibility (Shapiro & Sokol, 1982 in Linan et al., 2008). All three concepts refer to the sense of capacity regarding the fulfilment of firm-creation behaviours. Nevertheless, recent work has emphasized the difference PBC and self-efficacy (Ajzen, 2002). PBC would include not only the feeling of being able to, but also the perception about controllability of the behaviour.

2.3 Characteristic Behavior of Entrepreneur.

Although entrepreneur means different things to many people (Hisrich, Peters, and Shepherd, 2010, p 6, Lambing & Kuehl, 2000), there are some characteristics behavior that should belong to an entrepreneur, namely: 1) *Initiative taking* (Hisrich, Peters, and Shepherd, 2010; Lambing & Kuehl, 2000), successful entrepreneurs take the initiative in situations where others may not. Their willingness to act on their ideas often distinguishes them from those who are not entrepreneurs; 2) *The organizing and reorganizing of social and economic mechanisms to bundle resources in innovative ways* (Hisrich, Peters, and Shepherd, 2010). Entrepreneurs are successful is that they have imagination and can envision alternative scenarios; 3) *The acceptance of risk, uncertainty, and/or the potential for failure* (Hisrich, Peters, and Shepherd, 2010; Lambing & Kuehl, 2000). In this regard, entrepreneurs see risk differently from others, although this is often because of their knowledge of the industry (Lambing & Kuehl, 2000). Also the life of an entrepreneur is much unstructured. There is no one setting schedules or step-by-step processes for the entrepreneur to follow. There is no guarantee of success. Uncontrollable factors such as the economy, the weather, and changes in consumer tastes often have a dramatic effect on a business (Lambing & Kuehl, 2000); 4) *A passion for the business*. The entrepreneur must have more than a casual interest in the business because there will be many hurdles and obstacles to be overcome. If there is no passion, or consuming interest, the business will not

succeed (Lambing & Kuehl, 2000). 5) *Confidence*, entrepreneurs are confident in their abilities and the business concept. They believe they have the ability to accomplish whatever they set out to do (Lambing & Kuehl, 2000).

2.4 The Influence of Personal Life Experience on Entrepreneurial Intention.

There are many variables that influence entrepreneurial Intentions, in this regard, family and personal life experience were shown as some of the variables. Figure 1 below is a summary of some of the types of personal life experiences thought to be associated with higher levels of entrepreneurship

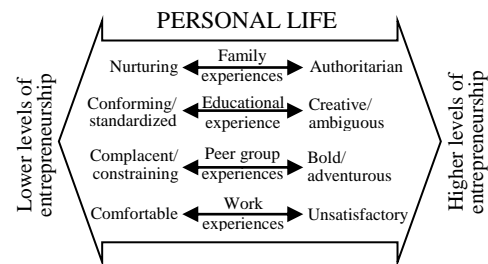


Figure 1. Life Experiences and Entrepreneurship (Morris, 1998)

Researchers have shown that, some relevant aspects of family background that have been examined include parental relationships, order of birth, family income. In this case, parents instil an early sense of independence and desire for control in future entrepreneurs (Bird, 1989; Hisrich and Brush, 1984, in Morris 1998). Another important determinant of entrepreneurial behaviour is the individual's exposure to successful role models (Kent ; Eisenhardt and Forbes; Scherer, Adams and Wiebe; Bird, and Vesper, in Morris, 1998). Studies have shown that many entrepreneurs have parents who were self-employed (Hisrich, Brush, Roristadt, Shapern in Morris, 1998). Others find themselves working for or with an entrepreneur who becomes a role model. Another form of vicarious experience involves watching a friend develop a business. Such role models demonstrate to prospective entrepreneurs that risk-taking, tolerance for ambiguity, proactive, and innovation leads to independence and self-control.

Educational experiences influence entrepreneurship. Some years ago, Brockhaus and Nord (in Morris 1998) found that entrepreneurs have perceptions that they have a lower level of education than managers. This tendency could lead entrepreneurs to feel limited in traditional organizations. Frustrated by an inability to achieve their desired level of success in established organizations, they choose to pursue a venture in which their own assessment of their abilities is more relevant.

Personal experience with entrepreneurship is another factor in explaining the current or

future performance of specific entrepreneurs. Whether the experience comes from ventures started on the side while in school, jobs taken on during summer breaks, or work in the family business, once a potential entrepreneur sees opportunity being capitalized upon, he/she often becomes more opportunity-aware. One of the interesting side-effects of pursuing an entrepreneurial path is the tendency to subsequently recognize additional opportunities for other ventures. Ronstadt (in Morris 1998) has labelled this the "corridor principle."

Finally, previous work experience also shapes the entrepreneur. Brockhaus (in Morris 1998) found that job dissatisfaction "pushes" entrepreneurs out of established organizations and toward developing entrepreneurial ventures. In fact, the majority of entrepreneurs (59%) in Brockhaus's study indicated a desire to start their own business before they had a product or service in mind; only a small percentage (14%) were drawn away from a traditional job by the desire to market a particular product or service. Brockhaus (in Morris 1998) also found that the greater the job dissatisfaction, the greater the likelihood of entrepreneurial success.

In sum, it can be said that environmental factors such as, family/parents, role models, working/educational experience, as well as peer group experience are important variables that influence entrepreneurial intention.

2.4 Characteristics of Youth

According to Sullivan (Feist & Feist, 2009), late adolescence (15-18 years old) learn from others how to live in the adult world, but a successful journey through the earlier stages facilitates this adjustment. At college or in the workplace, late adolescence begin exchanging ideas with others and having their opinions and beliefs either validated or repudiated. They face serious problems in bridging the gulf between society's expectations and their own inability to form intimate relations with persons of the other gender. The important learning for them is discovery self and the world outside self.

2.5 Relationship Between Youth and Entrepreneurial Intention

Youth according to Sullivan (Feist & Feist, 2009), learn from others how to live in the adult world. In relation with entrepreneurial intention, family background and personal life experiences were important variables. Some relevant aspects of family background, as well as the attitude and expectations of parents were also influenced future entrepreneurs (Bird, 1989; Hisrich and Brush, 1984).

Based on the theory of personal life and entrepreneurial intention, it shows that: environment (reference people), role models, early life upbringing, personality and educational background were also some of the variables that

will influence youth to be interested in becoming an entrepreneur.

3. Methods

3.1 Approach

The approach for this research was using an Action Research Approach, which consists of 6 stages namely: 1) Preliminary survey to identify the problems; 2) Survey to identify the profile of characteristic respondents and community; 3) giving feedback to the stakeholders; 4) Joint action planning; 5) Action Implementation; and 6) Evaluations and monitoring (Cummings & Worley, 2009).

3.2 Data Collection Methods

To collect the data, the researcher using a combination methods between Qualitative and Quantitative approach, followed with Interview, Focused group Discussion, and Survey.

3.3 Sample and Sampling

Sampling methods were using Convenience sampling, with the characteristics Respondents are as follows: 1) Un-employed persons, who do not have regular/permanent jobs, 2) Within the range of productivity age (17-28 years old), 3) Have educational background at least Junior High School graduated.

3.4 Data Analysis

Data were analysed based on qualitative methods, through descriptive analysis.

4. Findings

4.1 Characteristics of Community

The village in East Jakarta area can be categorized as a very high density consisted of 41,973 people, and based on the data from Statistical Bureau can be regarded as one of the poor community in Jakarta. From the whole population, it showed that only about 40% of that can be categorized as productive age, and the majority of the people falls under the category of age 0-4 years old, (11,769 persons or 21.97%), and in relation with un employed youth, according to the leader this village consist of the majority numbers of unemployed youth compares to other places.

In order to get a clear picture of the respondents, the researcher conducts demographic survey for the unemployed youth, and got 51 respondents (N=51). The profile of youth in the community is shown in Table 1 below.

Table 1: Profile of Youth Population

Variables	N	%
Educational background		
Elementary Sch. not graduated	1	2.0
Elementary School	4	7.8
Junior High School	9	17.6
Senior High School	37	72.6

Reasons Quitting Schools		
Graduated	26	51.0
No Financial Funding	12	23.5
Want to work	11	21.6
Drop Out	2	3.9
Duration of stay in Jakarta		
<1 year	4	7.8
1-5 years	7	13.7
5 - 10 years	7	13.7
>10 years	33	64.7
Occupation		
Helping Parents in Trading	27	52.9
Trader	7	13.7
Unemployed	7	13.7
Porter & Blue Collar Worker	5	9.8
Motorcycle Taxi	5	9.8
Total	51	100.0

Source: Mangundjaya (2009, 2010)

From the Table 1, it shows that majority of the population is helping their parents as vendors in the market or just doing any kind of trading activities.

Table 2: Entrepreneurship Interest

Variables	N	%
Entrepreneurial Experience		
Selling Cookies	3	5.9
Selling Souvenir	2	3.9
Selling Cell phone Voucher	3	5.9
Printing	1	2.0
None	42	82.3
Interest in Entrepreneurship		
No	33	64.7
Yes	18	35.3
Desire to Master Skills		
Animal Husbandry	1	2.0
Foreign Language	1	2.0
Graphic Design	1	2.0
Furniture making	2	3.9
Computer	12	23.5
Cooking	1	2.0
Sewing, Embroidery	2	3.9
Machinery	8	15.7
Automotive	4	7.8
Printing	7	13.7
Beauty Salon	2	3.9
Compost Making	1	2.0
Self-Employed	1	2.0
None/do not know	8	15.7
Total	51	100.0

Source: Mangundjaya (2009, 2010)

From Table 2 it shows that the majority (64.7%) were not interested to become entrepreneurs, and most of them did not have any experiences in any entrepreneurial activities (82.3%), and majority had interests in computer (23.5%), machinery (15.7%) and there are also 15.7% that did not know yet what their passions/interests are.

4.2 Problems Faced by the Communities

Based on the research done by (Mangundjaya et al., 2010, 2009) the problems faced by the

society in terms of un-employed youth are as follows:

1. Low educational background; the majority of them only graduated from Senior High School.
2. Lack of skills mastery; in terms of life skills, there are lack of specific skills.
3. Lack of job opportunity; as a result of low educational background and lack of skills, job opportunity for them is very limited.
4. Lack of fund to finance entrepreneurship activities, every entrepreneurial activities need fund to start with, in this regard, they (the community and family) have also lack of fund to finance the entrepreneurship activities.

4.3 Results of Focussed Group Discussion (FGD) and Interview (Planning Stage)

From the survey findings, it shows that the majority of the respondents are not interested to become an entrepreneur (64.7%). This in line with the results of interview and FGD who have stated that they preferred to become employees rather than become entrepreneurs. Through the discussion with the stakeholders, it shows that the problems associated with the respondents (the unemployed youth) are as follows: 1) Lack of need of achievement; 2) Prefer to have quick yielding jobs; 3) Lack of thoroughness; and 4) Prefer to have concrete and real skills.

Based on the problem identification, the followings FGD with Youth as well as with the Key Stake Holder (RW, Adviser of the Community, etc.) it has been agreed upon the following actions: 1) Providing youth with the skills in welding, as with this skills they can be used both for self-employed as well as working in the company, as this training conducted by the well-known polytechnic institution, so the certificates can be used to start a new job and or business by their own; 2) Providing community with revolving fund in order to establish motorcycle-wash workshop; and 3) Developing partnership with Home Industry in Cepogo, Central Java (which well known as the centre of metal's accessories and handicrafts). In this regard, the unemployed youth will be staying with them to learn about welding etc., in order to equip them with the necessary skills in order to develop self-employed activities.

4.4 Implementation and Monitoring

From 51 youth respondents, the researcher then select 20 persons for participating in this program. The first 10 will be participating in the welding training, and the other 10 will be participating in motorcycle-wash workshop.

4.4.1 The Welding Training

The training for the first batch in elementary welding was done at Polytechnic Institutions in Depok with 10 participants of unemployed youths, and will be followed with another 10 participants in the next batch. In order to ensure the presence of the participants, as the location is

far from their residences, each participant will receive pocket money every day to cover their cost of transportation and meal. However, the next batch were cancelled due to respondent's reluctance in participating to this program, as they said they need more advance skills, and other skills in order to equip them in finding jobs.

During the monitoring and evaluation with the stakeholders, it was found that reactions of the respondents as well as their parents are unfavourable in continuing to the next stage of training as well as using the certificate to start a new enterprises and they prefer to look for jobs in a company, rather than to become self-employed.

4.4.2 The Motorcycle-wash Workshop

The motorcycle-wash workshop was established in one of the open area in the community, for about one month the activities were active, although the customers were slow, as it is a new business and people has not noticed yet. However, after one month people and youth that have participated in the activities were getting bored and finally they quitted from the activities.

4.4.3. Partnership and Internship in Cepogo

Following with the reluctance and low support from the parents, the planning program about youth internship program in Cepogo area to learn the skills in making metal handicrafts, were also cancelled. Parents and youth according to the Key Stakeholder were more interested to become employee, or motorcycle taxi to earn for a living.

5. Discussion

The development of entrepreneurship in the society is very important, however this is not an easy job, as people are still reluctant to become entrepreneurs for many reasons, and prefer to become employees although consequently being unemployed for some time until they can find a job. From the study it was shown that it is difficult to turn people to become entrepreneurs (64.7 % is not interested to become entrepreneurs).

Based on the study it shows that one of important determinant of entrepreneurial behaviour is the individual's exposure to successful role models (Kent, Eisenhardt, and Forbes; Scherer, Adams, and Wiebe; Bird and Vesper in Morris, 1998). Studies have shown that many entrepreneurs have parents who were self-employed (Hisrich and Brush, Roristadt, Shapern in Morris, 1998). Others find themselves working for or with an entrepreneur who becomes a role model are also important. Another form of vicarious experience involves watching a friend develop a business. Such role models demonstrate to prospective entrepreneurs that risk-taking, tolerance for ambiguity, proactive. and innovation leads to independence and self-control.

In this research, although the majority of the parents' respondents are trader (in a very small scale activities such as opening a kiosk or selling

something in a market), but this role model of entrepreneurship is not strong enough to develop entrepreneurial intention for their children, or even makes them think that becoming self-employed is not a promising future.

Moreover, the nurturing life experiences that the respondents have been through in their early life (Morris, 1998) have influenced them in having lower level of entrepreneurship. In this study, it shows that majority of youths prefer to work in the company, with a stable salary and future, this was also influenced by their parents and environments.

Personality, such as low resiliency, low need of achievement, and the tendency to get things instantly (quick yielding) were also some of the attitude and behaviour that should be worked upon.

Moreover, the current educational system does not encourage entrepreneurship and, in fact, teaches conformity rather than individuality (Lambing & Kuehl, 2000), especially in the East society. Morris (1998) had supported the research by saying that the complacent peer group experiences as well as standardized/conforming educational experience will influence a person in their entrepreneurial intention. In this regard, government through their ministries, have to develop more modules and activities in regard to developing mind-sets and skills on entrepreneurial activities.

6. Conclusion and Recommendation

From the study, it can be concluded that it is not easy to develop the interest of people to become entrepreneurs; especially if the interest to become entrepreneurs is low. In this regard, in order to develop the entrepreneurial intentions of people, socialization about the who, and what is entrepreneur, as well as how to become entrepreneurs is needed.

Furthermore, involving and participation of family (parents) should be enhanced. This study was done involving not only the participants (the unemployed youth) but also the stakeholders in the community (including the formal and informal leader). However, the research was not directly involving the parents of the respondents, which in this case were playing important role in the decision making to become entrepreneurs.

From the results, it can be concluded that family (parents), community, institutions, government bodies and should be involved in terms of developing entrepreneurial intentions in order to make the unemployed youth financially independent, and have different mind-sets about entrepreneurs and not only want to work as employee.

Moreover, it was shown that the development of entrepreneurship is stimulated by a combination of factors relating to individual such as attitudes and perceptions. As a result,

the influence of environment to develop these dimensions is beyond doubt. In this regard, the participation of all stakeholders (university, communities, government, ministry, NGO, association, and other institutions) is very important. The collaborative programs such as advocating communities, families, delivering trainings for unemployed people, capacity building, partnering with university and government (ministries) were some of the recommendations interventions. Successful young entrepreneurs, which start from the scratch, can be used as a good role model for them.

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The role of parent's influence and self-efficacy on entrepreneurial intention

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THE ROLE OF PARENT'S INFLUENCE AND SELF-EFFICACY ON ENTREPRENEURIAL INTENTION

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ABSTRACT

Entrepreneurship is becoming a very relevant instrument to promote economic growth and development of the country. In this regard, entrepreneurship has been a topic that is interesting to be discussed in developing country. The objective of this study is to identify the role of self efficacy as well as parent's influence on entrepreneurial intention. Respondents consists of 215 new under graduate students in reputable university in Indonesia. The results showed that self-efficacy has positive and significant influence on entrepreneurial intention. However, parent's influence has no significant influence on entrepreneurial intention. The implications of the study can be used for government as well as university's management to develop self-efficacy of their students in order to develop their entrepreneurial intention, by providing them with training, coaching, and mentoring. Furthermore, the results also revealed that entrepreneurial experience has positive and significant influence on entrepreneurial intention.

JEL Classification : L26, I31

Keywords: Self-Efficacy, Parent's Influence, Entrepreneurial Intention

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INTRODUCTION

Entrepreneurship is becoming a very relevant instrument to promote economic growth and development of the country. In this regard, entrepreneurship has become a topic that is always interesting to be discussed especially in developing country. Entrepreneurship will help not only to fulfill individual personal needs but also to help the government to increase economic growth and development, because of the economic contribution by entrepreneurs when they open new job opportunities, increase people welfare, creates values for society and at the end alter economic growth and development of a country. As a result, development of entrepreneurship in the society is very important.

However, many people especially youngsters are still reluctant to become an entrepreneur. There are many reasons that can be accounted for that matter, and one of the reasons is related to self-efficacy. To become an entrepreneur, individuals needs to have high self-efficacy. In this regard, self-efficacy not only be developed from his/her personal traits, but also reinforced by external sources, such as family, parent, extended families, society. Furthermore, family/parents' influence is also needed, especially in relation with entrepreneurship activities, especially in east culture like Indonesia.

Discussing about entrepreneurship in Indonesia in 2013 National Statistics Bureau released information that Indonesia only has 3 million entrepreneurs or equal to less than 2 percent from total population which reach 250 million people. This numbers is still very small compared to neighboring countries in Asian region. Realizing this phenomenon, the government of Indonesia has been implementing numbers of policies and practices to increase Indonesian entrepreneurs by developing people's entrepreneurial intention. Some of the government policies are as follows: providing economic incentives for new ventures, giving soft loan, delivering training on entrepreneurship, conducting all kinds of entrepreneurial development programs as well as coaching clinic to improve the skills, knowledge and intention of the people to become entrepreneurs. These kinds of entrepreneurship programs not only provided for older people, but also for younger ones, such as university students. Nowadays, universities are increasingly being called upon to play a more active role to increase entrepreneurial intention, in particular by providing their students with education and support to make an entrepreneurial career easier to undertake. The involvement of universities is important given that this career avenue is becoming more common and necessary choice for students. Based on these thoughts, certain studies was conducted focusing on the entrepreneurial intention of university students (Boissin and Emin, 2006; Kolvereid 1996; Tkachev and Kolvereid, 1999).

Several studies have clearly demonstrated that entrepreneurial behavior is strongly influenced by people values, attitudes and beliefs (Krueger, Krueger, and Brazeal; Krueger and Carsrud in Morris, 1998). In spite of these researches, it seems that the proportion of university students willing to step into self-employment is small. However, it also appears that entrepreneurial intentions are a function of a "regional dimension", which is shaped by different social and cultural environments. Much research has been done about the factors which stimulate entrepreneurial activity (Franco et al., 2010).

Strengthening students' confidence to become an entrepreneur through developing their self-efficacy appears to have an important impact at the early, prelaunch stage of an entrepreneurial venture. This research will study the impact of those psychological factors as well as observational learning to entrepreneurial intention in university students. This study will discuss about the role of self-efficacy and parent's influence on entrepreneurial intention.

LITERATURE REVIEW

Entrepreneur

"One who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying significant opportunities and assembling the necessary resources to capitalize on them?" (Zimmerer, 2008).

"An individual who takes initiative to bundle resources in innovative ways and is willing to bear the risk and/or uncertainty to act (Hisrich, Peters, and Shepherd, 2010).

Entrepreneurship

"Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction." (Hisrich, Peters, and Shepherd, 2010).

Characteristic Behaviour of Entrepreneur

Although entrepreneur means different things to many people (Hisrich, Peters, and Shepherd, 2010; Lambing and Kuehl, 2000), there are some characteristics behavior that should belong to an entrepreneur, namely: 1) *Initiative taking* (Hisrich, Peters, and Shepherd, 2010; Lambing and Kuehl, 2000), successful entrepreneurs take the initiative in situations where others may not. Their willingness to act on their ideas often distinguishes them from those who are not entrepreneurs; 2) *The organizing and reorganizing of social and economic mechanisms to bundle resources in innovative ways* (Hisrich, Peters, and Shepherd, 2010). Entrepreneurs are successful is that they have imagination and can envision alternative scenarios; 3) *The acceptance of risk, uncertainty, and/or the potential for failure* (Hisrich, Peters, and Shepherd, 2010; Lambing and Kuehl, 2000). In this regard, entrepreneurs see risk differently from others, although this is often because of their knowledge of the industry (Lambing and Kuehl, 2000). Also the life of an entrepreneur is much unstructured. There is no one setting schedules or step-by-step processes for the entrepreneur to follow. There is no guarantee of success. Uncontrollable factors such as the economy, the weather, and changes in consumer tastes often have a dramatic effect on a business (Lambing and Kuehl, 2000); 4) *A passion for the business*. The entrepreneur must have more than a casual interest in the business because there will be many hurdles and obstacles to be overcome. If there is no passion, or consuming interest, the business will not succeed (Lambing and Kuehl, 2000); 5) *Confidence*, entrepreneurs are confident in their abilities and the business concept. They believe they have the ability to accomplish whatever they set out to do (Lambing and Kuehl, 2000).

Entrepreneurial Intention

When discussing about Entrepreneurial Intention Model, this cannot be separated with the discussion about the Theory of Planned Behavior as will be discussed as follows:

Theory of Planned Behavior

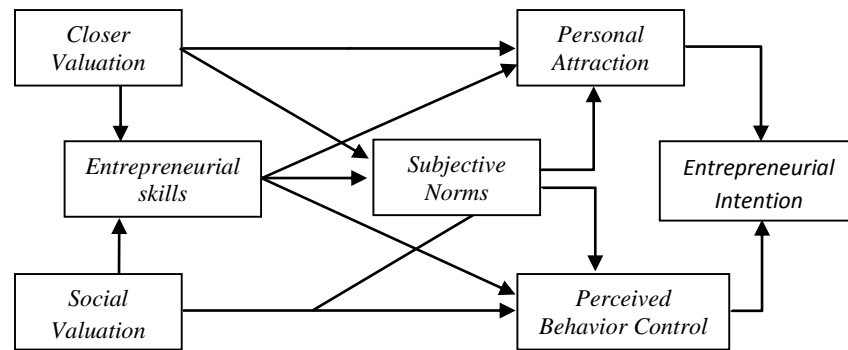
According to the theory of planned behavior (TPB), entrepreneurial intention indicates the effort that a person will make to carry out entrepreneurial behavior. It captures three motivational factors, or antecedents, influencing behavior, namely personal attitude; subjective behavior and perceived behavioral control (Ajzen, 1991; Linan, 2004 in Linan et al., 2008). The short explanations about the three motivational factors are as follows:

1. Attitude toward start-up (Personal Attitude – PA), refers to the degree which the individual holds a positive or negative personal valuation about being an entrepreneur (Ajzen, 2001, Autio et al., 2001; Kolvereid, 1996b in Linan et al., 2008). It includes not only affective (*I like it, it is attractive*) but also evaluative considerations (*it has advantages*).
2. Subjective Norm (SN) measures the perceived social pressure to carry or not to carry out entrepreneurial behaviors. In particular, it refers to the perception that “reference people” would approve the decision to become an entrepreneur, or not (Ajzen, 2001).

3. Perceived Behavioral Control (PBC) is defined as the perception of the ease or difficulty of becoming an entrepreneur. This concept therefore quite similar to self-efficacy (SE) (Bandura, 1997 in Linan et al., 2008) and to perceived feasibility (Shapiro and Sokol, 1982 in Linan et al., 2008).

All three concepts refer to the sense of capacity regarding the fulfillment of firm-creation behaviors. Nevertheless, recent work has emphasized the difference PBC and self-efficacy (Ajzen, 2002). PBC would include not only the feeling of being able to, but also the perception about controllability of the behavior.

FIGURE 1. ENTREPRENEURIAL INTENTION MODEL BASED ON PLANNED BEHAVIOR THEORY AJZEN

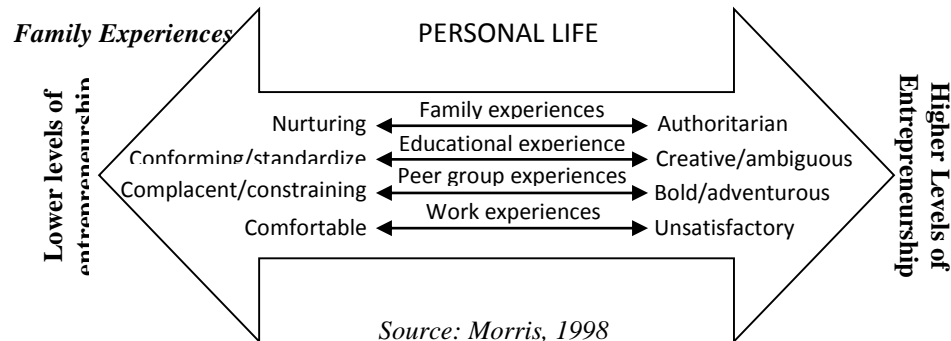


Source : Linan, Urbano and Guerro, 2008

Similar discussion about Entrepreneurial Intention was stated by Shapiro and Sokol (Krueger and Brazeal in Linan, Urbano and Guerro, 2008), who mentioned that *Perceived Desirability* is equal with the attitude of certain behavior and subjective norms from Ajzen (Krueger and Brazeal in Linan, Urbano, and Guerro, 2008). Furthermore, it was also mentioned that *Perceived feasibility* from Shapiro and Sokol is similar with the terms of *Perceived Behavior Control* (Krueger and Brazeal in Linan, Urbano, and Guerro, 2008). In this regard, a person was influenced by his/her *closer environment valuation* and *social valuation*, and the sources of *closer environment valuation* can be parents and or close friends. Perception about the skills in entrepreneurship will also influence the person intentions to become entrepreneurs. Higher skills poses by an individual in entrepreneurship will yield entrepreneurial intention.

Personal Life Experience on Entrepreneurial Intention.

There are many variables that influence entrepreneurial intentions, in this regard, family and personal life experience were shown as some of the variables. Figure 2 below is a summary of some of the types of personal life experiences thought to be associated with higher levels of entrepreneurship.

FIGURE 2. LIFE EXPERIENCE AND ENTREPRENEURSHIP

Researchers have shown that, some relevant aspects of family background that have been examined to be correlated with entrepreneurial intention include parental relationships, order of birth, and family income. In this case, parents in still an early sense of independence and desire for control in future entrepreneurs (Bird, 1989; Hisrich and Brush, 1984). Studies done by Delacroix and Carroll (in Morris, 1998) showed that there are some variables that influenced the entrepreneurial intention such as: family background, childhood experiences, exposure to role models, previous job experiences and educational experiences. All these factors have a strong influence on the development of an entrepreneur. In sum, it can be said that environmental factors such as, family/parents, role models, working/educational experience, as well as peer group experience are important variables that influence entrepreneurial intention.

Another important determinant of entrepreneurial behavior is the individual's exposure to successful role models (Kent; Eisenhardt and Forbes; Scherer, Adams and Wiebe; Bird and Vesper; in Morris, 1998). Studies have shown that many entrepreneurs have parents who were self-employed (Hisrich and Brush; Roristadt, Shapern; in Morris, 1998). Others find themselves working for or with an entrepreneur who becomes a role model. Another form of vicarious experience involves watching a friend develop a business. Such role models demonstrate to prospective entrepreneurs that risk-taking, tolerance for ambiguity, proactive and innovation leads to independence and self-control (Morris, 1998). The theory of observational learning also mentioned that role model is very important in modelling activities, even it can be said it is the centre of modelling activities Bandura (in Ormrod,1999, Feist and Feist 2006). Moreover, according to social learning theory, learning can happen although there is no direct experience but through observation of the model. Through modelling, a person can be learn something valuable from the successful role model that have succeed passed the difficult times (Ormrod, 2006). Based on these discussions, it can be concluded that environment especially close environment such as family, parents and extended families have an important role on the development of entrepreneurial intention.

Educational Experience

Educational experiences influence entrepreneurship. Previously, Brockhaus and Nord (in Morris, 1998) found that in general entrepreneurs had lower level of educational levels than the average people who work as managers. This tendency could lead to the feeling of limitation and inferiority in terms of pursuing high career in traditional organizations. Frustrated by an inability to achieve their desired level of success in established organizations, people choose to pursue a venture in which their own assessment of their abilities is more relevant. However, this phenomenon is no longer like this, as nowadays, many successful entrepreneurs have high educational level.

Peer Group Experiences

Personal experience with entrepreneurship is another factor in explaining the current or future performance of specific entrepreneurs. Whether the experience comes from ventures started on the side while in school, jobs taken on during summer breaks, or work in the family business, once a potential entrepreneur sees opportunity being capitalized upon, he/she often becomes more opportunity-aware. One of the interesting side-effects of pursuing an entrepreneurial path is the tendency to subsequently recognize additional opportunities for other ventures. Ronstadt (in Morris 1998) has labeled this as the “corridor principle.”

Work Experiences

Finally, previous work experience also shapes the entrepreneur. Brockhaus (in Morris 1998) found that job dissatisfaction “pushes” entrepreneurs out of established organizations and toward developing entrepreneurial ventures. In fact, the majority of entrepreneurs (59%) in Brockhaus’s study indicated a desire to start their own business before they had a product or service in mind; only a small percentage (14%) were drawn away from a traditional job by the desire to market a particular product or service. Brockhaus (in Morris 1998) also found that the greater the job dissatisfaction, the greater the likelihood of entrepreneurial success.

Relationship between Parent’s Influences and Entrepreneurial Intention.

Based on the discussion previously, it was mentioned by Delacroix and Carroll (in Morris, 1998) that there are some variables that influenced the entrepreneurial intention such as: family background, childhood experiences, exposure to role models, previous job experiences and educational experiences. This statement was also supported by Mangundjaya’s studies (2012), which stated that is not easy to develop an entrepreneur, and in this regard, involving and participation of family (parents) should be enhanced. Moreover, youths (university students can be regarded as youth) according to Sullivan (Feist and Feist, 2009), learn from others how to live in the adult world. In relation with entrepreneurial intention, family background and personal life experiences were important variables. Some relevant aspects of family background, as well as the attitude and expectations of parents were also influenced future entrepreneurs (Bird, 1989; Hisrich and Brush, 1984). Role models and educational background were also some of the variables that will influence youth to be interested in becoming an entrepreneur.

Based on this discussion, the researcher propose the following hypothesis:

H1: Parent's influences have positive and significant contribution to entrepreneurial intention.

Self-Efficacy

Self-efficacy has been defined as beliefs in one capability to organize and execute the courses of action required to produce given attainments (Bandura, 1997). As this paper is about entrepreneurship, we will discuss self efficacy in terms of entrepreneurial self-efficacy. In this regard, Chen, Grene and Crick (1998) defined entrepreneurial self-efficacy (ESE) as the strength of a person's belief that he or she is capable of successfully performing the various roles and task in entrepreneurship.

Factors Affecting Entrepreneurial Self Efficacy

Self-efficacy is a motivational construct that has been shown as one of influential factor in individual's choice of activities goal levels, persistence and performance in a range of contexts. In this regard, formal education can provide examples of the lifestyles and working styles of successful entrepreneur that will help individuals develop their own psychological coping strategies. Psychological coping strategy itself, may help individuals maintain motivation and control work or career related anxiety, leading to a higher expectations of success. All of these learning to their own ability, effort and performance strategies such attribution should lead to increased self efficacy for entrepreneurial tasks. Another variable that also influence entrepreneurial self-efficacy is risk propensity, which is related to the individuals judgement of his or her own, just like psychological state while pursuing his/her entrepreneurial venture which includes level of anxiety and arousal (Gist and Mitchell,1992). In this case, individuals with high risk propensity will be less risky than others (Sirkin and Weingart, 1995).

Entrepreneurial Self Efficacy at University Students

Research done by Wilson, Kickul and Marlito (2007) shows that entrepreneurial self-efficacy has positively correlated with entrepreneurial intention. Furthermore, self-efficacy was said as one of the major variable that influence individual to become an entrepreneur (Bloyd and Vozikis in Chen, Green and Crick,1998). Other researchs done by Wilson, Kickul and Marlino (2007) has also mentioned that entrepreneurial self-efficacy has positively correlated with entrepreneurial intention, both in university students as well as in senior high school students.

Correlation between Entrepreneurial Self Efficacy and Entrepreneurial Intention

High self-efficacy will perform in a specific behavioural setting that leads individuals to approach that setting, whereas low self-efficacy lead individuals to avoid that setting (Wood and Bandura, 1989). In this regard, the research shows that there is a positive relationship between entrepreneurial self-efficacy and entrepreneurial intention with a sample of business and psychology students (Zhao et al., 2005). Furthermore,

Entrepreneurial Self-Efficacy (ESE) is the power of confidence that belongs to the person, which enables him/her to reach success in entrepreneurship roles, task and activities (Chen, Grene and Crick, 1998). In this regard, if a person has high self -efficacy he or she will have high commitment in achieving their goals and objectives. The level of self-efficacy will also influence the amount of efforts that a person will allocate in order to finish their jobs. (Zimmerman, in Bandura 1997: 203).

Based on this discussion the following hypothesis is proposed:

H2: Self-Efficacy had positive and significant contribution to Entrepreneurial Intention.

METHODS AND MEASURES

Data Collection

Data was collected through 3 types of questionnaires, namely: 1) Self-Efficacy Inventory 2) Parent's influence; and 3) Entrepreneurial Intention. All questionnaires had been translated into Indonesian language (*Bahasa Indonesia*) and were tested its reliability and validity, as follows: Self-Efficacy Inventory ($\alpha = 0.642$); Parent's influence ($\alpha = 0.854$); and 3) Entrepreneurial Intention ($\alpha = 0.821$).

Sampling

The population of these study were undergraduate students from a state own agriculture institute in Indonesia. This institute had been renowned for its concern in entrepreneurship especially in agriculture development in Indonesia. This study used convenience sampling methods. All the respondent have the characteristic as follows: first year students (100%), age between 17-19 years old (100%), male (42%), female (58%), ethnicity Javanese and Sudanese (71%), living with parents (73%), father's occupation public servant and private sectors (63%), mother's occupation house wives and public servants (68%), have experience in entrepreneurship (73%).

Data Analysis

Data were analyzed based on descriptive analysis, and multiple regression analysis

Results

The results of the analysis were presented through descriptive statistics, and multiple regression analysis.

Descriptive Analysis

The followings tables, Table 1 and Table 2 show the results of the profile of the data.

TABLE 1. DESCRIPTIVE ANALYSIS OF SELF-EFFICACY, PARENT'S INFLUENCE, AND ENTREPRENEURIAL INTENTION

Variables	N	%	Self-Efficacy			Parent's influence			Entrepreneurial Intention		
			Mean	SD	Sign	Mean	SD	Sign	Mean	SD	Sign
Sex/Gender											
Male	90	42	4.140	0.432	0.521	3.503	0.834	0.453	5.182	0.804	0.422
Female	125	57	4.078	0.467		3.667	0.763		5.055	0.781	
Ethnicity											
Javanese	82	38	4.090	0.466	0.581	3.643	0.745	0.105	5.080	0.832	0.937
Sundanese	70	33	4.111	0.440		3.496	0.937		5.112	0.764	
Betawi	10	5	4.100	0.413		3.875	0.637		5.011	0.817	
Mixed	28	13	4.214	0.501		3.839	0.616		5.111	0.753	
Others	25	12	4.008	0.402		3.350	0.680		5.227	0.808	
Living with											
Parents	156	73	4.079	0.424	0.607	3.693	0.795	0.039*	5.121	0.760	0.299
Family/Relatives	9	42	4.222	0.560		3.527	0.578		5.344	0.807	
Students Dorm	19	9	4.168	0.438		3.105	0.859		5.241	0.870	
Others	31	14	4.158	0.562		3.642	0.735		4.892	0.877	
Father's Occ											
Entrepreneur	43	20	4.172	0.513	0.643	3.476	0.837	0.399	5.096	0.920	0.414
Public Servant	83	39	4.062	0.456		3.656	0.820		5.014	0.748	
Private Sector	52	24	4.088	0.414		3.673	0.701		5.167	0.796	
Teacher/Lecturer	14	7	4.085	0.310		3.410	0.601		5.505	0.602	
Med Doctor	7	3	4.057	0.457		3.964	0.443		5.102	0.463	
Military	12	6	4.150	0.468		3.479	0.869		4.971	0.900	
Farmer	4	2	4.450	0.597		3.062	1.599		5.457	0.661	
Mother's Occ											
Entrepreneur	15	7	4.173	0.281	0.781	3.317	0.753	0.01*	5.673	0.790	0.477
Public Servant	49	23	4.110	0.496		3.842	0.657		4.987	0.673	
Private Sector	10	5	4.240	0.556		3.175	0.951		4.867	0.768	
Teacher/Lecturer	21	10	4.076	0.527		3.071	0.780		4.990	0.755	
Farmer	2	0.9	4.400	0.283		4.000	0.354		5.530	0.905	
Housewife	118	55	4.081	0.433		3.655	0.796		5.173	0.843	
Experience											
Yes	96	45	4.131	0.464	0.392	3.568	0.841	0.660	5.491	0.688	0.000*
No	11	5	4.078	0.445		3.616	0.766		4.772	0.717	

* Significant at l.o.s. $p < 0.05$

Table 1 shows that in general there are no significant differences in demographic profiles in relation to self-efficacy, parent's influence, and entrepreneurial intention. However, the result shows that there is significant mean differences in parent's influence for groups of respondents who lived with parents, family/relatives, students dorms and others. Students who lived with their parents have the highest mean of parents influence. There is an also significant mean difference in entrepreneurial intention of students who have and have no experience in entrepreneurship. Students with experience in entrepreneurship activities tend to have higher entrepreneurial intention compare to students with no experience in entrepreneurship activities. Furthermore, the results also showed that mother's occupation has significant influence on differences in the score of entrepreneurial intention of their children. Respondents whose mother works as an entrepreneur tends to have higher score of entrepreneurial intention; on the other hand respondents whose mother works in private sector tends to have lower score.

TABEL 2. THE RESULTS OF COLLINEARITY DIAGNOSTIC

Model	Collinearity Statistics	
	Tolerance	VIF
Self-Efficacy	1.000	1.000
Parent Influence	1.000	1.000

*DV: Entrepreneurial Intention
Source: Calculated from SPSS*

TABEL 3. COLLINEARITY STATISTICS

Dimension	Eigenvalue	Condition Index	Variance Proportions		
			(Constant)	Self-Efficacy	Parent Influence
1	2.960	1.000	.00	.00	.01
2	.034	9.333	.03	.09	.90
3	.006	23.163	.97	.01	.10

Source: Calculated from SPSS

The assumptions for multiple regressions include the following; that the relationship between each of the predictors variables and the dependent variables is linear and that the error or residual, is normally distributed and uncorrelated with the predictor. A condition that can be extremely problematic is collinearity which can lead to misleading and/or inaccurate results. Collinearity occurs when there is high intercorrelation among some sets of the predictor variables. Base on the result of collinearity diagnostic as depicted by Table 2, it can be concluded that collinearity did not exist in this case and all assumptions had been validated.

TABLE 4. THE RESULTS OF MULTIPLE REGRESSIONS ANALYSIS OF SELF-EFFICACY, PARENT'S INFLUENCE AND ENTREPRENEURIAL INTENTION

Variables	R	R ²	Adjusted R ²	Sign.
SE, PI to EI	0.470	0.221	0.213	0.000**
SE to EI	0.460	0.215	0.211	0.000**
PI to EI	0.096	0.009	0.005	0.161

** Significant at p <0.01

Based on the results in table 3 above, the following hypotheses are concluded:

- H1: Parent's influences has positive and significant contribution to entrepreneurial intention, was not supported.
- H2: Self Efficacy has positive and significant contribution to entrepreneurial intention, was supported.

In this study it was found that both self-efficacy and parent's influence simultaneously predict entrepreneurial intention with multiple correlation coefficient is 0.470 ($R^2 = 0.221$) and the adjusted R^2 is 0.213. This mean 21.3% of the variance in

entrepreneurial intention can be predicted from self-efficacy and parent's influence combined. However, only self-efficacy that are significantly adding anything to the prediction when both variables included. Furthermore, self-efficacy has positive significant influence on entrepreneurial intention with coefficient correlation 0.460 ($R^2 = 0.215$) and the adjusted R^2 is 0.211. This mean 21.1% of the variance in entrepreneurial intention can be predicted from self-efficacy.

Discussions

It can be concluded that a person with high entrepreneurial self-efficacy will have high intention to become entrepreneur. The level of self-efficacy will also influence the amount of efforts that a person will allocate in order to finish their jobs. (Zimmerman, in Bandura, 1997). This result supports the theory that proposed self-efficacy influence entrepreneurial intention. However, in this study parents influence cannot predicts entrepreneurial intention. This result is different from the previous study conducted by Mangundjaya (2012) which founded that family and parent's influences are important in developing entrepreneurial intention. Different types of sample (between university students and unemployed youth) might have some influences in the results.

This study also found significant differences in entrepreneurial intention between students who have experience in entrepreneurship activities and those who doesn't. Students with experience showed higher mean of entrepreneurial intention. This study also supports the theory that previous personal experience with entrepreneurship correlate with future performance of specific entrepreneurs including entrepreneurial intention (Morris, 1998). In this regard, as a potential entrepreneur he/she will seize opportunities being capitalized upon, which enables him or her to be aware of entrepreneurial activities.

CONCLUSIONS, IMPLICATIONS, AND FUTURE RESEARCH

The results showed that self-efficacy has positive and significant influence on entrepreneurial intention. The implications of the study can be used by government as well as university's management to develop policies and practices that can increase entrepreneur self-efficacy of their students in order to develop their entrepreneurial intention. Several practices that can increase students' self-efficacy include training, coaching and mentoring as well as creating positive learning environment that support not only academic achievement but also personality development.

University management should also provide students with the opportunity to practice entrepreneurship as well as to encourage students to engage entrepreneurial activities include as part of the curriculum. These kinds of activities not only will enhance the self-efficacy but also providing them with the real experiences being an entrepreneur.

There are some limitations in this research that should be taken into consideration. First, previous researches suggested that there are various number of variables that can influence entrepreneurial intention (such as family background, experience, individual characteristic, role model, etc), however in this research the discussion are only focusing on two variables as the predictors of entrepreneurial intention, namely parent's influence and self-efficacy. Second, this research conducted with total respondents $N = 215$ and use convenience sampling methods, as a result, there is limitation to generalize the result of this study into larger population.

For further research regarding entrepreneurial intention, there are several other variables such as the importance of role model, adversity, resilience and many other individual and external variables such as the role of environment, government, institution, NGO, etc can be studied in order to create a more comprehensive model, as all of those variables have been showed as predictors for entrepreneurial intention. Moreover, the study also showed self-efficacy has positive and significant correlation with entrepreneurial intention, and has contributed 21.3%, in this case there are still 78.7% contributed from other variables that need to be further studied. It is also suggested to conduct research in a larger sample and used other sampling methods such as random sampling to increase the generalized ability of the research results. Further research in different setting, different generations of respondents as well as different culture are also important to be conducted to explore and expand the understanding and exploration of the factors that create entrepreneurial intention.

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Hubungan antara Pembelajaran Observasional dengan Intensi Berwirausaha pada Mahasiswa Universitas Indonesia

Correlation between Observational Learning and Entrepreneurial Intention among University of Indonesia's Students

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Intensi Berwirausaha, Pembelajaran Observasional, Mahasiswa Entrepreneurial Intention, Observational Learning, College Students

ABSTRAK

Paparan model peran wirausahawan yang sukses merupakan salah satu faktor kunci dalam pembelajaran kewirausahaan dan perkembangan karir (Boyd & Vozidis dalam Laviolette & Radu, 2008). Penelitian ini bertujuan untuk mengetahui hubungan antara pembelajaran observasional melalui model peran wirausaha dengan intensi berwirausaha pada mahasiswa Universitas Indonesia. Desain penelitian ini adalah studi lapangan dengan menggunakan accidental sampling sebagai metode pengambilan data. Partisipan penelitian ini terdiri dari 101 mahasiswa Universitas Indonesia dari 10 fakultas yang berada di kampus UI Depok. Hasil dari penelitian ini membuktikan bahwa terdapat hubungan yang signifikan antara pembelajaran observasional dengan intensi berwirausaha. Dalam penelitian ini, ditemukan bahwa dimensi motivasi merupakan dimensi yang paling besar memberikan kontribusi terhadap intensi berwirausaha diantara dimensi lain dari pembelajaran observasional.

ABSTRACT

Among the key contextual factors of entrepreneurial intention's genesis, the exposure to successful role models was identifies as a master piece of entrepreneurial learning and career development (Boyd & Vozidis; Laviolette & Radu, 2008). This study aims to prove the correlation between observational learning by means of entrepreneurial role model and entrepreneurial intention among University of Indonesia's students. The design of this research is field study by accidental sampling as data collection method. The study consists of 101 students of University of Indonesia as respondents that come from 10 faculties at UI's campus, Depok. The result from this study proves that there is a significant correlation between observational learning and entrepreneurial intention. In this research, motivational dimension has most significant contribution towards entrepreneurial intention among other dimensions of observational learning.

PENDAHULUAN

Kewirausahaan memiliki peran besar dalam pertumbuhan ekonomi suatu bangsa. Linan dkk (2005) menyatakan bahwa kewirausahaan merupakan instrumen yang paling relevan untuk memajukan pertumbuhan dan perkembangan ekonomi di berbagai daerah. Dalam hal ini, peran kewirausahaan dalam pertumbuhan ekonomi mencakup lebih dari sekedar meningkatkan pendapatan perkapita. Kewirausahaan berperan memprakarsai perubahan dalam struktur bisnis dan masyarakat (Hisrich, Peter & Sheperd, 2005). Perubahan tersebut sejalan dengan pertumbuhan dan peningkatan pendapatan yang memungkinkan lebih banyak kekayaan yang terdistribusi secara lebih tersebar.

Meskipun demikian, pada kenyataannya sedikit sekali SDM yang mengembangkan dirinya sebagai seorang wirausaha. Pada 2001, kurang dari 10 persen dari populasi orang dewasa yang memulai usaha baru (Nolan dalam Linan dkk, 2005). Fakta tersebut menjadi hal yang ironis bila dihubungkan dengan jumlah pengangguran yang ada di Indonesia. Jika melihat kondisi bangsa Indonesia, kewirausahaan dapat dikatakan sebagai salah satu jawaban atas permasalahan yang dari tahun ke tahun dialami Indonesia, yaitu pengangguran. Padahal, tidak dapat dipungkiri bahwa tingginya angka pengangguran disebabkan karena pada umumnya orang tergantung pada ketersediaan lapangan pekerjaan, bukan menciptakan lapangan kerja baru. Hal ini sejalan dengan hasil sensus ketenagakerjaan nasional 2007 bahwa hanya 5 persen dari jumlah angkatan kerja Indonesia yang berminat pada kewirausahaan.

Mengembangkan kewirausahaan merupakan salah satu upaya untuk mengurangi tingkat pengangguran, disamping meningkatkan kualitas sumber daya manusia dan menciptakan lapangan kerja baru (Sudrajat, 2003). Berdasarkan penelitian Audretsch (dalam Linan dkk, 2005), didapatkan hasil bahwa indeks

inisiatif berwirausaha berbanding terbalik dengan tingkat pengangguran. Semakin tinggi peningkatan inisiatif berwirausaha pada suatu daerah maka terdapat kecenderungan penurunan jumlah pengangguran yang besar. Dengan demikian, dapat dikatakan bahwa berwirausaha merupakan cara yang efektif untuk menurunkan tingkat pengangguran di sebuah daerah.

Berdasarkan sudut pandang psikologi, tingkah laku berwirausaha merupakan tingkah laku disengaja yang dimunculkan karena adanya intensi. Dalam tingkah laku berwirausaha, intensi untuk menjadi pengusaha merupakan satu-satunya prediktor terbaik untuk meramalkan tingkah laku aktual seseorang dalam berwirausaha (Linan, dkk, 2005). Hal ini diperkuat dengan pernyataan Krueger Jr et al (dalam Linan, 2005) yang menyatakan bahwa intensi adalah prediktor tunggal terbaik dari berbagai tingkah laku yang direncanakan, termasuk kewirausahaan. Hisrich, Peter & Sheperd (2008) mendefinisikan intensi berwirausaha sebagai faktor motivasional yang mempengaruhi individu untuk mencapai hasil-hasil berwirausaha. Dengan kata lain, intensi berwirausaha merupakan sesuatu yang indikator terkuat yang menentukan seseorang akan berwirausaha atau tidak.

Diantara berbagai faktor kontekstual kunci dari intensi berwirausaha, paparan tentang model peran yang sukses diidentifikasi sebagai faktor penting dalam pembelajaran kewirausahaan dan perkembangan karir (Boyd & Vozidis dalam Laviolette & Radu, 2008). Lebih jauh, dalam konteks kehidupan mahasiswa, banyak studi yang menemukan bahwa model peran adalah faktor paling penting dalam menumbuhkan intensi berwirausaha (Garo, Kume & Basho, 2015). Dalam konteks kewirausahaan, model peran dapat diartikan sebagai individu-individu yang mempengaruhi gaya dan pilihan karir wirausaha (Hisrich, Peter & Sheperd, 2005). Model peran ini dapat berbentuk model langsung yaitu seseorang yang

secara langsung menampilkan perilaku, atau model simbolik yaitu seseorang atau perilaku yang muncul secara tidak langsung atau melalui suatu media (Ormrod dalam Riyanti, 2008).

Dalam sudut pandang teori pembelajaran sosial yang dikembangkan oleh Bandura (dalam Ormrod, 1999), model peran merupakan sosok yang dijadikan rujukan dalam aktivitas *modeling*. Aktivitas *modeling* merupakan inti dari pembelajaran sosial (Feist & Feist, 2006). Menurut teori pembelajaran sosial, pembelajaran dapat terjadi tidak hanya melalui pengalaman langsung, tetapi juga melalui observasi terhadap orang lain yang dirujuk sebagai model. Melalui *modeling*, seseorang dapat mempelajari sesuatu yang berharga dari sosok-sosok yang pernah berhasil dalam menghadapi kondisi yang sulit (Ormrod, 2006).

Bandura (dalam Feist & Feist, 2006) menyatakan terdapat empat proses yang membentuk pembelajaran observasional, yaitu atensi, representasi, produksi tingkah laku dan motivasi. Proses atensi merupakan proses awal dalam pembelajaran sosial dimana individu memberikan atensi terhadap model peran yang dituju serta aktivitas yang dilakukan model peran tersebut. Sementara itu, proses representasi merupakan pembentukan representasi simbolik dalam ingatan individu yang dibentuk dari informasi yang didapatkan setelah individu memberikan atensi terhadap model peran. Dalam literatur lain, Bandura (1986) menyatakan proses setelah atensi adalah proses retensi. Proses ketiga dalam pembelajaran observasional adalah produksi tingkah laku dimana individu mengubah representasi simbolik yang berada dalam ingatannya ke dalam tingkah laku yang sesuai. Proses terakhir yang akan sangat mempengaruhi efektivitas dari pembelajaran observasional adalah motivasi. Proses atensi dan representasi dapat mengarahkan individu pada pengetahuan yang dipelajari dari pengamatan terhadap model peran, namun tampilnya tingkah laku difasilitasi oleh

motivasi untuk menampilkan tingkah laku tersebut.

Berdasarkan paparan diatas, permasalahan yang diangkat dalam penelitian ini adalah apakah terdapat hubungan pembelajaran observasional melalui model peran dengan intensi berwirausaha pada kaum muda. Permasalahan ini menjadi menarik untuk diangkat sebagai salah satu upaya identifikasi dan eksplorasi faktor sosial, dalam hal ini model peran, yang dapat membangkitkan intensi berwirausaha. Adapun pengambilan data yang dilakukan dalam penelitian ini adalah dengan teknik kuantitatif yaitu menggunakan dua buah alat ukur. Alat ukur pertama berupa kuesioner yang menggali tentang pembelajaran observasional yang didapatkan dari model peran. Kuesioner ini dibuat oleh peneliti berdasarkan konstruk pembelajaran observasional yang dikemukakan Bandura (1986). Alat ukur kedua merupakan kuesioner yang menggali intensi berwirausaha (*Entrepreneurial Intention Questionnaire/EIQ*).

Dalam penelitian ini, populasi penelitian adalah kaum muda Indonesia, khususnya individu dewasa awal (*emerging adulthood*). Kaum muda menjadi tujuan dan sasaran dalam penelitian ini karena potensi besar yang dimilikinya. Berdasarkan kalkulasi dari Himpunan Pengusaha Muda Indonesia (HIPMI), potensi kaum muda yang bisa dicetak menjadi pengusaha muda (usia antara 20 - 41 tahun) menurut data BPS sekitar 70 juta jiwa. Jika 10%-nya saja terjun ke dunia usaha dengan masing-masing menciptakan 5 lapangan pekerjaan, maka sekitar 7 juta pengusaha akan lahir dan dapat berpotensi membuka lapangan pekerjaan bagi 35 juta jiwa. Lebih khusus dalam penelitian ini sampel yang digunakan adalah mahasiswa Universitas Indonesia dengan penjelasan yang dapat dilihat pada bagian berikutnya.

METODE PENELITIAN

Subjek

Partisipan dalam penelitian ini adalah mahasiswa Universitas Indonesia. Alasan pemilihan sampel penelitian ini adalah karena karakteristik sampel sesuai dengan karakteristik populasi dari penelitian ini yaitu berada dalam rentang usia dewasa awal serta diasumsikan lebih dapat memahami konsep yang tertuang dalam kuesioner karena memiliki kapasitas kognitif yang memadai. Selain itu, saat ini universitas Indonesia sedang menggiatkan program kewirausahaan, yaitu dengan memberikan pinjaman dana dan bimbingan bagi mahasiswa yang ingin berwirausaha. Adapun karakteristik partisipan dalam penelitian ini adalah sebagai berikut:

1. Memiliki kekaguman terhadap sosok pengusaha tertentu. Identifikasi ini dapat dilakukan dengan mengajukan pertanyaan langsung sebelum memberikan kuesioner.
2. Berada dalam rentang usia 20-30 tahun
3. Tidak sedang memiliki aktivitas kewirausahaan

Prosedur yang digunakan dalam pemilihan sampel penelitian ini adalah *non-probability sampling* yaitu tidak semua anggota populasi memiliki kesempatan untuk dipilih (Kountur, 2003). Sementara itu, teknik penarikan sampel yang digunakan adalah *accidental sampling*. Melalui *accidental sampling* peneliti memilih partisipan berdasarkan ketersediaan dan kesediaan partisipan untuk menjadi subjek penelitian ini (Sugiyono, dalam Ardias, 2008).

Desain

Penelitian ini tergolong dalam jenis penelitian *non-experimental* dimana peneliti hanya melakukan pengamatan dan berusaha menjelaskan hal-hal yang menjadi penyebabnya (Kumar, 1999). Dalam penelitian ini, tidak dilakukan manipulasi pada variabel penelitian. Variabel penelitian tidak dapat dikontrol secara langsung karena merupakan variabel yang sudah ada dalam diri responden sebelum penelitian

dilakukan. Tiadanya manipulasi pada variabel penelitian menyebabkan penelitian ini tergolong pada riset konklusif dengan tipe desain *ex post facto* (Sugiyono, dalam Ardias 2008).

Instrumen Penelitian

Instrumen yang digunakan peneliti dalam meneliti hubungan antara pembelajaran observasional dengan intensi berwirausaha pada mahasiswa Universitas Indonesia adalah dengan menggunakan dua alat ukur. Dua alat ukur yang dimaksud adalah skala yang menggali pembelajaran observasional dan skala yang menggali intensi berwirausaha. Intensi berwirausaha diukur dengan menggunakan *Entrepreneurial Intention Questionnaire* (EIQ) yang dikembangkan oleh Linan & Chen (2006). Dalam penelitian ini, EIQ yang dikembangkan oleh Linan & Chen (2006) dimodifikasi dan disesuaikan dengan konteks Indonesia, baik dari segi bahasa maupun konteks sosial. Dari hasil modifikasi EIQ yang dilakukan peneliti, dihasilkan 29 item yang terdiri dari item-item yang mewakili ketertarikan personal, kontrol tingkah laku yang dipersepsikan, norma subjektif, penilaian orang-orang terdekat, penilaian sosial dan keterampilan berwirausaha. Sementara itu, alat ukur pembelajaran observasional yang digunakan dalam penelitian ini adalah hasil konstruksi yang dilakukan peneliti berdasarkan proses dalam pembelajaran observasional yang dikemukakan Bandura (1986).

Kedua alat ukur ini berbentuk skala *summated rating* dimana skor seseorang diperoleh dengan menjumlahkan respon yang diberikan (Neuman dalam Ardias, 2008). Kedua alat ukur ini digabungkan menjadi satu kuesioner. Kuesioner dipilih karena sifatnya yang efisien, dimana kuesioner dapat diberikan pada banyak partisipan dalam waktu yang singkat (Ardias, 2008).

Pengujian Reliabilitas dan Validitas Alat Ukur

Uji reliabilitas yang dilakukan untuk menguji konsistensi alat ukur intensi berwirausaha dan pembelajaran observasional adalah dengan metode alpha cronbach. Uji validitas yang digunakan dalam menguji alat ukur intensi berwirausaha dan pembelajaran observasional adalah uji validitas kriteria. Dari hasil uji reliabilitas dan validitas kedua alat ukur didapatkan hasil sebagai berikut:

Tabel 1. Validitas dan Reliabilitas Alat Ukur

Variabel	Indeks reliabilitas	Indeks validitas
Intensi berwirausaha	0,964	0,783
Pembelajaran Observasional	0,846	0,829

Dari tabel 1 tersebut terlihat bahwa kedua alat ukur yang digunakan dalam alat ukur ini dapat dikatakan valid dan reliable berdasarkan batasan indeks reliabilitas yang dinyatakan Anastasi & Urbina (1997) dan signifikansi nilai korelasi terhadap kriteria.

ANALISIS & HASIL

Untuk mengetahui hubungan antara pembelajaran observasional dengan intensi berwirausaha, peneliti menggunakan perhitungan regresi linear dalam SPSS versi 16.00. Perhitungan regresi linear digunakan untuk menghitung korelasi berganda. Teknik ini dipilih karena variabel yang diperhitungkan bersifat interval. Selain itu, melalui teknik ini didapatkan indeks korelasi tunggal serta dapat diketahui kontribusi masing-masing dimensi pembelajaran observasional terhadap intensi berwirausaha. Berikut adalah hasil korelasi yang didapatkan:

Tabel 2. Hasil perhitungan korelasi berganda

Nilai R	R square	Adjusted R square
0,562	0,316	0,288

Berdasarkan tabel 2 diatas, terlihat bahwa intensi berwirausaha pada subjek penelitian memiliki hubungan sebesar 31,6% dengan pembelajaran observasional yang terdiri dari dimensi atensi, retensi,

produksi dan motivasi. Dari hasil tersebut juga dapat disimpulkan bahwa bila diterapkan pada populasi, maka secara signifikan pembelajaran observasional dapat menjelaskan 28,8% pembelajaran observasional ($\text{adjusted } R^2=0,288$). Hal ini berarti 71,2% pembelajaran observasional dapat dijelaskan oleh variabel lain diluar pembelajaran observasional.

Dari hasil diatas, dapat disimpulkan bahwa dengan derajat kepercayaan 99% variabel pembelajaran observasional memiliki hubungan yang signifikan dengan intensi berwirausaha, yaitu sebesar 0,562. Dengan demikian H_0 dalam penelitian ini ditolak. Untuk mengetahui kontribusi masing-masing dimensi pembelajaran observasional terhadap intensi berwirausaha, dapat dilihat melalui perhitungan *part correlation*. *Part correlation* digunakan untuk melihat hubungan antara satu dimensi pembelajaran observasional dan intensi berwirausaha dengan memperhitungkan keberadaan dimensi-dimensi yang lain, yang terangkum dalam tabel berikut ini:

Tabel 3. Hasil perhitungan *part correlation* dimensi pembelajaran observasional

Dimensi	Sign	Part correlation
Atensi	0,591	0,045
Retensi	0,143	0,125
Produksi	0,020	0,200
Motivasi	0,012	0,217

Dari tabel 3 tersebut terlihat bahwa dimensi motivasi merupakan dimensi yang paling berkontribusi dalam menjelaskan intensi berwirausaha. Sementara itu, dimensi atensi merupakan dimensi yang paling lemah kontribusinya dalam menjelaskan intensi berwirausaha.

DISKUSI

Dalam penelitian ini, pembelajaran observasional terbukti memiliki hubungan yang signifikan dengan intensi berwirausaha. Hasil ini memperkuat hasil penelitian yang dilakukan oleh Garo, Kume dan Basho (2015) yang menunjukkan adanya hubungan yang positif antara paparan model peran wirausaha dengan

intensi berwirausaha pada mahasiswa Albania.

Berdasarkan hasil perhitungan *part correlation* keempat dimensi pembelajaran observasional dengan intensi berwirausaha, didapatkan hasil bahwa indeks korelasi semakin meningkat seiring dengan peningkatan proses pembelajaran observasional. Dengan demikian dimensi motivasi memiliki hubungan yang paling besar terhadap intensi berwirausaha sementara dimensi atensi memiliki hubungan yang paling kecil terhadap intensi berwirausaha.

Indeks korelasi yang didapatkan dari tiap dimensi terlihat meningkat dimana pada dimensi atensi memiliki indeks *part correlation* terkecil dan dimensi motivasi memiliki indeks *part correlation*. Dari hasil tersebut peneliti menduga bahwa semakin intens seseorang melakukan pembelajaran observasional, maka semakin besar kemungkinan munculnya pembelajaran observasional pada dirinya. Dikatakan semakin intens karena proses pembelajaran observasional merupakan proses yang berkelanjutan, dimulai dengan proses atensi, dilanjutkan proses retensi, kemudian proses produksi dan yang terakhir namun sangat menentukan adalah proses motivasi.

Pada proses atensi, individu memiliki ketertarikan terhadap model peran wirausaha tertentu. Ketertarikan ini menjadi kunci dalam proses atensi karena individu cenderung akan memberikan atensi pada hal-hal yang mereka anggap penting/mereka tertarik dengannya. Namun demikian, atensi saja tidak cukup untuk mencapai hasil maksimal dalam pembelajaran observasional. Informasi-informasi yang didapatkan dari proses atensi kemudian dilanjutkan dalam proses retensi dimana individu membentuk model internal tentang tingkah laku kewirausahaan. Model internal ini dibentuk individu dari ekstraksi terhadap informasi-informasi yang ia dapatkan selama proses atensi. Model internal inilah yang tersimpan dalam ingatan individu sehingga individu tersebut memiliki skema tertentu tentang

kewirausahaan, misalnya hal-hal yang dibutuhkan untuk menjadi wirausaha.

Setelah individu membentuk model internal tentang kewirausahaan, proses selanjutnya adalah proses produksi. Pada proses ini, individu harus merasa mampu untuk melakukan hal-hal yang sesuai dengan model internal yang telah ia simpan di ingatannya. Jika individu telah merasa mampu untuk melakukan aktivitas yang sesuai dengan model internal yang telah ia bentuk, maka proses selanjutnya adalah proses motivasi. Proses inilah yang menentukan apakah hasil pembelajaran observasional yang terjadi dalam dirinya akan ditampilkan dalam tingkah laku. Dalam proses motivasi, individu terdorong untuk mendapatkan insentif yang bernilai bagi dirinya. Jika individu merasa insentif yang didapatkan model peran wirausaha dari aktivitas kewirausahaannya tidak bernilai bagi individu tersebut, maka individu tersebut cenderung untuk tidak menampilkan tingkah laku berwirausaha.

Dalam penelitian ini, pengukuran kemungkinan tampilnya tingkah laku berwirausaha dari pembelajaran observasional yang terjadi pada subjek adalah dengan mengukur intensi berwirausaha. Pengukuran intensi dilakukan karena dalam tingkah laku berwirausaha, intensi untuk menjadi pengusaha merupakan satu-satunya prediktor terbaik untuk meramalkan tingkah laku aktual seseorang dalam berwirausaha (Linan, dkk, 2005).

Dari indeks korelasi per bagian yang didapat, dimensi motivasi merupakan dimensi yang memiliki kontribusi terbesar dalam menjelaskan pembelajaran observasional. Dalam dimensi motivasi, individu terdorong untuk menunjukkan perilaku yang didapat dari hasil pembelajaran observasional yang terjadi dalam dirinya jika ia menilai bahwa dengan mewujudkan hasil pembelajaran dalam tingkah laku, ia akan mendapatkan insentif bagi dirinya sendiri. Insentif yang dimaksud dapat berupa materi ataupun kepuasan personal dan kemandirian. Hasil ini dapat

dijadikan salah satu rujukan dalam membuat program yang memicu intensi berwirausaha, yaitu dengan menyajikan informasi-informasi mengenai insentif yang akan didapatkan dari berwirausaha.

Selain mengolah data primer penelitian, peneliti juga mengolah variabel sekunder yang dapat menunjang hasil penelitian. Variabel sekunder yang turut diolah dalam penelitian ini adalah jenis kelamin, jenis model peran, suku bangsa serta pekerjaan orang tua dalam hubungannya dengan intensi berwirausaha. Dari pengolahan data sekunder tersebut, peneliti mendapatkan hasil bahwa tidak terdapat perbedaan yang signifikan antara kelompok subjek laki-laki dan kelompok subjek perempuan dalam intensi berwirausaha. Hal ini bertentangan dengan hasil penelitian Laviolette & Radu (2008) yang menunjukkan bahwa laki-laki mengekspresikan intensi yang lebih kuat untuk berwirausaha dibanding perempuan. Perbedaan hasil penelitian tersebut sangat mungkin disebabkan karena proporsi jumlah subjek perempuan dan laki-laki tidak berimbang, dimana subjek perempuan sebesar 76,2% sedangkan laki-laki 23,8%.

Hasil lain yang didapatkan peneliti adalah tidak ada pengaruh yang signifikan dari jenis model peran terhadap intensi berwirausaha. Dari hasil tersebut, dapat diinterpretasikan bahwa jenis model peran bukanlah faktor yang menentukan intensi berwirausaha, tetapi pembelajaran observasional yang dilakukan individu yang bersumber dari model peran itulah yang lebih menentukan intensi berwirausaha. Pengaruh jenis model peran langsung telah dikaji bertahun-tahun dalam literatur akademik. Sebaliknya, masih sangat sedikit penelitian yang mengkaji mengenai dampak model simbolik dalam intensi berwirausaha (Laviolette & Radu, 2008). Sejumlah studi deskriptif mencatat pentingnya model langsung dalam pengambilan keputusan untuk memulai berwirausaha (Shappero & Sokol dalam Laviolette & Radu, 2008).

Dari hasil penelitian ini, diharapkan dapat memicu munculnya penelitian-

penelitian yang berhubungan dengan model simbolik, karena model simbolik lebih dapat dimanipulasi dalam strategi intervensi kelompok. Dikatakan lebih dapat dimanipulasi karena model simbolik merupakan model yang tampil lewat media sehingga dapat diciptakan melalui paparan-paparan informasi di media. Oleh karena itu, dari hasil penelitian ini dapat dilakukan penelitian lanjutan mengenai variasi, cara dan frekuensi paparan model peran di media agar dapat diketahui strategi yang efektif untuk dapat menumbuhkan intensi berwirausaha melalui paparan model peran di media.

Hasil lain yang didapatkan adalah tidak adanya pengaruh yang signifikan dari suku bangsa terhadap intensi berwirausaha. Hasil ini bertentangan dengan pendapat Taniguchi (dalam Budig, 2006) yang menyatakan bahwa variabel suku bangsa turut mempengaruhi partisipasi seseorang dalam berwirausaha. Perbedaan hasil penelitian dengan pernyataan Taniguchi (dalam Budig, 2008) tersebut sangat mungkin disebabkan karena proporsi suku bangsa subjek dalam penelitian ini tidak terkontrol dengan baik. Dikatakan tidak terkontrol dengan baik karena dari data yang didapatkan, proporsi antara suku bangsa yang satu dengan yang lain tidak berimbang sehingga kurang representatif untuk mewakili suku yang ada.

Berdasarkan pengolahan statistik, peneliti menemukan bahwa tidak ada pengaruh yang signifikan antara pekerjaan orang tua dengan intensi berwirausaha. Hal ini diperkirakan dapat disebabkan oleh beberapa hal. Pertama, hasil tersebut mungkin disebabkan karena proporsi yang tidak cukup berimbang antara satu pekerjaan dan pekerjaan yang lain sehingga kurang representatif dalam mewakili pekerjaan yang ada. Kedua, pekerjaan orang tua bukanlah faktor yang berpengaruh signifikan terhadap intensi berwirausaha dalam diri seseorang.

Dalam penelitian ini, didapatkan hasil bahwa faktor pengalaman berwirausaha tidak memiliki pengaruh yang

signifikan terhadap intensi berwirausaha. Proporsi kelompok subjek yang memiliki pengalaman berwirausaha dengan kelompok subjek yang tidak memiliki pengalaman berwirausaha dalam penelitian ini cukup berimbang. Hasil yang didapatkan dapat dimaknai bahwa pengalaman berwirausaha bukanlah faktor yang berpengaruh terhadap intensi berwirausaha.

SIMPULAN

Kesimpulan dari penelitian ini adalah terdapat hubungan antara pembelajaran observasional dan intensi berwirausaha. Indeks korelasi yang didapatkan adalah sebesar 0,562 dengan level kepercayaan 99%. Dengan kata lain, variabel pembelajaran observasional dapat menjelaskan intensi berwirausaha sebesar 31,6%. Dengan demikian, dapat dikatakan bahwa 68,4% intensi berwirausaha dapat dijelaskan oleh variabel-variabel lain diluar pembelajaran observasional. Lebih khusus, Indeks korelasi yang didapatkan dari tiap dimensi terlihat semakin meningkat dimana pada dimensi atensi memiliki indeks *part correlation* terkecil dan dimensi motivasi memiliki indeks *part correlation*. Dengan kata lain, semakin intens seseorang melakukan pembelajaran observasional, maka semakin besar kemungkinan munculnya pembelajaran observasional pada dirinya. Dikatakan semakin intens karena proses pembelajaran observasional merupakan proses yang berkelanjutan, dimulai dengan proses atensi, dilanjutkan proses retensi, kemudian proses produksi dan yang terakhir namun sangat menentukan adalah proses motivasi.

SARAN

Saran Metodologis

- a. Untuk memperkaya hasil penelitian, sebaiknya jumlah subjek ditambahkan dengan proporsi yang berimbang antara perempuan dan laki-laki. Penambahan jumlah subjek dengan proporsi seimbang merupakan salah satu bentuk kontrol terhadap variabel jenis kelamin

- b. Subjek dalam penelitian ini terbatas pada usia 22-26 tahun. Usia tersebut dapat menggambarkan tahapan perkembangan dewasa awal (*emerging adulthood*) namun kurang dapat mewakili kelompok usia dewasa muda karena rentang usia dewasa muda berada pada 20 hingga 40 tahun. Oleh karena itu, untuk dapat melihat hubungan intensi berwirausaha dengan pembelajaran observasional pada dewasa muda, subjek penelitian hendaknya mewakili usia 20-40 tahun. Hal ini penting untuk dilakukan karena usia produktif untuk menjadi wirausaha bukan hanya pada dewasa awal, tetapi pada dewasa muda secara umum.
- c. Dari hasil penelitian ini, terlihat bahwa jenis model tidak memiliki pengaruh yang signifikan terhadap intensi berwirausaha. Meskipun demikian, hasil ini dirasa kurang dapat dipertanggungjawabkan karena proporsi yang tidak berimbang antara kelompok subjek yang memiliki model peran langsung, model peran simbolik dan keduanya. Oleh karena itu, penelitian ini diharapkan dapat memicu penelitian berikutnya yang berfokus pada pengaruh model simbolik karena masih sedikit penelitian yang mengkaji tentang hal tersebut. Dengan mengetahui efektivitas model simbolik terhadap pembelajaran observasional, diharapkan dapat menjadi acuan dalam pembuatan strategi intervensi yang *massive* dalam rangka menumbuhkan intensi berwirausaha pada kaum muda Indonesia.
- d. Dalam penelitian ini, fokus penelitian adalah pada pembelajaran observasional. Untuk dapat memperkaya hasil penelitian, sebaiknya variabel karakteristik model juga turut diteliti. Dengan mengetahui karakteristik model yang dimiliki masing-masing subjek, diharapkan penelitian berikutnya mendapatkan gambaran yang jelas mengenai karakteristik model yang banyak

dijadikan rujukan. Dari gambaran tersebut, diharapkan dapat dibuat strategi intervensi yang efektif dalam rangka menumbuhkan pembelajaran observasional melalui pembelajaran observasional.

- e. Dari data hasil penelitian ini, sebaiknya dilakukan analisis model untuk mendapatkan hasil yang lebih akurat mengenai kontribusi tiap dimensi dari variabel pembelajaran observasional terhadap intensi berwirausaha.
- f. Partisipan dalam penelitian ini adalah mahasiswa. Untuk dapat mengetahui usia/fase yang paling efektif dalam memunculkan intensi berwirausaha, perlu dicari data mengenai kapan pada umumnya seseorang memutuskan untuk mulai berwirausaha, apakah saat lulus kuliah atau saat individu mulai merasa tidak puas dengan pekerjaan yang ia tekuni.

Saran Praktis

Dari penelitian ini, didapatkan hasil bahwa pembelajaran observasional melalui model peran berhubungan secara signifikan dengan intensi berwirausaha pada mahasiswa. Berdasarkan hasil tersebut, dapat dibuat strategi intervensi untuk memicu munculnya intensi berwirausaha pada kaum muda Indonesia, yaitu menyediakan model peran-model peran yang dapat dirujuk individu dalam proses pembelajaran observasional. Intervensi ini tidak cukup dilakukan secara momentual, misalnya dengan seminar saja, namun dibutuhkan proses yang intens bagi individu untuk melakukan proses-proses yang membentuk pembelajaran observasional.

Dari korelasi per dimensi pembelajaran observasional, didapatkan hasil bahwa dimensi motivasi merupakan dimensi yang paling berkontribusi terhadap intensi berwirausaha. Berdasarkan hasil tersebut, untuk meningkatkan intensi berwirausaha melalui pembelajaran observasional, hendaknya yang ditonjolkan dari model peran adalah insentif-insentif yang didapatkan dari berwirausaha.

Secara praktis, hasil penelitian ini dapat dimanfaatkan pihak-pihak terkait untuk menumbuhkan intensi berwirausaha pada kaum muda di Indonesia dengan memperhatikan proses-proses pembelajaran observasional yang memberikan kontribusi besar terhadap pembelajaran observasional.

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The Relationship of Resilience and Entrepreneurial Intentions

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Abstract

Entrepreneurship is becoming a very relevant instrument to promote economic growth and development the country. Moreover, a career in entrepreneurship also offers significant opportunities for individuals to achieve financial independence and benefit of the economy by contributing to job creation, innovation and economic growth. However, in Indonesia there are only 0.18% of 220 million people who are entrepreneurs which is far less than 2 percent of the people.

In this regard, from a psychological point of view, the intention to become an entrepreneur has been described as the single best predictor of actual behavior (Ajzen, 1991). On the other hand, it is also understood that one of the characteristic to become a success entrepreneur is the person should be resilience. The question was raised whether there is a relationship between resilience and entrepreneurial intentions. To collect the data this study used the modified AQ Profile (Stoltz, 1997) to assess participants resilience and Entrepreneurial Intention Questionnaire (EIQ) developed by Linan & Chen (2006), which has been recently modified and validated, to measure entrepreneurial intentions amongst University of Indonesia students and employees.

This research was done amongst University students (N= 93) and employees (N=107). Findings indicated that there was no significant correlation between Adversity Quotient and Entrepreneurial Intention amongst University students. However, there is a significant correlation between Resilience (Adversity Quotient) and Entrepreneurial Intention amongst employees.

Keyword: Entrepreneurship, Entrepreneurial Intentions, AQ (Adversity Quotient), and Resilience.

1. Introduction

Entrepreneurship is becoming a very relevant instrument to promote economic growth and development the country. Moreover, a career in entrepreneurship also offers significant opportunities for individuals to achieve financial independence and benefit of the economy by contributing to job creation, innovation, and economic growth. A great deal of research has studied the reasons for creation of new enterprises and the entrepreneurial characteristics. In Indonesia itself a lot of things have been done in order to develop individuals to pursue entrepreneurial endeavors both for employees and students (high school and university students). An important question has emerged is why some individuals decide to pursue entrepreneurial endeavors while others do not. In this regard, understanding the factors that influence and shape individual's of starting a business is critical if programs and policies are to be developed to encourage entrepreneurial behavior. Previous research has identified the role of risk tolerance, income and preference for independence as being significant in the decision to be self-employed (Douglas & Shepherd, 2002). Individuals with more tolerance for risk and stronger positive attitudes toward income and independence are more likely to want to pursue an entrepreneurial endeavor. From a psychological point of view, the intention to become an entrepreneur has been described as the single best predictor of actual behavior (Janzen, 1991). On the other hand, it is also understood that one of the characteristic to become a success entrepreneur is the person should be resilience. The question was raised whether there is a relationship between resilience and entrepreneurial intentions. This paper explores the relationships between resilience (measures with Adversity Quotient) and entrepreneurial intentions in two types of group's employees and students.

2. Theoretical Background

2.1 Entrepreneurial Intention

The entrepreneurial intention has been considered as the key element to understand the new-firm creation process (Bird, 1988). In this sense, entrepreneurial research has been conducted following two main lines; the personal characteristics or traits of the entrepreneur, and the influence of contextual factors in entrepreneurship (Robinson et al., 1991). According to the theory of planned behavior (TPB), entrepreneurial intention indicates the effort that the person will make to carry out that entrepreneurial behavior. It captures the three motivational factors, or antecedents, influencing behavior (Ajzen, 1991; Linan, 2004 in Linan et al., 2008). The three motivational factors are as follows:

- 1) Attitude toward start-up (Personal attitude – PA), refers to the degree which the individual holds a positive or negative personal valuation about being an entrepreneur (Ajzen, 2001, Autio et al. 2001; Kolvereid, 1996b in Linan et al. 2008). It includes not only affective (I like it, it is attractive) but also evaluative considerations (it has advantages).
- 2) Subjective norm (SN) measures the perceived social pressure to carry out or not entrepreneurial behaviors. In particular, it refers to the perception that “reference people” would approve the decision to become an entrepreneur, or not (Ajzen, 2001).
- 3) Perceived behavioral control (PBC) is defined as the perception of the ease or difficulty of becoming an entrepreneur. It is therefore, a concept quite similar to self-efficacy (SE) (Bandura, 1997 in Linan et al., 2008) and to perceived feasibility (Shapero & Sokol, 1982 in Linan et al., 2008). All three concepts refer to the sense of capacity regarding the fulfillment of firm-creation behaviors. Nevertheless, recent work has emphasized the difference PBC and self-efficacy (Ajzen, 2002). PBC would include not only the feeling of being able to, but also the perception about controllability of the behavior.

In this case, Hisrich, Peters, and Shepherd (2008), mentions that entrepreneurial intention is: “*The motivational factors that influence individuals to pursue entrepreneurial outcomes*” (p. 58).

2.2 Resilience & Adversity Quotient

According to Stoltz (2000), *Adversity Quotient is a “hardwired pattern of response to all and magnitudes of adversity, from major tragedies to minor annoyances”* (Stoltz, 2000: 3.)

Stoltz (2000) mentioned that there are 4 CORE dimensions that make up the AQ; namely Control, Ownership, Reach, and Endurance.

1) Control

Control has two facets. First to what extent that you are able to positively influence a situation? Second, to what extent can you control your own response to a situations? Control is about 1). Your perceived ability to alter a situation, and 2) your Response Ability, which is the ability to control your own response to anything that may arise. In this regard, can be divided by two categories; a. delayed Response Control, and b. Spontaneous Response Control. In this regard, Control influences all that follows from adversity, as well as the price you pay from the moment it strikes. The greater the adversity, the greater the potential toll, and the more profound the benefits of positive influence and response control.

2) Ownership

Ownership helps us to redefine accountability in highly constructive and practical terms. The dimensions of your AQ assess the extent to which you take it upon yourself to improve the situation at hand, regardless of its cause.

3) Reach

Reach explores how far you let adversity go into other areas of your work and life. Reach determines how large you perceive the problem to be, or its apparent extent. Logically, the larger the problem appears, the greater its potential to induce fear, helplessness, apathy, and inaction.

4) Endurance

Endurance dimensions assess and describe how long one perceives the adversity will endure. Those with lower AQs are more likely to perceive adversity as enduring, and those with higher AQs possess an almost uncanny ability to see past even the most dire circumstances (Stoltz, 2000).

Quitters, Campers, and Climbers

Furthermore Stoltz (2000) also mentions that there are 3 types of people that can be categorized by their AQ score, namely: Quitters, Campers, and Climbers.

Quitters are the people who retired years ago but just never bothered to tell anybody. At some point Quitters were overwhelmed by the challenge of the ascent and gave up on their higher pursuits. They ignore, mask, or desert their basic core human drive to ascend and, with it, much of what life offers. Unfortunately for them, and for those around the Quitters often are bitter and depressed about their lot in life. They are resentful of the climbers, and even the Campers, around them. When adversity strikes, Quitters’ operating system freeze or cash.

Campers, for the most part, are retired Climbers. They get the job done sufficiently; they simply don’t drive as hard or sacrifice as much as they once did. They’ve lost the edge. Their operating system get bogged down, or they have reached some limits beyond which they seem unable to speed, capacity, and capabilities the once had. Campers represent half-tapped potential. At some point in their careers and live, they understandably got tired of the ascent up the mountain and they found a nice, comfortable place to sit out their remaining years. They have sacrificed their highest aspirations and contributions for the security and stability they now may enjoy. I say “may” because, ironically, the mountain is far from stable. The campground is continually rocked by an avalanche of change that causes Campers great consternation and fear. More tragically, while Campers may have been successful in reaching the campground,

once they abandon the ascent they gradually atrophy and lose their ability to Climb, assessing an incalculable cost on themselves and their organizations.

Climbers are dedicated to a lifelong ascent. Their operating systems drive an inner relentlessness that immunizes them from adversities. Climbers make things happen. They are tenacious and refuse to accept defeat for long. They step into the very fear that paralyzes so many others. Although they may face more adversity than others, they continue to think in terms of possibilities and rarely allow any internal factor or external obstacle to get in the way of their ascent. They are fueled by challenges and refuse to be insignificant in their work or their relationships. Because of their operating systems, they simply learn from each challenge, adapt, grow, and move on to the next mountain.

Table 1: The Characteristics of High and Low AQ Scores

Low AQ score	High AQ score
Give up	Be resilient in the face of adversity
Become overwhelmed	Be a top performer and sustain high performance
Become depressed	Be <i>authentically</i> optimistic
Not tap one's full potential	Take necessary risks
Feel helpless	Thrive on change
Suffer illness	Remain healthy, energetic, and vital
Propagate the Nocebo Effect	Take on difficult and complex challenges
Get mired in problems	Persevere
Avoid challenging jobs and situations	Innovate to find solutions
Leave good ideas and tools unused	Be an agile problem solver and thinker
	Learn, grow and improve

3. Methods & Measures

The empirical analysis has been carried out on two types of sample as follows: a sample of employees (N=107), who are at least has been working for two years, graduated from high school, and within the range of age 25-55 years old. The second group of sample is university students (N= 93) who has taken Entrepreneurship class as one of their subjects. These university students are from University of Indonesia, which is the best and largest university in Indonesia, and one of their visions is to become a worldwide research and entrepreneurial university. The Entrepreneurial Intention Questionnaire (EIQ) used for this study is a modified version of the one used by Linan and Chen and has been modified in Indonesian language (Bahasa Indonesia.) On the other hand, Adversity Quotient Questionnaire has been modified to Bahasa Indonesia from the AIQ used by Stolzt (2000.) Multiple correlations have been computed for each of the three motivational antecedents, plus three dimensions of AIQ.

4. Result & Analysis

In order to know the profile of Entrepreneurial Intention for the students and the employees, Table 2, shows that in general most of the students have higher grade in EI compares to the employees.

Table 2: Level of Entrepreneurial Intention (EI)

Level EI	Students		Employees	
	N	%	N	%
Low	42	45.2	55	51.4
Medium	-		33	30.8
High	51	54.8	19	17.9
Total	93	100	107	100

It can be concluded that in general students have Entrepreneurial Intention higher than the employees'. This can be assumed that the employees are more reluctant to become entrepreneur compares to the students (especially for the students who took entrepreneurial class).

Moreover, it also can be said that the employees has more resilience (higher AQ) compares to the students'. In Table 4 it has mentioned that the number of low score of AQ is higher in the students rather than in the employees, and vice versa the number of high scores can be found more in the employees rather than in the students.

Table 3: Level of Adversity Quotient (AQ)

Level EI	Student		Employee	
	N	%	N	%
Low	54	58.1	31	29
Medium	28	30.1	51	47,7
High	11	11.8	25	23,3
Total	93	100	107	100

From the computed correlation between AQ and EI for the two groups it can be seen that there is no positive and significant correlation between AQ and EI for the students respondents and there is a positive and significant correlation (r: .462) for the employees.

Table 4: Correlation between Adversity Quotient (AQ) and Entrepreneurial Intention (EI)

	Student	Employee
R	.149	.462
R square	.022	.231
Sig.	.153*	.000**

* Not significant

** Significant at l.o.s. 0.05

In order to enrich the data of the correlation between AQ and EI, it also has computed the dimension of the Adversity Quotient and Entrepreneurial Intention.

Table 5: The Correlation of dimension Adversity Quotient (AQ) and Entrepreneurial Intention (EI)

	Student		Employee	
	R	Sig.	R	Sig.
Control & EI	.225	.033	.216	.028*
Ownership & EI	-.067	.521	.119	.231
Reach & EI	.035	.738	.066	.509
Endurance & EI	-.046	.661	.013	.898

* Significant at l.o.s 0.05

From the results it can be concluded that there is a positive significant relationship (r: 0,462, l.o.s. 0.05) between Adversity Quotient and Entrepreneurial Intention for the employees, and there is no positive correlation between Adversity Quotient and Entrepreneurial Intention for the students. Furthermore it can be seen that from the computed correlation between CORE dimensions and Entrepreneurial Intention, it shows that only Control that has positive with Entrepreneurial Intention.

5. Conclusions, Discussion, & Recommendations

5.1 Conclusions

From the results, it shows that at the employee data, there are a positive and significant relationship between Self Resilience/high AQ score and Entrepreneurial Intention, which mostly has strongly contributed by the Control dimension. In this regard, it means that with higher the AQ score, the higher also the score of Entrepreneurial Intention. On the other hand, based on the AQ score results, it can be seen that the employee in general can be categorized as Camper or Climber (has high AQ) score compares to the students.

The results also shows that university students is having more low scores in Adversity Quotient than in Entrepreneurial Intention, which as a result activities should be conducted to develop their score of Adversity Quotient, in order to be succeeded as a future Entrepreneur.

When we talk about the university students, the data shows that there is no positive significant correlation between Adversity Quotient and Entrepreneurial Intention and in general the score of AQ is in low level, but the employees seem has more lower scores compares to the students. The interesting results shows in the students' result which mention that they have quite high score in Entrepreneurial Intention but in general has low scores in Adversity Quotient, this score should be taken into thorough consideration, because if the students actually become entrepreneur but without the adequate supports from his attitude and traits (in this regard their resilience) then there will have some problems in the future. In this regard, university management should also equip the students not only with the development of their intention and skills as entrepreneurs but also equip them with soft skills needed as tough and competent entrepreneurs.

There is still much to be learned to really understand the mental process leading to the start-up decision namely demographical factors such as age, position (student or employee), as well as external factors. In this regard, a further research with larger and variation samples is recommended.

The main conclusion drawn from this study relates to a better understanding of the profile comparison between students and employee in the field Entrepreneurial Intention and Adversity Quotient. In this regard, it appears that to become an Entrepreneurship University, there should be many activities such as trainings, coaching, etc. to enhance the entrepreneurial intention in the university students.

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