

Aspect of Entrepreneurial

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Determinant Aspects of Students to Become Entrepreneurs During the Second Wave of Covid-19

Abstract

Purpose: The study of successful entrepreneurs focuses on policymakers, professionals, and academics. Researchers explore what aspects can increase the desire to become entrepreneurs.

Methodology/approach: The researcher used a cross-sectional approach with student respondents who had taken entrepreneurship courses to discover this aspect. The number of respondents who filled out a structured questionnaire using google forms was 129 students—the data analysis technique used structural equation modeling Partial Least Square.

Results/findings: The results show that 9 (nine) essential aspects can increase students' desire to become entrepreneurs.

Limitations: The study only uses student respondents to examine essential aspects that can encourage the desire to become entrepreneurs. The cross-sectional approach also tests at one time during the second wave of covid 19.

Contribution: The research results have implications for developing essential aspects for students to become entrepreneurs.

Keywords: students, intentions, Entrepreneurs.

Introduction

Entrepreneurs are an interesting study for policymakers (Nekhvayadovich, Kostin & Mironov, 2020), professionals (Gontareva, et al., 2018), and academics (Etzkowitz & Zhou, 2017). One of the reasons why studies on entrepreneurs are essential can see in the large number of business actors who are dominant by MSMEs (Edoho, 2016), the high failure rate of startups (Eklund, Levratto & Ramello, 2020), the importance of knowledge and skills that require feasibility studies (Vnoučková, 2018) and innovative ability and creativity in producing innovative products (Maritz & Donovan, 2015; Liao & Zhao, 2020)

Referring to the results of research on entrepreneurs indicate that many aspects determine a person to become an entrepreneur, such as autonomy (Shir, Nikolaev & Wincent, 2019), flexibility (Gill, Bencheva, Karayel & Usman, 2021), authority (Hechavarría, 2016), economic opportunity. (Xavier-Oliveira, Laplume & Pathak, 2015), They are challenging Challenges and Resilience (Korber & McNaughton, 2017; Rezaei-Moghaddam & Izadi, 2019). An entrepreneur has also characterized a sense of security, a high sense of responsibility for his business (Aloulou, 2016), implements his ideas into a real thing (Vnoučková, 2018), has good social relations with business career planning that supports his business and has a sense of trust and self-confidence. (Tran & Von Korflesch, 2016) Entrepreneurs feel a profound personal responsibility for the results of their efforts. (Hadian, Machmud, Juhana & Sidharta, 2015) Entrepreneurs prefer to control their resources, which is one aspect of freedom and in using their resources. (Meoli, Fini, Sobrero & Wiklund, 2020)

Entrepreneurs are also not risk-takers who are not taken into account but are moderate in taking risks. (Zhang, Li, Liu & Ruan, 2020) Entrepreneurs fill diverse roles in order to develop their businesses to be successful. This condition is seen with limited resources, which has implications for the amount of work they do. These various roles require entrepreneurs to have a high level of independence and cannot avoid responsibility for those who run their businesses well. This role requires entrepreneurs to have high energy reflected in their more energetic attitude. (Shi, Yuan, Bell & Wang (2020) A more energetic attitude reflects entrepreneurs' persistent efforts considering the extraordinary efforts to start a startup. (Korber & McNaughton, 2017)

AE1											0.661	
AE2											0.816	
AE3											0.726	
AE4											0.841	
AE5											0.746	
AR1				0.864								
AR2				0.879								
AR3				0.800								
AS1								0.735				
AS2								0.762				
AS3								0.852				
AS4								0.726				
AS5								0.750				
EC2		0.788										
EC3		0.766										
EC7		0.793										
E11											0.849	
E12											0.836	
E13											0.858	
ES1									0.789			
ES2									0.874			
ES3									0.857			
ES4									0.668			
ES5									0.578			
PC1							0.839					
PC2							0.870					
PC3							0.918					
PC4							0.906					
SC1						0.733						
SC3						0.828						
SC4						0.826						
SR1					0.897							
SR2					0.914							
SS1								0.862				
SS2								0.937				
SS3								0.920				
SW1			0.838									
SW2			0.756									
SW3			0.781									
SW5			0.705									

Table 1 shows that the research instrument loadi₂ value is > 0.5, so further testing can consider the research variable construct. The test results are in table 2.

Table2. Construct Reliability and Validity Result

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Factor1	0.707	0.832	0.624
Factor2	0.703	0.826	0.612
Factor3	0.773	0.854	0.595
Factor4	0.805	0.885	0.719
Factor5	0.782	0.902	0.821
Factor6	0.711	0.839	0.636
Factor7	0.906	0.934	0.781
Factor8	0.823	0.876	0.587
Factor9	0.891	0.933	0.822
Factor10	0.816	0.871	0.580
EntreFactor	0.912	0.919	0.507
EntreIntention	0.805	0.885	0.719
Attitude	0.816	0.872	0.579

Table 2 shows the value of the research variable constructs to obtain an AVE > 0.5, a CA value > 0.7, and a CR value > 0.7 so that it can meet the requirements of validity and reliability of a good research construct. In the next step, the researchers tested the significance of the factors influencing students' intentions to become entrepreneurs. The results of the significance test are in table 3.

Table 3. Path Coefficients Result

	Path Coefficients	T Statistics	P Values	Hypotheses
EntreFactor -> Factor1	0.638	9.580	0.000	Accept
EntreFactor -> Factor2	0.778	18.587	0.000	Accept
EntreFactor -> Factor3	0.542	5.913	0.000	Accept
EntreFactor -> Factor4	0.190	1.448	0.148	Reject
EntreFactor -> Factor5	0.682	12.334	0.000	Accept
EntreFactor -> Factor6	0.760	17.281	0.000	Accept
EntreFactor -> Factor7	0.801	20.138	0.000	Accept
EntreFactor -> Factor8	0.780	20.860	0.000	Accept
EntreFactor -> Factor9	0.652	9.387	0.000	Accept
EntreFactor -> Factor10	0.271	2.274	0.023	Accept
EntreFactor -> EntreIntention	0.629	10.750	0.000	Accept
EntreIntention -> Attitude	0.575	9.225	0.000	Accept
	R Square		R Square Adjusted	
Attitude	0.330		0.325	
EntreIntention	0.395		0.391	

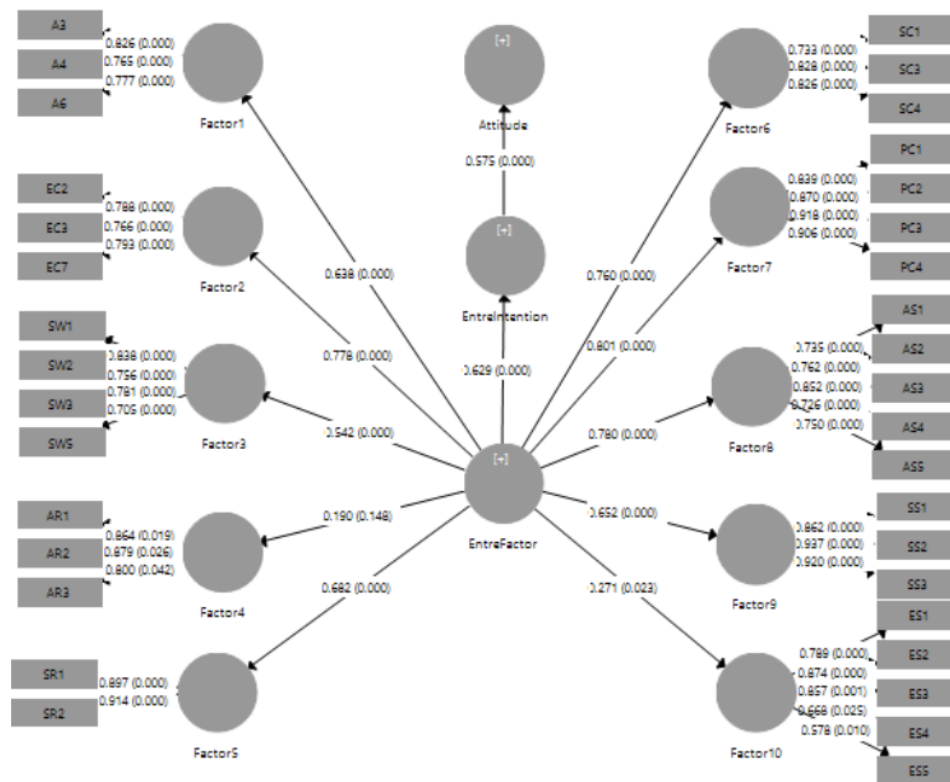


Figure 1. The results of the comprehensive research model testing.

The calculations shown in table 3 and Figure 1 show that almost all aspects that make up the intention to become entrepreneurs are proven to be significant; however, there is still one aspect that is not proven to be significant, namely the fourth factor. The calculation of the first factor is significant, with a path coefficient of 0.638 and p-value of 0.000; the second factor, with a path coefficient value of 0.778 and a p-value of 0.000; the third factor, with a path coefficient of 0.542 and a p-value of 0.000 and a fourth factor with a path coefficient of 0.190 and a p-value of 0.148. The fifth, sixth, seventh and eighth factors each have path coefficient values of 0.682, 0.760, 0.801, 0.780 and p-value of 0.000, 0.000, 0.000, 0.000. While the ninth and tenth factors have path coefficient values of 0.652 and 0.271 and p-value of 0.000 and 0.023. The influence of the Entrepreneur factor on Attitude is 0.325, which can see in the adjusted R square. In contrast, the influence of Attitude on the intention to become an entrepreneur shows in the R square adjusted 0.391. Referring to the Tenenhaus GoF, the results of the R Square calculation were included in the criteria for a good model because > 0.36 . (Kock, 2019)

The first factor consists of three items that show freedom and power in determining their choice of work. This aspect reflects the strong desire of the individual to determine the steps and decisions related to his work. Ravenelle (2019) shows the results of her research which show a close relationship between autonomy and entrepreneurship.

The second factor, which consists of three statement items, reflects the attitude of wanting an exciting job and can improve his abilities. This attitude indicates that the existence of challenges that can improve their abilities is an option that can increase the desire to become entrepreneurs. Molina (2020) shows that challenges will provide opportunities for entrepreneurs to succeed.

The third factor consists of three statement items that show attitudes about stability in doing work. This attitude shows that the desire for stability and the stress level regarding work is the capital to run a business. This study's results support Van Trang, Do & Loan (2020), which shows that security and workload are the factors that can increase the intention to become an entrepreneur at vietnamese students.

The fourth factor, which consists of three statement items, is insignificant; this condition indicates that the attitude that shows commitment to work is essential. The importance of a commitment to work to increase the desire to become an entrepreneur sees in Sahabuddin's research (2018) which shows the effect of self-commitment on entrepreneurial intentions with 212 student respondents.

The fifth factor consists of two statement items that reflect the attitude of creativity. The results of this study indicate the critical role of innovative behavior in increasing the desire to become an entrepreneur. Sidharta, Priadana & Affandi (2019) shows how innovative behavior is essential to improving employee performance in the creative industry. Similarly, Vnoučková's research (2018) shows the importance of creativity in startups.

The sixth factor consists of three statement items that show good socialization and interaction attitudes and the ability for career development. The results of this study support the research conducted by Gubik (2021) examining what factors can increase the desire to become entrepreneurs in Hungarian students; the results show that ambition to develop a career is one of the crucial aspects that can encourage students to become entrepreneurs.

The seventh factor consists of four items of self-confidence attitude statements. This attitude indicates a belief in success become an entrepreneur in the future, which support by the knowledge, abilities, and skills related to business success. This study supports Garaika, Margahana & Negara's (2019) research, which shows self-confidence's critical role in entrepreneurial intentions with 200 young entrepreneurs as respondents in Yogyakarta. In addition to self-confidence, Naushad & Malik's research (2018) shows the role of self-efficacy that can encourage students to become entrepreneurs in Saudi Arabia.

The eighth factor consists of five statement items that reflect the conditions that support the desire to become entrepreneurs, such as role models and campus support through learning. For example, Shi, Yuan, Bell & Wang (2020) emphasized the critical role of facility support in improving attitudes toward becoming entrepreneurs. Likewise, Hoang, Le, Tran & Du (2020) emphasized the need for adequate facilities and learning to increase student interest in becoming entrepreneurs.

The ninth factor reflects the attitude of getting support from colleagues, close friends, and family to become entrepreneurs. Laguía, Moriano & Gorgievski (2019) and Moussa & Kerkeni (2021) show that having family support can increase the intention to become an entrepreneur. However, different results show by Ahmed, Islam & Usman (2020) that family support depends on local cultures, such as in Pakistan, because a lack of family support does not affect the intention to become an entrepreneur.

The tenth factor consists of five items that reflect the attitude of financial support, procedures for starting a business, and access to information to become an entrepreneur. This attitude is related to how students receive financial support, a conducive business environment, and the availability of information about the start-up business that will carry out. The results of this study complement the research conducted by previous studies, such as that conducted by Neneh (2022), which shows the role of financial support, government support (Ojiaku, Nkamnebe & Nwaizugbo, 2018), access to intangible assets (Schmutzler, Andonova & Diaz-Serrano, 2019) and access to information (Meoli, Fini, Sobrero & Wiklund, 2020).

Overall, the research model shows nine essential aspects that increase students' intention to become entrepreneurs. For this reason, a comprehensive effort must foster students' desire to become entrepreneurs.

Conclusions

The results showed that nine essential aspects could increase students' desire to become entrepreneurs. The lack of this aspect reflects the attitude of both internal and external students. To grow the intention

to become entrepreneurs, attitudes that need to be improved are freedom and the power to determine their choice of work. Second, the attitude of wanting an exciting job can improve his abilities. Attitudes about stability in doing work. Attitudes that show commitment to work are fundamental, creativity, good socialization, interaction skills, and the ability for career development. Self-confidence is the attitude conditions that support the desire to become entrepreneurs, such as role models and campus support through learning. Fourth, support from colleagues, close friends, and family, financial support, procedures for starting a business, and access to information to become entrepreneurs. To improve this aspect, have support from colleagues, the campus, and the government to provide support facilities such as training, business incubators, easy access to finance, and the availability of information related to starting a startup business.

This study only uses a cross-sectional approach, so it cannot generalize the results of the study; for that, there needs to be further research using other approaches to complement the shortcomings of this study. However, it can also suggest mentioning other essential aspects that can increase students' desire to become entrepreneurs, such as self-efficacy and other influential aspects.

References

Appendix

Factor	Item
Factor 1	
A3	Saya memiliki kuasa untuk memilih pekerjaan.
A4	Saya menginginkan menjadi Bos bagi diri sendiri.
A6	Saya menginginkan pekerjaan yang memiliki kebebasan.
Factor 2	
EC2	Saya menginginkan pekerjaan yang menarik.
EC3	Saya menginginkan pekerjaan yang dapat memberi motivasi.
EC7	Saya memilih pekerjaan yang dapat merealisasikan kemampuan diri.
Factor 3	
SW1	Saya menginginkan pekerjaan yang stabil.
SW2	Saya menginginkan pekerjaan yang aman.
SW3	Saya menginginkan pekerjaan yang jam kerjanya pasti.
SW5	Saya menginginkan pekerjaan yang tidak menyebabkan stress.
Factor 5	
SR1	Saya berkeinginan untuk menciptakan sesuatu.
SR2	Saya menginginkan pekerjaan yang dapat memanfaatkan kreativitas.
Factor 6	
SC1	Saya suka terlibat dalam kegiatan sosial dan keagamaan.
SC3	Saya memiliki keyakinan mencapai kemajuan dalam karir kelak.
SC4	Saya memiliki keyakinan akan memperoleh promosi dalam karir.
Factor 7	
PC1	Saya percaya akan sukses jika berwirausaha.
PC2	Saya memiliki pengetahuan untuk sukses menjadi entrepreneur.
PC3	Saya memiliki kemampuan untuk sukses menjadi entrepreneur.
PC4	Saya memiliki skill untuk sukses menjadi entrepreneur.

Factor 8	
AS1	Saya mengetahui ada beberapa orang di kampus telah menjadi entrepreneur sukses.
AS2	Di kampus saya selalu di dorong secara aktif dalam mengeluarkan ide-ide mereka sendiri.
AS3	Di kampus saya banyak yang mempunyai ide bagus untuk memulai usaha baru.
AS4	Di kampus saya, tersedia dukungan infrastruktur dalam memulai usaha baru.
AS5	Adanya mata kuliah kewirausahaan memberikan motivasi saya untuk menjadi seorang entrepreneur.
Factor 9	
SS1	Jika saya memutuskan menjadi seorang entrepreneur setelah lulus kuliah, keluarga terdekat saya, akan menganggap keputusan saya tepat.
SS2	Jika saya memutuskan menjadi seorang entrepreneur setelah lulus kuliah, teman-teman terdekat saya, akan menganggap keputusan saya tepat.
SS3	Jika saya memutuskan menjadi seorang entrepreneur setelah lulus kuliah, orang-orang yang penting bagi saya, akan menganggap keputusan saya tepat.
Factor 10	
ES1	Sulit bagi saya memulai usaha karena kurangnya dukungan finansial.
ES2	Sulit bagi saya memulai usaha karena prosedur administrasi yang rumit.
ES3	Sulit bagi saya memulai usaha karena prosedur administrasi yang kompleks.
ES4	Sulit bagi saya untuk memperoleh informasi yang cukup tentang bagaimana memulai suatu usaha.
ES5	Kondisi ekonomi saat ini tidak menguntungkan bagi orang-orang yang ingin menjadi seorang entrepreneur.

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