

CONCEPTUAL MODEL ON ENTREPRENEURIAL INTENTION IN HIGHER EDUCATION

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Abstract

Purpose of Study: To analyze and examine empirically the influence of entrepreneurship education, personality traits (need for achievement, locus of control and risk taking propensity), and subjective norms through the mediation of entrepreneurial attitude towards student's entrepreneurial intention.

Methodology: Based on the literature research and analysis of previous works, a conceptual model based on Theory of Planned Behavior and Personality Traits was introduced.

Result: This conceptual model provides an analysis of the influence of entrepreneurial intention in higher education.

Implications/Applications: This model can be used to further develop the entrepreneurial curriculum strategy in higher institution.

Keywords: *Entrepreneurial Intention, Entrepreneurship Education, Theory of Planned Behavior, Personality Traits*

INTRODUCTION

The problems of employment in Indonesia have been rooted from the orientation where most people tend to get higher education and look for a job. Annually, there are 3355 universities in Indonesia produce more than 339.000 graduates competing in work field, with less jobs opportunities available (Dmitriyeva and Nikiforova, 2016; Emam and Shajari, 2013; Kassimbekova et al., 2018; Susetyo and Lestari, 2014). Unfortunately, the fact that people assume that a university graduates should work as an officers is not an ideal situation.

The existing paradigm in society saying that a university graduates should work as officer contributes to the open unemployment. It can be seen through the increase of unemployment from university graduates in 2006-2016 periods. Higher education graduates tend to become a civil servant or work in companies (Kasmir, 2006) that they feel not confident and embarrassed if they are not working as the academic background. Therefore, it's not surprising that many university graduates become new open employments.

Data from Statistics Indonesia shows the trend of open unemployment from university graduates. There was a decline in 2013; 434.185 people. However, it continuously increases and reach 695.304 unemployed graduates in 2016.

Another factor in escalating the number of unemployment is the stereotype in society that entrepreneurship is not an interesting career to choose as the threat of uncertainty and number of challenges to start new business (Jenaabadi and Shad, 2013; Khuziakhmetov, 2016; Wijaya, 2007). It is a classical opinion that every university graduate expects to get a good job with a good salary with satisfactory career path. Becoming a civil servant is the most preferred job, though the number of employment is limited. For this reason, becoming entrepreneur is indeed unattractive to university graduates (Lobão and Pereira, 2016; Santosa and Krisdiyanto, 2012). Consequently, entrepreneurship is often underestimated; nonetheless new employment is created by entrepreneurship.

University play role as front guard in encouraging the nation – developing where higher education prepare a qualified and professional individual in all knowledge disciplines who are able to provide solutions and create the impact of learning entrepreneurship education in the form of educated entrepreneur generation (Nugroho, 2012). There have been many experts in an opinion that entrepreneurship brings an impact in stimulating the interest, passion and entrepreneurial interest among youth generation (Indarti and Rostiani, 2008). Hence, university should play important role in stimulating the

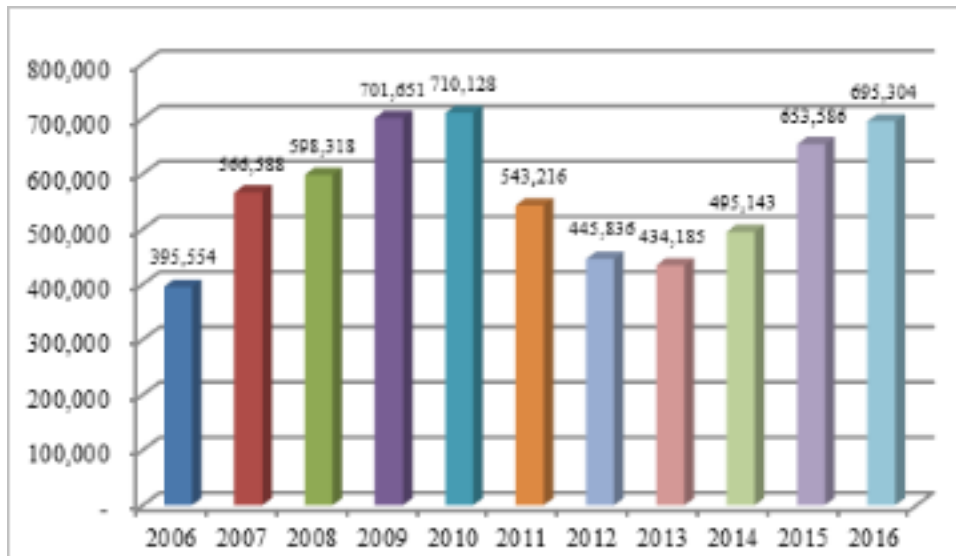


Figure 1: Open Unemployment of University Graduates. Source: Indonesian Statistics Agency 2017

students' entrepreneurial intention, one of the ways is to provide entrepreneurship education.

Many studies found that entrepreneurship education contributes to the development of entrepreneurial interest (Bakhshandeh et al., 2015; Fayolle et al., 2006; Izquierdo and Buelens, 2008; Kolvereid and Moen, 1997; Luthje and Franke, 2003; Peterman and undefined J. Kennedy, 2003; Souitaris et al., 2007).

A number of entrepreneurship models have been developed since 1980s to 2000s; Entrepreneurial Event Model (EEM) by Shapero and L.Sokol (1982), Davidsson Model (Davidsson, 1995), Entrepreneurial Attitude Orientation Model (EAO) by Robinson et al. (1991), Entrepreneurial Potential Model (TPM) proposed by Krueger and Brazeal (1994) and Theory of Planned Behavior (TPB) of (Ajzen, 1991). The Theory of Planned Behavior (TPB) is among the most popular theory Hernandez and Mazzon (2007).

Similarly, (Fayolle et al., 2006) proposed a general structure based on TPB (Ajzen, 1991) which created in purpose of examining the behavior change and students' way of thinking. Ajzen model explains and predicts how culture and social surrounding affect the human behavior. It suggests that intention is the function of three basic determinant namely, attitude toward behavior (individual evaluation) or personal behavior, subjective norms (social pressure) or social norms and perceived behavior control (ability to control behavior) or behaviors control. Personal behavior and social norms are two factors reflecting will to do a particular behavior. Behavior control reproduces perception (self efficacy). This theory confirms previous research (Kolvereid, 1996; Krueger et al., 2000; Selomo and Govender, 2016; Tkachev and Kolvereid, 1999; Veciana et al., 2005).

The TPB implementation cannot be separated from intention aspect of entrepreneurship, it implies that entrepreneurship can be learnt that it will be studied as subject in university can be a career path for students of university. Therefore, factors influence the intention to become entrepreneur among students should be investigated further.

In addition to TPB, (Franke and Luthje, 2004) proposed a conceptual model which arranged to find out factors influencing entrepreneurship intention. However, this model is not specifically designed for students of university. Mostly, the approach differentiates between internal and external factor. Internal factor may determine career choice dominated by model trying to identify individual features and stable behavior (Brockhaus, 1980; Krueger, 2000; Mitton, 1989). Individual features as (personality traits), the tendency to take risk (risk taking propensity), need for achievement (the need for achievement), and locus of control, are factors influencing entrepreneurship Bygrave (1989).

External factor focuses on social, economy and education aspects. Contextual variable can influence the intention of an individual to be entrepreneur (such as the image of entrepreneur in the community and the availability of funds). In this context, external factor affect students' decision found in university and their didactic activity as well (Franke and Luthje, 2004). Entrepreneurship education which derived from firm learning can contribute to an increasing knowledge and promoting psychology attribute related to entrepreneurship (Ferreira et al., 2012) tion of entrepreneurship (Ferreira et al.,

2007) and Raposo et al. (2008b) , and (Raposo et al., 2008a; Trámpuz and Ibáñez, 2018) suggested that the most important element contributing to students' intention to start a company is education.

Furthermore, Robinson et al. (1991) in their research recommend that achievement, innovation, and locus control and self- confidence can predict entrepreneurship behavior. Entrepreneurship characteristic consist of internal locus of control, need for achievement, tolerance for ambiguity and propensity to risk has significant influence toward entrepreneurship attitude (Kusmintarti et al., 2014) . It proves to become contributing factor creating entrepreneurship intention (Luthje and Franke, 2003) , focus on Personality Traits; risk taking propensity and internal locus of control are factors caused toward entrepreneurship attitude. It is influenced by education, policy maker, and successful business founder.

The concept of current research is designed to analyze how the background factors are; risk taking propensity, need for achievement, locus of control, and entrepreneurship education influence the intention and entrepreneurship attitude. This effect is not only investigated directly but also with mediation through entrepreneurship attitude as developing concept of Theory of Planned Behavior. A number of research shows the important role of risk taking propensity, need for achievement, locus of control, entrepreneurship education, entrepreneurial intention and entrepreneurship attitude (Adnyana and Purnami, 2016; Asfiatul, 2013; Autio et al., 2001; Ertuna and Gurel, 2011; Espíritu-Olmos and Sastre-Castillo, 2015; Ferreira et al., 2012; Gerba, 2012; Gurel et al., 2010; Kusmintarti et al., 2014; Luthje and Franke, 2003; Susetyo and Lestari, 2014) . The following table is the summary of previous research.

Table 1: Previous Research

Research gap	Author	Finding
Difference about the influence of need for achievement toward entrepreneurial intention	Dehkordi et al. (2012); Ertuna and Gurel (2011); Espíritu-Olmos and Sastre-Castillo (2015); Ferreira et al. (2012); Indarti and Rostiani (2008); Susetyo and Lestari (2014)	Need for achievement contributes positively and significantly toward entrepreneurial intention Need for achievement there is no significant positive influence toward entrepreneurial intention
Difference about the influence of locus of control toward entrepreneurial intention	Adnyana and Purnami (2016); Ayodele (2013); Bustan (2014); Dinis et al. (2013); Ferreira et al. (2012); Luthje and Franke (2003); Susetyo and Lestari (2014); Uddin and Bose (2012)	Locus of control influence positively toward entrepreneurial intention Locus of control there is no significant positive influence toward entrepreneurial intention
Difference about the influence risk taking propensity toward entrepreneurial intention	Ertuna and Gurel (2011); Espíritu-Olmos and Sastre-Castillo (2015); Ferreira et al. (2012); Gurel et al. (2010); Susetyo and Lestari (2014)	Risk taking propensity influence positively toward entrepreneurial intention Risk taking propensity influence positively toward entrepreneurial intention
Difference about the influence of subjective norms toward entrepreneurial intention	Li (2006); Susetyo and Lestari (2014); Wijaya (2007)	Subjective norms has direct influence on toward entrepreneurial intention Subjective norms there is no significant positive influence toward entrepreneurial intention

Source: Hasmidyani, Suranto, and Soetjipto 2018

Having studied the previous study on entrepreneurial intention, very little is known about research gap on factors that affect the entrepreneurial intentions. Therefore, this study focuses on examine the influence of personality traits (internal factor); need for achievement, locus of control and risk taking propensity and use Theory of Planned Behavior (TPB) in the current context is denominated by subjective norms and how the entrepreneurship education (external factor) contributes toward the students' entrepreneurial intention. Background factors of entrepreneurial intention are not only investigated directly but also mediated through entrepreneurship attitude.

The purpose of this research is to examine and analyze empirically entrepreneurship education, personality traits (need for achievement, locus of control and risk taking propensity), and subjective norms through the mediation of entrepreneurial attitude towards student's entrepreneurial intention. The researcher will examine the conceptual model to the undergraduate

students of Economic Education programme at School of Education, Universitas Sriwijaya, Indonesia, where some alumni have their own business.

There are many students run their business while they are studying in the university. However, their interest to become employees after graduated from university is still high. This inspires the research to find out what factors influenced their entrepreneurial intention, and how is the form of entrepreneurial intention.

This research is expected to contribute the development students' entrepreneurial intention model, also developing appropriate education program to create and improve the growth of young entrepreneurs in Indonesia. In the end of this paper a conceptual model of entrepreneurship is proposed.

HYPOTHESIS AND LITERATURE STUDIES

Entrepreneurship Education

Entrepreneurship education as pedagogy program or education process related to entrepreneurship skill intensifying individual skill exclusively focus on the making of new commerce immediately (Luthje and Franke, 2003). The influence of entrepreneurship education has been claimed as a contributing factor to grow and encourage interest, soul and behavior among youths (Indarti and Rostiani, 2008).

Students who joining entrepreneurship course to be having more successful commerce than those who do not take the entrepreneurship course (Ertuna and Gurel, 2011). It has a countable impact which is strong toward students' entrepreneurship intention. However it is not significantly control self-behavior self-efficacy, also influencing the students' intention for entrepreneurship (Luthje and Franke, 2003). Based on the previous study above, two hypotheses are then proposed as follows:

H1: Entrepreneurship education influence significantly and positively toward entrepreneurial attitude.

H2 : Entrepreneurship education influence significantly and positively directly towards the entrepreneurial intention.

Personality Traits

Personality Traits or personal character has been proved to be predictor of many aspects of entrepreneurship (Shaver and Scott, 1992). Personality Traits referring the personal trait of the entrepreneur. A number of personality traits, such as risk taking propensity, need for achievement, and locus of control are the factors affecting entrepreneurial intentions (Bygrave, 1989).

Entrepreneurship characteristics consist of internal locus of control, need for achievement, tolerance for ambiguity and propensity to risk has significant influence toward entrepreneurial attitude, and entrepreneurial attitude significantly influences the entrepreneurial intention (Kusmintarti et al., 2014). Entrepreneurial attitude has been proven to contribute to the formation of entrepreneurial intentions, (Luthje and Franke, 2003) focus on Personality Traits which is risk taking propensity and internal locus of control is the factor trigger entrepreneurial attitude

Therefore, the hypotheses are:

H3 : Need for achievement positively and significantly influence toward entrepreneurial attitude

H4 : Locus of control positively and significantly influence toward entrepreneurial attitude

H5 : Risk taking propensity positively and significantly influence toward entrepreneurial attitude

H6 : Need for achievement positively and significantly influence toward entrepreneurial intention

H7 : Locus of control positively and significantly influence toward entrepreneurial intention

H8 : Risk taking propensity positively and significantly influence toward entrepreneurial intention

Subjective Norms

Subjective norms or social norms on the perceived social pressure to do or not to do the desired behavior (Ajzen, 1991). Pressure from family, friend or society influence an individual to be. Subjective norms are significant to entrepreneurship examining first grader in Norway (Kolvereid, 1996). Furthermore, Kolvereid replicated the previous study in 1999 with Tkachev by examining students sample from Russian University from many learning process and subjective norms found is positively correlated to entrepreneurship intention (Tkachev and Kolvereid, 1999).

Based on the previous study, the hypotheses can be formulated as follows:

H9 : Subjective norms positively and significantly influence toward entrepreneurial intention.

Entrepreneurial Attitude

Based on planned behavior from (Ajzen, 2005), entrepreneurial attitude is one of the factors that shape the intention of an individual to do something. Therefore, the understanding of entrepreneurial intention reflects to run commerce. Entrepreneurial attitude is proved to be contributing in the form of entrepreneurial intention (Luthje and Franke, 2003).

Entrepreneurial Intention

Entrepreneurial intention is a behavior which is not done without forethought and follow the information consistently the relevant and useful information and weaken by emergency situation (Ajzen, 1991). Entrepreneurial intentions according to Katz and Gartner in (Indarti and Rostiani, 2008) is an information search used to achieve the goal of establishing a business.

Based on the previous study above, the hypothesis is:

H10 : Entrepreneurial attitude influence positively and significantly toward entrepreneurial intention

Conceptual Framework

Having studied over previous literature research, there are three groups that can influence the entrepreneurship intention.

1. Entrepreneurship education
2. Personality traits, consist of
 - (a) The need of achievement
 - (b) Locus of control
 - (c) Risk taking propensity
3. Subjective norms

The Entrepreneurship education and the personality traits become the attitude towards the intention, while the subjective norms directly shape the intention. The model is then propose in Figure 2. This model can be the base of entrepreneurship intention in higher education system.

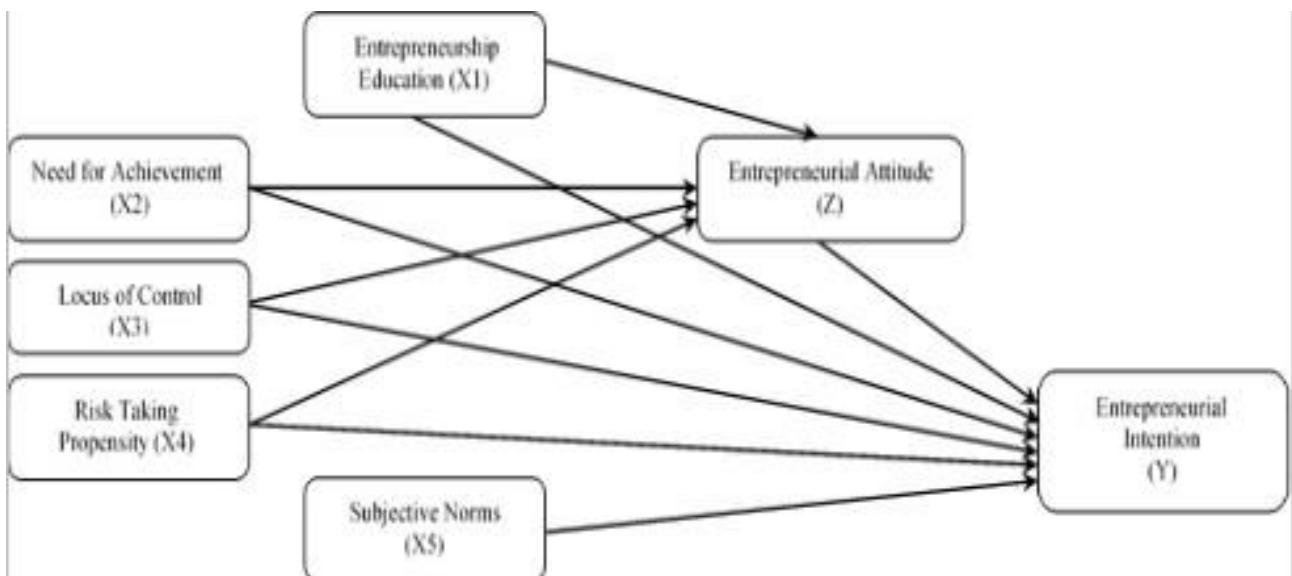


Figure 2: Conceptual Framework Source: Hasmidyani, Suranto, and Soetjipto 2018

CONCLUSION

This article purposes at conceptualizing entrepreneurial intention which has been conceptualized explicitly in the existing research on entrepreneurship. The research aims at examining empirically influence entrepreneurship education, personality traits (need for achievement, locus of control and risk taking propensity), and subjective norms through mediation entrepreneurial attitude toward students' entrepreneurial intention.

The present research is expected to contribute decent information in the development students' entrepreneurial intention, developing education program to create and develop the growth of youth entrepreneur in Indonesian. Throughout this article, the research arranges a conceptual model and supporting research that will be examined in the future article.

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