



## ENTREPRENEURIAL INTENTION: A STUDY AMONG STUDENTS OF BALI TOURISM INSTITUTE

Ni Made Sri Rukmiyati<sup>1</sup>, Ni Made Suastini<sup>2</sup>

<sup>1</sup>Bali Tourism Institute, Badung ,madesri.rukmiyati@gmail.com

<sup>2</sup> Bali Tourism Institute, Badung ,asti.stpbali@yahoo.com

### Abstract

This study aims to determine the determination of student intention for entrepreneurship. Students as the younger generation are expected to be able to entrepreneurs and contribute to minimizing unemployment and supporting the growth of the national economy. This study is associative research, said so because this study aims to examine the relationship of three variables, namely testing the effect of need for achievement family support and self-efficacy on entrepreneurial intentions. The data analysis technique used in this study is multiple linear regression analysis. The results of this study indicate that need for achievement and self-efficacy have a positive and significant effect on entrepreneurial intentions. Whereas family support does not significantly influence the intention of entrepreneurship.

**Keywords:** Entrepreneurial Intention, Need for Achievement, Self Efficacy.

### INTRODUCTION

One of the problems of this nation is the increasing number of unemployment from college graduates. Hermina et al. (2011), the number of college graduates whose numbers increase each year, while the available employment is getting narrower. The existence of the agency and the private sector can no longer be expected, because the number of requests and offered by workers is no longer balanced. According to (Saiman, 2014: 22), the number of unemployed (both those who have skills and not highly educated and unemployed who have formal education up to the undergraduate level or intellectual unemployment) due to a country's economic growth is low or because of a prolonged economic crisis, so it does not able to accommodate the addition of new workers with the availability of new jobs

Efforts that can be made to reduce the number of unemployed are by making their own business or entrepreneurship. The problem lies in the interest in entrepreneurship which is still very low, including for college graduates. Generally graduates are more prepared to become job seekers than to become job creators. The low interest in becoming entrepreneurs is certainly not good for the



Indonesian economy, because the availability of jobs is limited (Ganefi et al., 2009).

Entrepreneurs are expected to be the pioneers of development, and participate in reducing unemployment. Changes and improvements in welfare must be based on will, desire, and hard work. Therefore, the role of entrepreneurs is very important to determine the future of the nation and state (umarstain.blogspot.co.id). Indonesia's development will be more stable if supported by the existence of strong entrepreneurs, because the government's ability is very limited in providing new employment opportunities. The Indonesian government has not been able to work on all aspects of development, because it requires a substantial budget, personnel, infrastructure and supervision. So, entrepreneurs have the potential to support the country's development. Basically, in developing this nation, all Indonesian citizens are required to have an entrepreneurial spirit (umarstain.blogspot.co.id).

In developed countries, the desire of people to become bosses for themselves is quite large because they want to succeed without being under pressure from others. A person's courage for entrepreneurship requires a motivation, so that it can arouse the interest of students to start trying entrepreneurship. Motivation to become an entrepreneur usually appears automatically after having enough capital to manage the business and be mentally prepared. But for young people it is not easy to influence or eliminate their mindset that to start entrepreneurship which is always related to big and challenging things, requires special capital, skills, tactics, and knowledge (Saiman, 2014: 25). Negative thinking like this will prevent young people from starting entrepreneurship. The opportunity to become a successful entrepreneur will come to people who have the courage and high confidence to start.

Adzen and Icek (in Sarwoko, 2011), states the main idea of the Planned Theory of Behavior is used to determine the behavior of intentions. Theory of Planned Behavior states that intention is a variable that causes the behavior of an attitude. The use of the theory cannot be separated from the aspect of motivation, which means how much the intention of entrepreneurship or motivation of students to become entrepreneurs will be influenced by several factors, namely the first attitude, both social influences commonly called subjective norms, and the third relates to the issue of control called "Perceived Behavioral Control" (Adzen and Icek in Sarwoko., 2011)

Lunati (in Dabic et al, 2012), In recent years, entrepreneurship has become a topic of research whose popularity has increased by fostering an entrepreneurial spirit in the minds of students believed to be an alternative to reduce unemployment. Linan (2008), the desire for entrepreneurship among students who are still lacking is very unfortunate, because the intention of entrepreneurship is that students can create future entrepreneurs. A person's



intention followed by strong self-confidence will have a good impact on the emergence of new entrepreneurs so that they can create opportunities or employment.

Many previous studies have used need for achievement, family support and self-efficacy as independent variables and have different influences on entrepreneurial intentions. Therefore, this study wants to reexamine whether the variable need for achievement, family support and self-efficacy have an influence on entrepreneurial intentions.

## LITERATURE REVIEW

Habaragoda (2013), states that the need for achievement reflects a strong orientation for his great obsession with the tasks he performs. In addition, it is the inner drive of the individual that encourages them to be able to achieve something for their own sake by taking personal risks.

According to Herdiman (2008) family support is a major factor that can foster the intention of entrepreneurship in children. The need for achievement in this study is defined as the views of the Bali Tourism Institute students who make achievement as a necessity in every effort. There are four indicators of the variable need for achievement referred to in the Sarwoko study (2011). Indicators of need for achievement (X1) used in this study are: Job challenges, Achieving results better than before Responsibility and Better than others

The family provides an important role in encouraging the intention of entrepreneurship because the higher the support given by the family, the higher the intention to become an entrepreneur. Aprilianti (2012), with family support can shape children's mindsets for entrepreneurship. According to Crow (in Mubassaroh and Edwina, 2014), indicators of family support factors include: emotional support, instrumental support and informational support.

Luthans (2008: 205) states that self-efficacy can encourage one's performance in various fields including the intention of entrepreneurship. The same study was also expressed by Robbins (2007: 180), which is self-efficacy known as social cognitive theory which shows the individual's belief that he is able to carry out a task therefore, in starting a business self-efficacy is needed for his ability so that the business can succeed.

According to Sarwoko (2011), there are several indicators used to measure self-efficacy in students in the intention of entrepreneurship. These indicators are: Self-confidence, Soul of leadership and Maturity.

Alma (2007) stated that the intention of entrepreneurship can be influenced by one's desire for freedom to be felt, personal satisfaction, obtaining and managing their own finances and opening a business for their pleasure and hobbies. Sarwoko (2011) and Silvia (2013), states that there are several indicators to measure entrepreneurial intentions as follows:



1. Become an entrepreneur.
2. Never give up.
3. Career entrepreneurship.
4. Manage your own business.
5. Creating something new.

Based on several studies on the factors that influence student intentions for entrepreneurship and there are still differences in results. In this study Planned Behavior Theory will be adopted with the aim to re-examine the factors that influence students' intentions for entrepreneurship, namely the need for achievement, family support and self-efficacy. Based on the description of the literature review above, a hypothesis can be drawn, as follows.

H1: Need for achievement has a positive and significant effect on the intention of entrepreneurship.

H2: Family support has a positive and significant effect on the intention of entrepreneurship.

H3: Self-efficacy has a positive and significant effect on the intention of entrepreneurship.

## **RESEARCH METHODS**

This research is in the form of associative research, because this study aims to examine the relationship of three variables, which is the effect of need for achievement (X1), family support (X2), and self-efficacy (X3) on entrepreneurial intentions (Y). This research was conducted at the Bali Tourism High School because it is a tourism university in Indonesia which has a focus on entrepreneurship development and produces superior and independent human resources.

The research subject is a member of the sample, as elements are one member of the population (Sekaran, 2006: 123). In this study, the research subject used was a student at the Bali Tourism Institute. The object of research is a research variable in which everything in the form of what has been determined by the researcher to be studied so that information is obtained about it and finally drawn conclusions (Sugiyono, 2014: 58). The object of this research is about behavior that is focused on the intention of entrepreneurship. In this study using 2 types of variables, these variables are: (1) independent variables (independent variables), namely need for achievement (X1), family support (X2) and self-efficacy (X3), and (2) dependent variable (dependent variable) ) namely the intention of entrepreneurship (Y).

The sampling technique that will be used in this study is purposive sampling, which is the technique of determining the sample with an assessment



that has been determined by the researcher in several specific considerations (Sugiyono, 2014: 122). Considerations used in determining respondents are:

- a. Recorded as a student of the Bali Tourism Institute.
- b. Have the intention of entrepreneurship.
- c. Has taken entrepreneurship subject

This data is collected through research instruments by distributing questionnaires directly to respondents to be answered by themselves. Next, the questions will be measured using a Likert scale. This scale measures attitudes, opinions, and how one perceives a phenomenon (Sugiyono, 2014: 132). This study examines one dependent variable or dependent variable (entrepreneurial intention) that is influenced by three independent variables or independent variables (need for achievement, family support, self-efficacy) will be carried out with the help of the SPSS program.

## **RESEARCH RESULTS AND DISCUSSION**

This research was conducted at the Bali Tourism Institute with respondents as many as 123 students. Before conducting multiple linear analysis, the classical assumption test was first carried out. The classic assumption test is conducted with the aim to ensure the results obtained meet the basic assumptions in the regression analysis. The classic assumption test results carried out in this study were normality test, multicollinearity test, autocorrelation test and heteroscedasticity test. The results of the classic assumption test processed with the help of SPSS 23.0 software are presented as follows:

### **Normality test**

This test aims to determine whether the residuals of the regression models are made normally distributed or not. To test whether the data used is normal or not can be done using the Kolmogorov Smirnov test. If the Asymp coefficient. Sig. (2-tailed) greater than 0.05, the data is said to be normally distributed.

<b>Table 1</b>		Unstandardized Residual
N		123
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.03641455
Most Extreme Differences	Absolute	.057
	Positive	.057
	Negative	-.043
Test Statistic		.057
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>



The results of the normality test using the lilliefors test are the L value of 0.057 with P Value for the Lilliefors Test of 0.200 > 0.05, then the residuals are normally distributed.

### Multicollinearity test

This test aims to test whether the regression model found a correlation between independent variables. The presence of multicollinearity can be seen from the tolerance value or variance inflation factor (VIF). If the tolerance value is more than 10 percent or VIF less than 10, then there is no multicollinearity.

**Table 2**

Variabel	Tolerance	VIF
Need for Achievement ( $X_1$ )	0,529	1,892
Family support ( $X_2$ )	0,424	2,361
self-efficacy ( $X_3$ )	0,493	2,027

Based on Table 2, it can be seen that the tolerance and VIF values of the variables need for achievement, family support, and self-efficacy. This value indicates that the tolerance value for each variable is greater than 10 percent and the VIF value is smaller than 10 which means the regression equation model is free from multicollinearity.

### Heteroscedasticity test

This test aims to find out whether in the regression model there is an inequality of variance from the residual one observation to another observation carried out by the Glejser test. If there is not one independent variable that has a significant effect on the absolute residual value or its significance value is above 0.05 then it does not contain the symptoms of heteroscedasticity.

**Table 3**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.303	.750		4.404	.000
	Need for Achievement	-.056	.058	-.119	-.967	.336
	Family Support	-.064	.067	-.132	-.963	.338
	Self-efficacy	.003	.059	.006	.047	.962

a. Dependent Variable: Absolut\_Residual

In Table 3 it can be seen that the value of Sig. from the variable need for achievement, family support, and self-efficacy of 0.336, 0.338 and 0.962



respectively. This value is greater than 0.05, which means there is no influence between the independent variable on the absolute residual. Thus, the model made does not contain symptoms of heteroscedasticity.

### Multiple Linear Regression Test Results

Calculation of multiple linear regression coefficients is done by regression analysis through SPSS 23.0 for Windows software, obtained the results shown in Table 4

Table 4

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.577	1.275		2.021	.045
	Need for Achievement	.576	.098	.419	5.869	.000
	Family Support	.014	.113	.010	.122	.903
	Self efficacy	.676	.101	.497	6.718	.000
<b>R Square</b>		<b>0,679</b>				
<b>F Statistic</b>		<b>84.008</b>				
<b>Significancy</b>		<b>0,000</b>				

Based on the results of multiple regression analysis as presented in Table 4, the structural equations are as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

$$Y = 2,577 + 0,576 (X1) + 0,014 (X2) + 0,676 (X3) + e.$$

The total determination value of 0.679 means that 67.9 percent of the variation in entrepreneurial intention is influenced by variations in need for achievement, family support, and self-efficacy, while the remaining 32.1 percent is explained by other factors not included in the model.

### The Effect of Need for Achievement on the Intention of Entrepreneurship.

Based on the results of the analysis of the effect of need for achievement on entrepreneurial intentions, the Sig value is obtained. t is 0,000 with a beta coefficient of 0.576. Sig value. t 0,000 < 0.05 indicates that H0 is rejected and H1 is accepted. This result means that need for achievement has a positive and significant effect on the intention of entrepreneurship. The results of this study support the findings of Tong (2011), Fitriani (2012) and Ferreira (2012) which explain that Entrepreneurship Education significantly influences the intention of entrepreneurship. The results of this study indicate that the need for achievement resulted in students of the Bali Tourism College having a determination in setting goals more mature, achieving better results from the previous one, having high



responsibility for their work and wanting to always get better results from people other.

### **Effect of Family Support on Entrepreneurial Intention.**

Based on the results of the analysis of the effect of family support on entrepreneurial intentions, the Sig value is obtained.  $t$  is 0.903 with a beta coefficient of 0.014. Sig value.  $t$  0.903 > 0.05 indicates that  $H_0$  is accepted and  $H_1$  is rejected. This result means that family support has no significant positive effect on the intention of entrepreneurship. The results of this study do not support the findings of Hermina et al. (2011), Riani et al. (2013), Aprilianti (2012) and Mubassaroh and Edwina (2014) who explain that family support significantly influences the intention of entrepreneurship.

### **Effect of Self-Efficacy on Entrepreneurial Intention.**

Based on the results of the analysis of the effect of self-efficacy on entrepreneurial intentions, the Sig value is obtained.  $t$  is 0,000 with a beta coefficient of 0.676. Sig value.  $t$  0,000 < 0.05 indicates that  $H_0$  is rejected and  $H_1$  is accepted. This result means that self-efficacy has a significant positive effect on entrepreneurial intentions. This result means, to increase the intention of entrepreneurship, there needs to be an increase in self-confidence to be able to lead oneself and others and mental preparation in Bali Tourism Institute students. The results of this study support the findings of Habib and Rahyuda (2015), Drnovsek (2009) and Ganefi (2009) which explain that self-efficacy significantly influences the intention of entrepreneurship.

## **CONCLUSIONS**

Based on the results of data analysis and discussion that have been presented in the previous chapter, it can be concluded that the need for achievement and self-efficacy significantly influence the intention of entrepreneurship. While family support has a positive and insignificant effect on entrepreneurial intentions. Based on the results of the research and conclusions, the advice that can be given is that entrepreneurship education needs to get serious attention from educational institutions about how teaching methods, curriculum, lecturer competency, and length of study time can stimulate interest in entrepreneurship in students. For further research, it should be considered to examine other factors outside of need for achievement, family support, self-efficacy to determine the intention of entrepreneurship, because there are still many other factors that can influence the intention of entrepreneurship.



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