



THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION, SELF-EFFICACY, LOCUS OF CONTROL AND ACHIEVEMENT MOTIVATION ON ENTREPRENEURIAL INTENTION

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Abstract

The concept of entrepreneurship emerged as one of the efforts to support the economic progress of a country because entrepreneurs have the ability to provide new jobs. The problem of unemployment can be overcome by the application of entrepreneurship. Intention in entrepreneurship must be raised in the younger generation. Students are a growing group of educated people who are threatened with difficulty competing for new jobs after becoming graduates. The associative study aims to determine the effect of entrepreneurship education, self-efficacy, locus of control and achievement motivation on student intention in entrepreneurship. Observations were made on undergraduate students at one of the universities in Surabaya. The sample in this study were 100 students. This technique is carried out with the help of statistical software, namely SPSS 26. The results of the study mention partially and simultaneously, there is a positive and significant influence of the variables of entrepreneurship education, self-efficacy, locus of control and achievement motivation on entrepreneurial intention.

Keywords: entrepreneurship education, self-efficacy, locus of control, achievement motivation, entrepreneurial intention.

Introduction

Indonesia is a country with high population growth. Along with the increase in population in Indonesia, many problems arise such as unemployment and poverty. For several decades the unemployment rate has increased. In Indonesia, the highest unemployment rate is created by educated groups (Ernawati et al., 2022). The concept of entrepreneurship is an alternative that can be used as a solution to solve problems regarding unemployment and poverty (Darmawan & Hariani, 2020). Students as an educated group need to be given provisions regarding entrepreneurship to build student independence.

The number of university graduates is always increasing every year and not all of these graduates can be absorbed by the world of work. This provides a clear understanding of the importance of entrepreneurship to students. Entrepreneurial skills must be built so that they have the choice to become entrepreneurs as an alternative career. In addition, entrepreneurial activity is largely determined by the intention of the individual himself. Intention is basically an acceptance of a relationship between oneself and something outside oneself, the stronger or closer the relationship, the greater the intensity. Intention is someone's interest in something so that intention can also be a motivation for someone to do something (Mardikaningsih et al., 2021).

Entrepreneurship means running a business and people who do means having the ability to see and assess business opportunities, collect the data sources needed to take advantage and take appropriate action to ensure success (Sinambela et al., 2021; Mardikaningsih & Putra, 2021). According to Mardikaningsih et al. (2022), entrepreneurship is a combination of personal behaviour, finance and resources, so that entrepreneurship is a job or career that must be flexible and imaginative, able to plan, take risks, make decisions and take actions to achieve goals.

Chimucheka (2013) states that one of the factors driving the growth of entrepreneurship in a country lies in the role of universities organising entrepreneurship education. Entrepreneurship education is an important factor to foster and develop the desire, spirit and behaviour of entrepreneurship among the younger generation. This is because the existence of entrepreneurial knowledge is a source of attitude and overall intention to become a successful entrepreneur in the future (Fatoki, 2014).

Entrepreneurship education is the activities of teaching and learning about entrepreneurship which includes the development of knowledge, skills, attitudes and personal character in accordance with the age and development of students (Putra, 2022). Entrepreneurship education is directed to produce independent individuals by instilling an entrepreneurial spirit so that they can become talented entrepreneurial entrepreneurs (Nurmalasari, 2022). Chen et al. (2010) studied entrepreneurship education where the results stated that students who experienced developing various technical skills and training were more confident in becoming entrepreneurs.

The second factor that can affect entrepreneurial intention is self-efficacy. Chen et al. (1998) explains self-efficacy as an individual's belief about their own ability to open a new business and manage tasks and be involved in launching the new business. Baron and Byrne (2004) state that self-efficacy is a person's evaluation of their ability or competence to perform a task, achieve goals or overcome obstacles. Feist et al. (2013) define self-efficacy as self-confidence to know their abilities so that they can exercise a form of control over their own benefits and events in the surrounding environment. The same thing is also expressed by Robbins and Judge (2011), self-efficacy is also known as social cognitive theory or social reasoning which refers to an individual's belief that he is able to carry out a task. Self-efficacy is a factor that can function as a determinant of how a person thinks, feels, motivates himself, and reacts to the situations he faces (Bandura, 2009). The more often a person does self-evaluation and considers that he has many positive abilities, the greater the efficacy he has (Lestari et al., 2020). Self-efficacy strongly influences individual motivation to obtain success or goals to be achieved.

In addition to entrepreneurship education and self-efficacy, locus of control can also shape entrepreneurial intentions. According to Kreitner and Kinicki (2010), locus of control consists of two constructs, namely internal and external, where the locus of control is internal if a person believes that what happens is always in his control and he always takes a role and is responsible for every decision, while the locus of control is external if a person believes that events in his life are beyond his control. Individuals vary in the amount of personal responsibility they take for their behaviour and its consequences. Rotter (1990) identified a personality

dimension he named locus of control to explain these differences. He argues that people tend to attribute the causes of behaviour primarily to themselves or to environmental factors. This personality trait results in different patterns of behaviour (Kreitner & Kinicki, 2010). Meanwhile, according to Robbins and Judge (2011), locus of control is the degree to which individuals believe that they are the determinants of their own destiny. Such individuals have a high work ethic, steadfast in facing all kinds of difficulties in their lives and at work (Retnowati & Darmawan, 2022). A strong locus of control indicates strong independence and this is the basis of entrepreneurship.

Finally, achievement motivation. Achievement motivation is the desire to complete something to achieve a standard of success and to make an effort with the aim of achieving success (Santrock, 2007; Arifin & Irfan, 2021). Achievement motivation is assumed to encourage and provide certain energy according to the situation (Larsen & Buss, 2005). Entrepreneurship is very suitable for people who have high achievement motivation because entrepreneurship provides more opportunities and opportunities for people who have the strength of achievement motivation than other professions. A person with high achievement motivation will tend to be more interested in becoming an entrepreneur. People with high achievement motivation prefer jobs that require ability and effort, require feedback, and are challenging or not too risky (Darmawan, 2016; Mardikaningsih & Arifin, 2022). Collins et al. (2004) stated that achievement motivation is significantly positively related to careers with choices related to entrepreneurship.

From what has been described, the purpose of this study is to analyse the effect of entrepreneurship education, self-efficacy, locus of control and achievement motivation on student entrepreneurial intention.

Method

This study is associative research because it is designed to find the effect of entrepreneurship education (X.1), self-efficacy (X.2), locus of control (X.3) and achievement motivation (X.4) on entrepreneurial intention (Y) of undergraduate students in one of the universities in Surabaya. The subjects of this study were undergraduate students majoring in Management in the fifth semester who had taken entrepreneurship courses.

The population in this study were students of the Faculty of Economics Management Study Programme. The sample in this study was 100 students. Data collection will be carried out, namely by identifying the problems faced by students to become entrepreneurs by distributing questionnaires to 5th Semester Faculty of Economics Management Study Programme students who have received entrepreneurship courses. Data analysis techniques with multiple regression analysis used to determine the causal relationship between independent variables, namely entrepreneurship education, self-efficacy, locus of control and achievement motivation affect student entrepreneurial intentions.

Oleabhiele et al. (2012) define entrepreneurship education as the process of acquiring knowledge, attitudes, and psycho-productive skills for independence, job creation, and other forms of independent living in students through an integrated curriculum developed in an educational environment. Indicators of entrepreneurship education variables are creative, innovative, independent, realistic and communicative. Self-efficacy is a person's belief about the extent to which he is able to perform tasks, achieve goals, and plan actions to achieve a goal. Indicators of this variable are self-confidence in the ability to manage a business, human resource leadership, mental maturity in business, and feel able to start a business (Gaddam, 2008). Achievement motivation is the desire to do the best, be successful and feel capable or competent. There are four aspects of achievement motivation, namely taking responsibility for their actions, paying attention to feedback on their actions, considering risks, creative and innovative. Intention for entrepreneurship can be measured through four indicators, namely feelings of pleasure, interest, attention and involvement.

This study uses regression analysis to test whether there is an effect of independent variables on student entrepreneurial intention partially or simultaneously. This technique is carried out with the help of statistical software, namely SPSS 26.

Result and Discussion

There were 100 respondents involved in this study. Data that has been valid is continued with the reliability test. With the acquisition of Cronbach alpha value of 0.738 for entrepreneurship education variables;

0.802 for self-efficacy variables; 0.781 for locus of control variables; 0.822 for achievement motivation variables and 0.764 for entrepreneurial intention variables.

The normality test is used to determine whether the independent variable and the dependent variable or both are normally distributed or not. To test the normality of the data in this study, it can be seen in Figure 1.

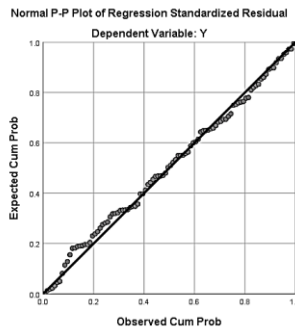


Figure 1. Normality Test
Source: SPSS Output Results

From Figure 1, it can be interpreted that the residual data is normally distributed, it can be concluded that further analysis can be carried out using multiple regression models.

The multicollinearity test aims to test whether there is a correlation between the independent variables in the regression model. If there is multicollinearity in the regression model, the regression coefficient cannot be estimated and the standard error value becomes infinite. To see whether or not there is multicollinearity in the regression model, it can be seen from the tolerance value and its opposite and the Variance Inflation factor (VIF). From the SPSS output data, it is known that the Variance Inflation Factor (VIF) for the entrepreneurship education variable (1,093), self-efficacy (1,123), locus of control (1,028) and achievement motivation (1,111). Likewise, the tolerance value on entrepreneurship education (0.915), self-efficacy (0.890), locus of control (0.973) and achievement motivation (0.900) is greater than 0.1 so it can be concluded that there are no symptoms of multicollinearity between the independent variables indicated from the tolerance value of each independent variable greater than 0.1 and the VIF value is smaller than 10, it can be concluded that further analysis can be done using multiple regression models.

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A good regression model is that there is no heterokedastistas as can be seen from Figure 2 below.

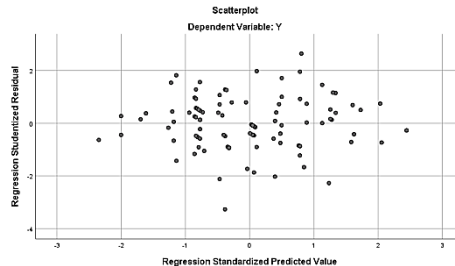


Figure 2. Heteroscedasticity Test
Source: SPSS Output Results

Thus, based on Figure 2, the model does not contain symptoms of heteroscedasticity because there is no clear pattern and the points spread above and below the number 0 on the Y axis so it can be concluded that further analysis can be carried out using multiple regression models.

The autocorrelation test can be found by looking at the results of Durbin-Watson. If the results are still between negative 2 and positive 2, then the autocorrelation test does not experience interference because it is proven that the DW value in this study is 1.499.

Table 1. t-Test and Regression Model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	18.726	2.980		6.284	.000
	X.1	1.800	.315	.332	5.722	.000
	X.2	1.982	.292	.399	6.787	.000
	X.3	1.704	.307	.312	5.558	.000
	X.4	1.617	.307	.308	5.276	.000

Source: SPSS Output Results

From the results of Table 1 if entered into a multiple linear regression equation, it can be written as follows $Y = 18.726 + 1.800X.1 + 1.982X.2 + 1.704X.3 + 1.617X.4$. The regression coefficient shows that each independent variable tested has a positive effect on the dependent variable. The constant 18.726 means that if entrepreneurship education, self-efficacy, locus of control and achievement motivation 0, then the

entrepreneurial intention of students is 18.726. The regression coefficient of entrepreneurship education is 1,800, which means that after getting 1 time entrepreneurship education, the intention to become an entrepreneur will increase by 1,800. The regression coefficient of self-efficacy is 1.982, which means that if the self-efficacy of students rises by 1, then the intention of students to become entrepreneurs will increase by 1.982. The locus of control regression coefficient is 1.704 which indicates that if the locus of control owned by students rises by 1, then the intention of students to entrepreneurship will increase by 1.704. Achievement motivation regression coefficient 1.617 which indicates that if the achievement motivation of students rises by 1, then the intention of students to entrepreneurship will increase by 1.617.

Based on partial test results: (1) the influence between entrepreneurship education on entrepreneurial intention obtained t count is 5.722 with a significant level of 0.000 lower than 0.05. This indicates that there is a significant effect of entrepreneurship education on entrepreneurial intention; (2) the effect between self-efficacy on entrepreneurial intention obtained t count is 6.787 with a significance level of 0.000 lower than 0.05. This indicates that there is a significant influence between self-efficacy on entrepreneurial intention; (3) the influence between locus of control on entrepreneurial intention obtained t count is 5.558 with a significance level of 0.000 which is still lower than 0.05. This indicates that there is a significant influence between locus of control on entrepreneurial intention in college students; (4) the effect of achievement motivation on entrepreneurial intention obtained t count is 5.276 with a significance of 0.000 which is lower than 0.05. This indicates that there is a significant influence of achievement motivation on entrepreneurial intention.

Table 2. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1906.871	4	476.718	57.616	.000 ^b
	Residual	786.039	95	8.274		
	Total	2692.910	99			

Source: SPSS Output Results

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It can be seen from the results in table 2 that the sig F value <0.05 ($0.000 < 0.05$) and F count 57.616, so there is a positive and significant influence of entrepreneurial knowledge, self-efficacy, locus of control and achievement motivation together on entrepreneurial intentions in students.

Table 3. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.841 ^a	.708	.696	2.876	1.499

Source: SPSS Output Results

In Table 3, it can be seen that the overall regression analysis results show an R Square value of 0.708. The Adjusted R Square value or the coefficient of determination is 0.696. This figure identifies that the intention of entrepreneurial students can be explained by the variables of entrepreneurship education, self-efficacy, locus of control and achievement motivation with a percentage of 69.6% while 30.4% is caused by other independent variables.

Entrepreneurship education is proven to have a positive and significant effect on entrepreneurial intentions. This is also in line with the results of research by Pihie (2009); Djazilan (2022); Khayru (2022). Success in obtaining good entrepreneurship education will increase the chances of greater emergence of student entrepreneurial intentions. Thus, students who have taken entrepreneurship courses will have essential values and understand the characteristics of entrepreneurship. Furthermore, there is a greater hope that they will be interested in entrepreneurship.

Self-efficacy has a positive and significant effect on entrepreneurial intention. This is also supported by the results of research by Cromie (2000); Pihie (2009); Darmawan (2019). The results of this study indicate that the higher the self-efficacy of students, the higher the intention of students to become entrepreneurs. Self-efficacy affects a person's belief in whether or not the targeted goal is achieved. The higher a student's confidence in his ability to do business, the greater his desire to become an entrepreneur.

Locus of control has a positive and significant effect on entrepreneurial intention. In line with the results of research conducted by Oktavia et al. (2017); Primandaru (2017); Darmawan (2022). Increasing the level of student locus of control can be done by fostering student enthusiasm and discipline levels (Djazilan & Darmawan, 2021). A student needs to be instilled with the importance of enthusiasm and discipline to carry out work to achieve goals,

and be accustomed to being able to arrange a priority scale, activity schedule and commitment to carry it out (Issalillah & Kurniawan, 2021).

Achievement motivation has a positive and significant effect on entrepreneurial intention. These results are also the same as research conducted by Sinurat et al. (2018); Darmawan (2019); Kurniawan et al. (2021). Students need strong motivation to remain consistent in their desire to become entrepreneurs. Strong motivation influences the cognitive, affective and selective functions of students which are projected into behavioural choices (Issalillah & Khayru, 2021). Students already feel that they have motivation must be supported and helped to develop into entrepreneurs. Students who have achievement motivation will bring themselves closer to becoming an entrepreneur. This motivation will actually foster the intention to become an entrepreneur.

Conclusion

Based on the results and discussion, the conclusion in this study states partially and simultaneously, there is a positive and significant effect of entrepreneurship education variables, self-efficacy, locus of control and achievement motivation on entrepreneurial intention.

Efforts to develop the quality of entrepreneurship education are carried out by improving teaching methods and providing practice as learning so that student knowledge increases to strengthen entrepreneurial intentions. In addition, it helps in forming networks with young entrepreneurs so that students have inspiration and information about the various opportunities and challenges that will be faced in the future related to entrepreneurship. To strengthen self-efficacy, locus of control and achievement motivation, it is necessary that in the learning process, students are taught and directed to start simple business activities first so that they practically apply entrepreneurial knowledge directly. Success or failure in the business will be an important experience and a simulation before actually taking serious steps to become an entrepreneur.

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