Students' Willingness to Become an Entrepreneur: A Survey of Non-Business Students of President University

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Abstract: *Entrepreneur has become an important thing to support the decreasing of unemployment. There are several factors that influencethe students' willingness to become an entrepreneur. The purpose of this research is to find outthe non-business student's willingness to become an entrepreneur in President University.The study observed students'individual desire, education, and family background which influencestudents' willingness to become an entrepreneur. Since education play an important role in motivating their students' willingness to become entrepreneur, therefore education institutions need to put in concern about the entrepreneurial education. This research is based on empirical data from 214 respondents. The respondents are President University students' who are in non-business major from batch 2009 until 2011 who have taken entrepreneurship subject. The data collected were analyzed by factor analysis and Cronbach's Alpha which is used to measure the reliability. The finding of this research shows the strong relation between individual desire and education to students' willingness to become an entrepreneur. While based on the research, the next factor after individual desire and education, which is family background, it only gives a little impact to their willingness to build a new job field.*
Keywords: *Business, Entrepreneur, Entrepreneurship Education, Unemployment, Willingness*

I. Introduction

Unemployment means the number of people who do not have a job which provides money (Cambridge Third Edition). All countries in this world face the same problem which is unemployment, including Indonesia. In Trading Economic website, National Statistics Bureau of Indonesia mentioned that from 1982 until 2013, Indonesia Unemployment Rate averaged 6.2 percent reaching an all-time high of 11.2 percent in August of 2005 and a record low of 2.0 percent in December of 1983. According to their data, at June 30, 2006, the unemployment rate of Indonesia still at 10.6 percent, or 11.6 million of the 106 million from total number of person employed, increasing around 2 percent on the 9.5 million of the end of 2005.

A report from the Indonesian National Statistics Bureau mentioned that Unemployment Rate in Indonesia decreased to 5.92 percent in the first quarter of 2013 from 6.14 percent in the third quarter of 2012. It shows that Indonesia had a good improvement in decreasing its unemployment. However, the unemployment rate has to be decreased as minimum as they can in order they can have a better life in their country.

According to Trading Economic website, the unemployment rate can be defined as the number of people who are actively looking for a job divided by the labor force. Changes in unemployment depend on number of unemployed people who are looking for a job, of people who cannot continue their recent jobs and start to apply other jobs, and of people who do not look for any employment. Therefore, as Amadeo (2012) stated that the solution for unemployment is, obviously, to create new jobs. Based on Amadeo's statement, a country needs more new job fields to cover their unemployment.

In creating a new job field, it needs an actor called entrepreneur to make it. In this case, more new young entrepreneurs are really needed in Indonesia. To develop it, nowadays many schools or universities in Indonesia which provide an entrepreneurship program to facilitate their student to become an entrepreneur. One of those universities is President University. They have a motto, "Where Tomorrow's Leaders Come Together". It shows people that they want to create the next leaders in the future after the students graduate.

According to European Commission (2006), people who make policies also think that the increasing levels of entrepreneurship can be done by education especially through entrepreneurship education. This entrepreneurship education can be conducted by using theoretical and practical learning systems. Moreover Van der Sluis and Van Praag (2007) also stated that entrepreneurship skills can be trained and improvable. The other supporting statement is from Karlan and Valvidia (2006) who said that business practical learning is also suitable to measure the performance of people who dreamed to become an entrepreneur.

Those statements are related to what President University has done. They have more than ten majors consist of business and non-business major. However, President University has an obligated subject which is Introduction to Entrepreneurship. Every student both in business and non-business major has to take this subject as their lecture. Regarding to this, there is an explanation in European Commission's Final Report of Expert

Group titled "Entrepreneurship in Higher Education, Especially in Non-Business Studies", that there are some arguments say that the content of teaching entrepreneurship will be similar to both business and non-business students, but the way of delivering it will be different. There is an opinion explain that engineering and science students will prefer do practical approach, but these students will also need some basic knowledge about economics, marketing and management techniques. However, the fact is that the most of those non-business students do not study business subjects extensively. It is similar to what happen in President University, they give entrepreneurship subject to all students, and however, it may give a different impact to them because for business students who take an entrepreneur program are supposed to build their own business, however, non-business students are not. They will work with the company in the department based on their major.

However, it is important to know whether non-business students have a willingness to be an entrepreneur or not. Therefore, the purpose of this survey is to find out the willingness of non-business students in President University to become an entrepreneur. If the there is a willingness in most of them, it will give good impact for Indonesian economic in the future because they have possibility to create new job fields to decrease the unemployment.

II.   Literature Review

Entrepreneur

There are some definitions about entrepreneur. One of them is Casson (2003) mentioned that there are two approaches to explain entrepreneur; they are functional approach and indicative approach. Functional approach describe entrepreneur as someone who does entrepreneurial activity. It is someone who does the duty of an entrepreneur. While, functional approach describe entrepreneur in a more general way, indicative approach define entrepreneur in a more practical and sensible way. Indicative approach describe entrepreneur based on their rank in their society, legal rights, and bound in a relationship with any political groups.

Furthermore, Hisrich, Peters, Shepherd (2005) explain about entrepreneur as a person who takes risks and create innovation. In a similar way, entrepreneur as a person who continuously makes something new that identified the importance of observing opportunities (Thompson, 2004). In other way, Gurusamy (2009) also mentioned that entrepreneur as the one who create innovations in developed country. In underdeveloped country, copycat can be called as entrepreneur. He also stated that entrepreneur is someone that ignore the measurement and particular type, entrepreneur build their own production, system of the business, and business unit. The most important idea of entrepreneur is managing his or her own enterprise.

> H_1: Entrepreneur is someone who does entrepreneurial activity by using his or her imagination, skills, and their confident-self to take a risk in order to create an innovation.

The other definition of entrepreneur come from Krishna (2013) who stated entrepreneur is someone that develops something that has not been developed yet, arrange production, take upon risk, and manage economic unpredictability. Entrepreneur is also a potential and characterized by great imagination, provided with special skill to introduce new ideas, or to impersonate, improved technologies and ready to accept the risk involved in it. Entrepreneur also knows the ways production function fluctuating and use it as a different factors of production to increase the economic potential Gurusamy (2009).

Entrepreneurship Education

Entrepreneurship speak about a process of someone's skill to convert ideas into action. This process includes creativity, innovation and braveness to take a risk, including the planning and managing work to succeed in reaching the goals (Commission Communication, 2006). Other definition comes from Yalcin and Kapu (2008) who said that entrepreneurship as a process which consists of three different important dimensions: entrepreneurial motives, problems and opportunities. Meanwhile, in the education side, entrepreneurship should not be mixed with general business and economic Studies major. Its main objective is to encourage creativity, innovation and self-employment, and may also include the following elements: a) to develop personal characteristics and abilities that exist to develop entrepreneurial mindset and behavior which included creativity, sense of initiative, risk-taking, autonomy, self-confidence, etc.), b) to raise students awareness to self-employment and arouse student to choose entrepreneurship as one of their career option, c) to work on real business activity, and, d) to provide particular business essential skills and understanding how it works in the real world (European Commission, 2008).

> H_2: In some universities, non-business major student never get a chance to have an entrepreneurship courses and practices.

Based on journal written by Heinonen and Hytti (2008), in some universities, the 2 different principles in giving entrepreneurship courses to business students and non-business students which are: a) The first, show the connection between understanding entrepreneurship learning as a research field in business school, b) Second, to developing Entrepreneurship as an integrated and synthetic subject in business school, c) Fix entrepreneurship studies in the entrepreneurial university to become better, d) Remembering the importance of organizing ways, entrepreneurship teaching, and administrative issues.

Willingness: Motivation and Factors motivating non-business students to become an entrepreneur

Entrepreneurial Motivation is the power that keep entrepreneurial spirit continuously going on and on in every actions they did. Motivation involves inner state of mind that causing someone to achieve the goals. It is also an inspirational process of controlling someone's effort and action relating to their goals. Motivation as one of essential entrepreneurial aspects is an existing physiological emotion, which bring actions closer to the goals. It is a continuing process because it is human instinct to never completely satisfied (Krishan, 2013). Moreover, Krishan also add his explanation by saying that motivation is a changing of force that shapes someone into some action. The word motivation originated from motive, which explained as dynamic form of an ambition, passion, furiously want, desire effect of change of attitude that will be converted to goal oriented.

H₄: Most non-business students want to become entrepreneur because they want to achieve something.

Based on the book that Sahai (2008) written, researchers expressed the idea of various set of factors responsible for entrepreneurial motivation such as : the need for achievement, unsatisfied with someone's occupation, work and family situations, the wants to control someone's life and decision making. The need for achievement increases when someone has to achieve more than what he or she already own which able to lead the inclination of his or her job.

In this research paper, there are three variables used to be written in the questionnaire. They are family background, education, and individual desire. Below are the statements from certain journals based on each variable. For this questionnaire, there are three journals that provide the statements, they are: a) Business Simulation Games in Forming of Students' Entrepreneurship by Monica Wawer, b) An Assesment of Entrepreneurship Intention Among Sunyani Polytechnic Marketing Students by Yeboah Asuamah Samuel, Kumi Ernest, and Jacob Baffour Awuah (2013), c) Entrepreneurial Motives and Perceived Problems: An Empirical Study of Entrepreneur in Kyrgyzstan by Nergis Aziz, Barry A. Friedman, Aichurek Bopieva, and Ibrahim Keles (2013).

Variables	Statements
Family Background	• Running my own business helps me to keep my family tradition • I want to continue family-owned business • My family give me business mind
Education	• I am prepared to do anything to be an entrepreneur • I want to implement the skills I learnt • I have thought seriously to start my own business after completing my study • I want to implement the theoretical knowledge in business practice
Individual Desire	• My professional goal is to become entrepreneur • I prefer to be an entrepreneur rather than to be an employee in a company. • I want to get higher profit orientation in the future • I am determined to create a firm in the future • I want to be my own boss • I will start my business in next five years • I want to provide employment • I want to earn a reasonable living • I want to take advantage from my creative talent • I want to achieve my dream • I want to challenge myself • I want to shapes competencies in different business area • I want to solve the crisis situations

III.   Research Methodology

This survey was conducted to find out non-business students' willingness to become an entrepreneur. For that purpose, the target population of this survey were non-business students in President University from all majors except Business Administration (BA) and ranging from batch 2009 – 2011. The respondents were identified and carefully chosen, which are non-business students based on their batch and their major who had

done entrepreneurship project. This filtering activity resulting 200 to 300 potential respondents and they were chosen to participate in this research.

Data for the questionnaire were well-managed and consisted of 20 questions with three main indicators. Those indicators are: individual desire, education, and family background factor. There were 230 questionnaires were printed and uploaded beforehand and were distributed through personal approach and online instrument (Google Drive, and LINE.) After two weeks of distribution, only 214 responses were valid while the other 16 contain of invalid answers or over pessimistic answers.

5-point Likert scale [1 (Strongly disagree), 2 (disagree), 3 (neutral; neither agree or disagree), 4 (agree), and 5 (Strongly agree)] were used to measure non-business students' willingness and give prioritization to point 4 and 5 which represent a strong answer. Quantitative analysis were used to analyze the tabulated data. Test of validity was done by using factor analysis and reliability test as conducted after data collection and tabulation were done. Factor analysis tested through KMO and Bartlett's Test, while reliability test tested through Cronbach's Alpha. IBM SPSS 20.0 statistical processing software were used to analyze and process the data.

The demographic data collected based on its types and inputted into four tables sorted from smallest to the largest. From the 'Major' table, it shows that the respondents' majors were divided into fourteen majors with majority of the responses comes from Accounting major with 39 respondents while the minority of the responses comes from Law major with 1 respondent who took 1%. The next information is in the 'Batch' table of the respondents which is divided into three main batches, they are 2009, 2010, and 2011. From the result shown, it found out the majority of respondents are students in batch 2011 with 139 respondents and batch 2009 with 19 respondents as the minority. The gender of our respondents are divided into two genders (female and male) and find that more than half of respondents are female with 136 responses. The last information is the age of respondents, which divided into four information (18, 19, 20, and 21 years old). From the result, finding out that most of the respondents are in 20 range of age. Based on the respondent information, it can be said that this research has successfully distributed the questionnaire with 93% success rate.

IV.   Findings

Factor Analysis

Table 4.1.1: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.898
Bartlett's Test of Sphericity	Approx. Chi-Square	2474.132
	Df	190
	Sig.	.000

Table 4.1.2:Communalities

	Initial	Extraction
ID1	1.000	.801
ID2	1.000	.657
ID3	1.000	.457
ID4	1.000	.648
ID5	1.000	.624
ID6	1.000	.403
ID7	1.000	.585
ID8	1.000	.625
ID9	1.000	.565
ID10	1.000	.799
ID11	1.000	.626
ID12	1.000	.503
ID13	1.000	.501
E1	1.000	.600
E2	1.000	.596
E3	1.000	.542
E4	1.000	.641
FB1	1.000	.653
FB2	1.000	.718
FB3	1.000	.331

Extraction Method: Principal Component Analysis.

Table 4.1.1 and Table 4.1.2 are the result of first KMO, Bartlett's test and Communalities extraction with all of the questions. Based on Field. A(2009), the KMO and Bartlett's test is valid, since KMO value between 0.5 and 1.0, and the sig. value of Bartlett's test is highly significant (p < 0.0001). However, it is different with the communalities extraction result. There are three questions that have the extraction lower than 0.5, which means they have to be deleted. To get the valid data, we should exclude them from the next test, they are ID3, ID6, and FB3.

Table 4.1.3 : KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.899
	Approx. Chi-Square	2082.887
Bartlett's Test of Sphericity	Df	136
	Sig.	.000

Table 4.1.4: Communalities

	Initial	Extraction
ID1	1.000	.805
ID2	1.000	.673
ID4	1.000	.650
ID5	1.000	.629
ID7	1.000	.595
ID8	1.000	.621
ID9	1.000	.567
ID10	1.000	.796
ID11	1.000	.625
ID12	1.000	.528
ID13	1.000	.499
E1	1.000	.617
E2	1.000	.589
E3	1.000	.498
E4	1.000	.620
FB1	1.000	.713
FB2	1.000	.772

Extraction Method: Principal Component Analysis.

Table 4.1.5: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.894
	Approx. Chi-Square	1799.657
Bartlett's Test of Sphericity	Df	105
	Sig.	.000

Table 4.1.6: Communalities

	Initial	Extraction
ID1	1.000	.809
ID2	1.000	.669
ID4	1.000	.646
ID5	1.000	.649
ID7	1.000	.612
ID8	1.000	.631
ID9	1.000	.594
ID10	1.000	.814
ID11	1.000	.603
ID12	1.000	.493
E1	1.000	.611
E2	1.000	.604
E4	1.000	.606
FB1	1.000	.768
FB2	1.000	.819

Extraction Method: Principal Component Analysis.

After deleting ID3, ID6, and FB3, the KMO value is increased from 0.898 into 0.899 (Table 4.1.3), while the sig. value of Bartlett's test is still the same. However, there are still two questions in the Communalities extraction that proved as invalid data and they have to be deleted, they are ID13 and E3 (Table 4.1.4). After ID13 and E3 are deleted, the next KMO result decrease become 0.894 with the same sig. value of

Bartlett's test (Table 4.1.5). In this third test, Table 4.1.6 shows that there is an invalid data again in the Communalities extraction, which is ID12, and it has to be deleted to get the valid data.

Table 4.1.7: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.884
	Approx. Chi-Square	1672.544
Bartlett's Test of Sphericity	df	91
	Sig.	.000

Table 4.1.8 : Communalities

	Initial	Extraction
ID1	1.000	.813
ID2	1.000	.684
ID4	1.000	.639
ID5	1.000	.666
ID7	1.000	.613
ID8	1.000	.642
ID9	1.000	.599
ID10	1.000	.821
ID11	1.000	.590
E1	1.000	.604
E2	1.000	.612
E4	1.000	.606
FB1	1.000	.768
FB2	1.000	.820

Extraction Method: Principal Component Analysis.

After deleting six questions with three times of testing, then the data are valid with the 0.884 KMO value and 0.0001 sig. value of Bartlett's test (Table 4.1.7). The data in Communalities extraction are also above 0.5 and below 1.0, which mean that they are appropriate(Table 4.1.8).

Table 4.1.9: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.230	44.503	44.503	6.230	44.503	44.503	3.950	28.215	28.215
2	1.942	13.874	58.377	1.942	13.874	58.377	3.486	24.903	53.118
3	1.304	9.316	67.693	1.304	9.316	67.693	2.040	14.575	67.693
4	.866	6.185	73.878						
5	.600	4.284	78.162						
6	.523	3.738	81.899						
7	.445	3.182	85.081						
8	.436	3.112	88.193						
9	.382	2.730	90.924						
10	.309	2.211	93.134						
11	.291	2.079	95.214						
12	.248	1.771	96.984						
13	.222	1.588	98.573						
14	.200	1.427	100.000						

Extraction Method: Principal Component Analysis.

The next finding, Table 4.1.9, gives information that there are only 3 factors that influence the students' willingness to be an entrepreneur. To find out which factors that will be used, the factors should have Initial Eigenvalue greater than 1. Those 2 factors are 67.693 percent influencing the students' willingness.

Table 4.1.10: Rotated Component Matrixª

	Component		
	1	2	3
ID10	.895		
E2	.757		
ID9	.751		
ID11	.725		
ID8	.698		
ID7	.579	.463	
ID1		.879	
ID2		.790	
ID4		.765	
ID5	.438	.682	
E1		.646	
FB2			.900

			.823
FB1			
E4	.540		.549

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 5 iterations.

Table 4.1.11: Rotated Component Matrix^a

	Component		
	1	2	3
ID10	.898		
ID9	.765		
ID11	.760		
ID8	.745		
E2	.732		
ID7	.600	.439	
ID1		.894	
ID2		.843	
ID4		.709	
E1		.686	
FB2			.920
FB1			.862

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 5 iterations.

Table 4.1.12: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.830
Bartlett's Test of Sphericity	Approx. Chi-Square	1198.369
	df	55
	Sig.	.000

Table 4.1.13: Communalities

	Initial	Extraction
ID1	1.000	.845
ID2	1.000	.760
ID4	1.000	.594
ID8	1.000	.648
ID9	1.000	.633
ID10	1.000	.824
ID11	1.000	.617
E1	1.000	.645
E2	1.000	.603
FB1	1.000	.827
FB2	1.000	.853

Extraction Method: Principal Component Analysis.

Table 4.1.14: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.758	43.255	43.255	4.758	43.255	43.255	3.301	30.012	30.012
2	1.934	17.583	60.838	1.934	17.583	60.838	2.802	25.473	55.485
3	1.157	10.521	71.359	1.157	10.521	71.359	1.746	15.874	71.359
4	.715	6.501	77.859						
5	.548	4.977	82.837						
6	.476	4.324	87.161						
7	.366	3.325	90.487						
8	.327	2.975	93.462						
9	.282	2.564	96.026						
10	.230	2.093	98.119						
11	.207	1.881	100.000						

Extraction Method: Principal Component Analysis.

Table 4.1.15: Rotated Component Matrix^a

	Component		
	1	2	3
ID10	.899		
ID9	.777		
ID11	.759		
ID8	.740		
E2	.736		
ID1		.896	
ID2		.845	
ID4		.713	
E1		.689	
FB2			.919
FB1			.867

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 5 iterations.

Table 4.1.10 is Rotated Component Matrix, which is written to determine which questions of the questionnaire belong to which factors. Since there are some questions which belong to more than one factor have to be deleted, therefore, to get the valid data, question ID5, E4, and ID7 have to be eliminated (Table 4.1.10 and 4.1.11). After deleting them, the test should be started again and the final result of factor analysis is appropriate, as ID10, ID9, ID11, ID8, and E2 belong to factor 1 (Individual Desire), ID1, ID2, ID4, and E1 belong to factor 2 (Education), FB2 and FB1 belong to factor 3 (Family Background) as it can be seen in Table 4.1.12, Table 4.1.13, Table 4.1.14, and Table 4.1.15.

Reliability Analysis

Table 4.2.1: Reliability Statistics

Cronbach's Alpha	N of Items
.867	5

Table 4.2.2: Reliability Statistics

Cronbach's Alpha	N of Items
.852	4

Table 4.2.3: Reliability Statistics

Cronbach's Alpha	N of Items
.803	2

Table 4.2.1 is the test of Cronbach's Alpha of the first factor, which is Individual Desire. According to Zaiontz (2013), the result can be defined as a factor that has a strong relationship with the students' willingness to become an entrepreneur since the Cronbach's Alpha value is 0.6 - 0.7 is acceptable reliability and 0.8 or higher is indicated as a good reliability (0.867). The following tables (Table 4.2.2 and 4.2.3) are also has a good result as factor 2 (Education) has 0.852 Cronbach's Alpha value, and factor 3 (Family Background) has 0.803 Cronbach's Alpha value.

V.   Conclusion and Recommendation

As the result of KMO, Bartlett's test and Communalities extraction, it can be seen that the valid questions are only eleven out of twenty. There are three factors which are individual desire, education, and family background that influence non-business students' willingness to become an entrepreneur. From three factors, the most influencing factor is individual desire since it has the highest Cronbach's Alpha value. From the research, the respondents who have strong individual desire also have high passion to become an entrepreneur. Based on the questions of the questionnaire regarding their individual desire, most of the respondents want to achieve something in their future. The following factor which has big influence in the non-business students' willingness to become an entrepreneur is education factor. This is because President University enrich their students with theoretical and practical knowledge about entrepreneurship.

From the previous research by Oosterbeek, et al (2010) in their journal tilted "The Impact of Entrepreneurship Education on Entrepreneurship Skills and Motivation", proved that the entrepreneurship education which is given by the education institution does not have impact to students' skill, motivation, and intention to become an entrepreneur. While the result of this research show that entrepreneurship education influencing the willingness of non-business students, although the most influencing factor is individual desire of themselves.

Based on the result, President University has done a good job in giving entrepreneurial education to non-business students. However, it can be better if President University can focus more on their entrepreneurial education by providing supportive environment and good mentoring from the lecturers. This will also increase the individual desire of non-business students to become an entrepreneurship. Therefore, although they are not business students but by having high willingness to become an entrepreneur also supported by good education and strong family background, there are high possibility to decrease the unemployment rate by becoming job field creators in the future.

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