

# THE STUDY OF ENTREPRENEURIAL CHARACTERISTICS WITH ACHIEVEMENT MOTIVATION AND ATTITUDE AS THE ANTECEDENT VARIABLES

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## ABSTRACT

The development of entrepreneurship in Indonesia currently gets full support from the government. One of the government's supports is implemented in the form of Student Entrepreneurship Program (PMW) which is implemented throughout universities and colleges with the aim to facilitate students who are interested in entrepreneurial ventures. Through Student Entrepreneurship Program, Airlangga University supplies funds for students who are competent in making business plans, by giving them funds and opportunities to carry out entrepreneurial ventures. This support is expected not only to promote entrepreneurial spirit among students but also to make the community aware of the importance of entrepreneurship. This study aims to find out the relationship between achievement motivation and attitude, attitude and entrepreneurial characteristics, and achievement motivation and entrepreneurial characteristics of the students. The method used in this research is the Partial Least Square by using path analysis. The samples taken in this study are 69 teams of students who received funding through the business competition held in Airlangga University. The instrument used in this research is questionnaire. The results obtained from this study show that there are significant relationships between achievement motivation and attitude, attitude and entrepreneurial characteristics, and achievement motivation and entrepreneurial characteristics of the students.

**Keywords:** Achievement Motivation, Attitude, Entrepreneurial Characteristics, Student Entrepreneurship Program.

## **INTRODUCTION:**

Entrepreneurship is an interesting issue for studies in Indonesia today since it has been proved that when Indonesian economy sank very low, the only surviving economy potential was entrepreneurship. In 2009 fiscal year, the government through the Directorate General of Higher Education – National Education Ministry of Indonesia, has launched Student Entrepreneurship Program to be carried out and developed by universities and colleges throughout Indonesia. The program has been taken up by all state universities and several private universities of Indonesia, which are selected by the Coordinator of private universities and colleges, with various fund allocations (Ibrahim, 2013).

Student Entrepreneurship Program is meant to equip students with entrepreneurial knowledge, skills, and spirit, based on technological advancement, in order that they may become strong and successful entrepreneurs in facing global competition. In its continuance, this program also aims to establish institutions in universities and colleges which can support the development of entrepreneurship programs. It is expected that as a result, there will be a decrease in the number of unemployed university/college graduates which tends to increase every year (Ibrahim, 2013). The students who received funds through entrepreneurship competition in Airlangga University, Surabaya, Indonesia in year 2010 amounted to 54 groups which consisted of 3–5 students from the thirteen undergraduate programs of Airlangga University. The thirteen undergraduate programs were Medical Faculty, Faculty of Dentistry, Veterinary Faculty, Pharmaceutical Faculty, Faculty of Community Health, Faculty of Science and Technology, Faculty of Economy and Business, Faculty of Law, Faculty of Social Science and Politics, Faculty of Psychology, Faculty of Cultural Science, Faculty of Nursing, Faculty of Fishery and Oceanography.

Airlangga University accepts around 6500–7000 new students every year. The number of students accepted in year 2010 was 6500. The percentage of students who participated in Student Entrepreneurship Program was 0.045% of the total new students. This meant that less than 1% of students who were interested in Student Entrepreneurship Program. The Directorate General of Higher Education states that the success of Student Entrepreneurship Program can be seen from at least three indicators, namely (a) the number of students who succeed in entrepreneurial ventures (as entrepreneurs); (b) the formation of entrepreneurial education model in universities and colleges; and (c) the establishment of a strong and self supporting institution of entrepreneurial education which coordinates activities relating to entrepreneurship in a university/college.

One indicator of the success of Student Entrepreneurship Program determined by the Directorate General of Higher Education is the number of students who succeed in entrepreneurial ventures (Direktorat Pembelajaran dan Kemahasiswaan, 2013). If we see the number of students who are interested in Student Entrepreneurship Program, it is certain that this program needs to be encouraged. The number of students who are interested in Student Entrepreneurship Program in Airlangga University is very small, less than 1% of the total number of new students. Thus, Student Entrepreneurship Program in Airlangga University is not yet successful. Based on that situation, this study wants to observe the relationship of student's achievement motivation and student's attitude and entrepreneurial characteristics.

## **MATERIALS AND METHODS:**

### **RELATIONSHIP BETWEEN MOTIVATION AND ATTITUDE:**

Entrepreneurs who have high achievement motivation will also have attitude and behavior which support their aims. The behavior which is formed by motivation will influence an entrepreneur in carrying out his/her venture. According to McClelland *et al.* (in Tamizharasi and Panchanatham, 2010): "...through that work for the past, several deeds provided adequate evidence to suggest that n-Ach may be one of the sources of entrepreneurial motivation. Their studies showed that n-Ach scores were positively significantly related to entrepreneurial behavior in young men and n-Ach could be used to predict entrepreneurial behavior among businessmen." This explanation shows a positive relationship between achievement motivation and entrepreneurial behavior, and the behavior resulted from the achievement motivation will influence an entrepreneur in carrying out his/her venture. An entrepreneur

who has a motivation which urges him/her to achieve success will have a behavior which supports the need for achievement and success, which will result in a positive attitude towards the object or activity which has been planned. Hence, the researchers hypothesize:

*H<sub>1</sub>*: There is a significant influence of achievement motivation on entrepreneurial attitude of the entrepreneurial students of Airlangga University.

Several theories of motivation have been studied by researchers, including the general concept of motivation, namely the theory of motivation according to needs which is known as the Maslow theory (Robbins and Judge, 2010), which proposes that a person's motivation develops according to the level of needs that has been satisfied. Later, this theory is followed by the theory of work motivation and achievement motivation. Work motivation theories include the motivation theory of Aldefer namely ERG, the two factors theory of Herzberg, the Need Urge theory of Murray, and the Expectation theory of Victor Vroom. Basically, each theory presents the emergence of motivation in a person in relation to his/her work.

Then, the motivation theory developed by David McClelland which is known as Achievement Motivation theory. McClelland (in Robbins and Judge, 2010) states that "a force in human mental to do an activity better, more quickly, more effectively, and more efficiently than the previous activity." He adds that "certain individuals have strong motivation to success." They strive harder to attain personal achievement rather than to obtain reward. They choose to do something better or more efficiently than in previous times. This urge is a need for achievement. This statement explains that an individual with a high performance distinguishes himself/herself from other individuals according to his/her desire to do things well, such as in situations which require responsibility. The desire towards achievement becomes an urge which motivates a person. This need theory tries to explain and predict a person's performance behavior based on the need for achievement, power, and affiliation (Lussier and Achua, 2004).

There are several characteristics of an individual who has achievement motivation as given by Gellerman (1984) namely:

1. The work performance he/she achieves comes from his/her own efforts, not because of luck.
2. Enjoys work which gives accurate and definite feedbacks.
3. His/her work satisfaction is determined by the work he/she does.
4. Prefers skilled work partners rather than good work partners who do not have skills.
5. Get the job done completely with maximum result.
6. An individual with high achievement motivation tends to be stronger under social stress than an individual with a low achievement motivation.
7. Has a good memory of the tasks that are not yet finished.
8. When faced with complex tasks, an individual with high achievement motivation will do the tasks well.

This study uses the motivation theory developed by McClelland (Lussier and Achua, 2004) which states that there are three types of motivation (achievement, affiliation, power) which are used as measurement indicator for students who received fund from Student Entrepreneurship Program of Airlangga University in year 2010, namely:

1. Need for achievement: The urge to excel, to reach the standards, to work hard to succeed (Robbins and Judge, 2010). Individuals with a great need for achievement (n-Ach) try to excel and therefore tend to avoid situations with low risks and situations with very high risks. N-Ach individuals need periodic feedbacks to monitor the progress of their achievement. It is better for them to work alone or with other individuals having high n-Ach.
2. Need for Affiliation: The desire to establish a friendly and warm interpersonal relationship (Robbins and Judge, 2010). Individuals with a great need for affiliation (n-Aff) require a harmonious relationship with other people and need to feel accepted by other people. They work in obedience to the norms of their work group, strive for friendship, prefer cooperative situations, and expect a relationship which involves great mutual understanding.

This study employs Need for Achievement and Need for Affiliation components as indicators of motivation measurement because the object of this study is in the form of group namely the students who receive fund from Student Entrepreneurship Program. However, we do not use the Need for Power component since it does not suit the condition in the field and the studied object which is the students who receive fund from Student Entrepreneurship Program and who do not require nor have the Need for Power (n-Pow).

### **THE RELATIONSHIP BETWEEN ATTITUDE AND ENTREPRENEURIAL CHARACTERISTICS:**

The attitude of an entrepreneur has a significant relationship with entrepreneurial characteristics. This fact is found by previous studies (Stuart and Abetti, 1990; Izquierdo and Buelens, 2008). A person's innovative attitude influences his/her success in entrepreneurial venture. Entrepreneurial success is reflected by a person who has entrepreneurial characteristics, namely being innovative. Entrepreneurs who wish to achieve success in their business must have entrepreneurial characteristics which include: being honest, being innovative, being creative, having a vision towards the future, persevering, working seriously, having good planning, having good reputation.

A person's attitude is influenced by and also influences his/her daily behavior, influences the perspective he/she chooses concerning an object, consciously or unconsciously. As stated by Robbins and Judge (2010), "an attitude is an evaluative statement, whether pleasing or displeasing, about an object or an individual or an event." According to Azjen (Sobur, 2009), "an attitude is disposition to respond favorably or unfavorably to an object, person, institution or event". Similarly is the view of Greenwald and Mahzarin (1995) who propose, "Attitudes are favorable or unfavorable dispositions toward social objects, such as people, places, and policies."

To achieve success, an entrepreneur must also have an attitude which supports his/her efforts to succeed. Attitude is never separate from behavior. In order to achieve success, an entrepreneur must have good attitude and behavior, which are usually oriented to positive advancement. It has been stressed that the study of attitudes is helpful in explaining the entrepreneurship phenomenon (Drucker, 1986; Olson and Bosserman, 1984; Phan, Wong, and Wang, 2002; Izquierdo and Buelens, 2008). Garavan and O'Conneide (in Izquierdo and Buelens, 2008) add that because attitudes are relevant in influencing innovative and entrepreneurial behavior.

The study of Izquierdo and Buelens (2008) draws the following conclusion that On the one hand, the study confirms that attitudes toward entrepreneurial acts positively affect intentions to new venture creation, thus contributing to the theory of planned behavior ... According to these results, attitudes toward entrepreneurial acts positively affect intentions regardless of how this influence is exerted. By having entrepreneurial attitude, an entrepreneur will be more focused in carrying out his/her planned venture, thus he/she will behave and perform more maximally to achieve success. Given those views the researchers hypothesize:

**H<sub>2</sub>:** There is a significant influence of attitude on entrepreneurial characteristics of the entrepreneurial students of Airlangga University.

This study applies the propositions of Timmons and McClelland, Thomas F. Zimmerer (in Suryana, 2006), as indicators of attitude and behavior measurement of successful entrepreneurs, but not all the characteristics in the propositions are used. The characteristics of the attitude of successful student entrepreneurs who receive fund from Student Entrepreneurship Program are as follows:

1. Commitment and determination: having the commitment and the strong resolution to give all attention to the venture.
2. Desire for responsibility: having a feeling of responsibility in controlling the resources used in the venture and also feels responsible for the success of the venture.
3. Opportunity obsession: ambitious to find opportunities.
4. Tolerance for risk, ambiguity, and uncertainty: can stand risks and uncertainties.
5. Self confidence: confident, optimistic, and have a strong conviction of success.
6. Creativity and flexibility: able to respond to quick changes, and flexible by applying great creativity.
7. Desire for immediate feedback: always need immediate feedback.

8. High level of energy: Like to work hard and have a high striving power.
9. Motivation to excel: have the urge to always perform excellently.
10. Orientation to the future: is oriented to the future by expecting and looking at a better future.
11. Willingness to learn from failure: always learn from failure, is never afraid of failure and focus his/her capabilities towards success.
12. Leadership ability: the ability to lead, using his/her influence and applying mediator and negotiator strategies rather than dictatorial strategy.

### THE RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ENTREPRENEURIAL CHARACTERISTICS:

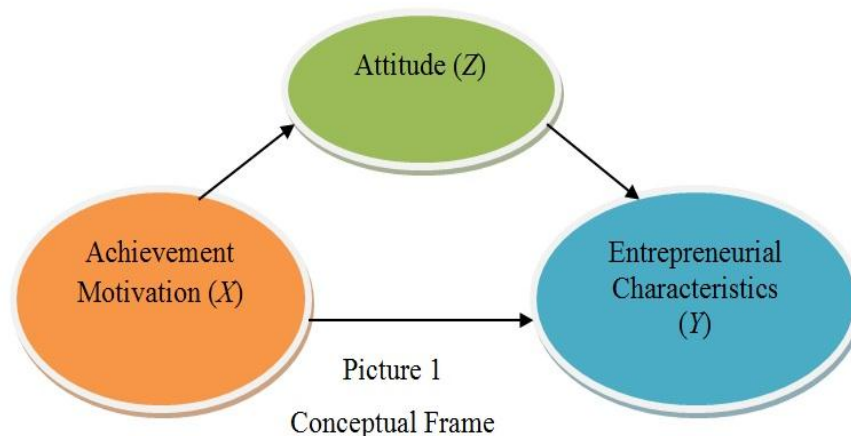
An entrepreneur always has a goal which he/she wants to reach. To reach the goal, an entrepreneur has a high motivation as an urge inside himself/herself to achieve success. There are many theories about the motivation which urges an entrepreneur to achieve success. The most famous theory is the theory of McClelland who proposes that “a high need for achievement is a personal characteristic of an entrepreneur”. McClelland’s proposition is confirmed by Tamizharasi and Panchanatham (2010) who states, “Through that work for the past, several deeds provided adequate evidence to suggest that n-Ach may be one of the sources of entrepreneurial motivation.” By having a high motivation for achievement, an entrepreneur will always have the desire to excel, to work better than other people to achieve success. In the study of Sarri and Trihopoulou (2005) found the relationship between motivation and personal entrepreneurial characteristics of woman entrepreneurs in the start-up phase in Greece. Woman entrepreneurs are motivated by pull factor which refers to economical issues and self fulfilment, which includes the need for creativity, autonomy, and self support, and the need to be innovative in entrepreneurial activities. The object of the study were 120 woman entrepreneurs in Greece who were selected at random.

This study uses the entrepreneurial measurement indicator which refers to the proposition of Hadzima, a lecturer at MIT Sloan School of Management (2005) with several modifications to adjust it to the condition of the entrepreneurial students of Airlangga University of year 2010. Hadzima measures the characteristics of effective entrepreneurs by employing seven indicators namely ability to deal with risk, result oriented, energy, growth potential, task player, multitasking ability and improvement oriented. Therefore, the researchers hypothesize:

**H<sub>3</sub>:** There is a significant influence of motivation on entrepreneurial achievement of the entrepreneurial students of Airlangga University.

### CONCEPTUAL FRAME:

Following is the conceptual frame of the study:



The analysis model describes achievement motivation ( $X$ ) as exogen variable, attitude ( $Z$ ) and entrepreneurial characteristics ( $Y$ ) as endogen variables.  $X$  influences  $Z$  and  $Y$ , while  $Z$  influences  $Y$ .

**RESEARCH METHOD:**

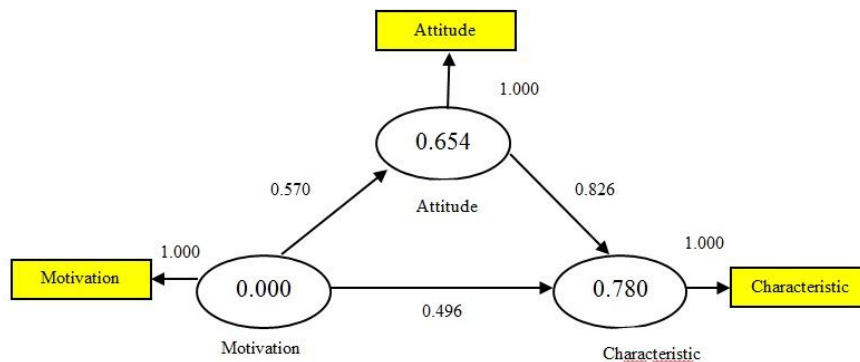
The study uses quantitative approach and has the characteristic of a case study. The population of the study amounts to 54 groups of entrepreneurial students from Student Entrepreneurship Program of Airlangga University in year 2010 who can be contacted. The sampling method used in the study is sensus. The analysis tool of the study is PLS.

The answers to the questionnaires are obtained through telephone interviews. The variables of the study are exogen and endogen. The measurement of achievement motivation ( $X$ ) refers to McClelland (Lussier and Achua, 2004) which is modified by only using the Need for Achievement and the Need for Affiliation components. The measurement of attitude variable ( $Y$ ) uses the modified instrument of Suryana (2006). The instrument used for measuring entrepreneurial characteristics refers to modified instrument of Hadzima (2005). The measurement of achievement motivation, attitude, and entrepreneurial characteristics variables are based on respondents' answers to questions of the questionnaire, and defined by using the Likert scale, as follows:

- 1 = very disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = very agree

**RESULTS:**

The results of validity and reliability tests prove that the instruments used in this study are valid and reliable. The validity of the measurement tools is known from the measurement result of product moment correlation from Pearson, where the  $r$  value of the achievement motivation, attitude, and entrepreneurial characteristics indicators of the students from Student Entrepreneurship Program is bigger than 0.3 (Solimun, 2000). Then we carry out reliability test on the instruments of the study in order to find out the consistency of the instrument when measurement is performed more than one time, or when the measurement tools are used for similar phenomenon concerning achievement motivation, attitude, and entrepreneurial characteristics variables. In this study, the reliability test uses the techniques for measuring the reliability of internal consistency by calculating the cronbach alpha ( $\alpha$ ). The reliability test is carried out by comparing to the alpha of 0.6. A measurement item is reliable when its alpha coefficient is bigger than 0.6 (Malhotra, 2003).



Picture 2

**Path Diagram**

PLS test is an analysis method which is not based on many assumptions; the data need not be normally distributed; with nominal category scale, ordinal, interval, to ratio. PLS can be used to confirm theories and to explain whether there is a relationship between latent variables or not. The following is the result of the analysis test model by using PLS for achievement motivation, attitude, and entrepreneurial characteristics variables.

**Table 1: Estimation of Coefficient Value between Variables**

Relationship between Variables	Original Sample Estimate
Achievement Motivation → Attitude	0.570
Attitude → Entrepreneurial Characteristics	0.726
Achievement Motivation → Entrepreneurial Characteristics	0.496

Based on Table 1 we can make the following interpretations:

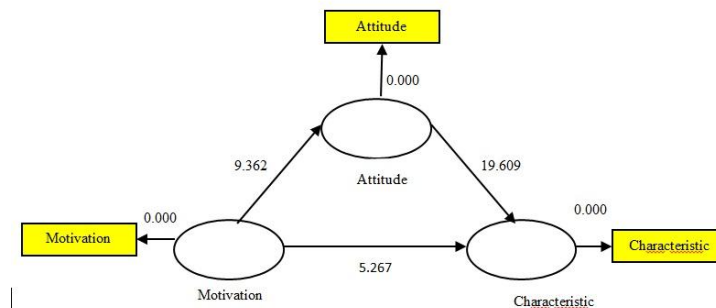
1. The estimated coefficient of achievement motivation to attitude is 0.570. This coefficient is positive which means that when the achievement motivation of entrepreneurial students raises, their attitude towards entrepreneurial activities will also improve. On the other hand, when the achievement motivation is low, their attitude will also be less positive.
2. The estimated coefficient of entrepreneurial attitude to entrepreneurial characteristics is 0.726. This coefficient is also positive, which means that when entrepreneurial attitude improves, entrepreneurial characteristics will also improve, or the other way round.
3. The estimated coefficient of entrepreneurial motivation to entrepreneurial achievement is 0.496. This coefficient is positive which means that when achievement motivation is higher, the entrepreneurial characteristics will also improve, or the other way round.

**Table 2: R Value – Square Model**

Variable	R-Square
Achievement Motivation	0.000
Attitude	0.654
Entrepreneurial Characteristics	0.695

Based on the *R-square* value in Table 2, the model shows the influence between variables. Attitude variable is influenced by achievement motivation variable, which is represented by the value of 0.654. This means that attitude variable is influenced by achievement motivation variable as high as 65.4%. The *R-square* value for entrepreneurial characteristics is 0.695, which means that entrepreneurial characteristics is influenced by attitude and achievement motivation as high as 69.5%.

The hypothesis test is performed by using *t* test. The statistical *t* is significant when it is bigger than 1.96. Table 3 shows that all the hypotheses of this study is confirmed.



Picture 3

t Test

**Table 3: Influence between Variables Test**

Relationship between Variables	calculated <i>t</i>
Achievement Motivation → Attitude	9.362
Attitude → Entrepreneurial Characteristics	19.609
Achievement Motivation → Entrepreneurial Characteristics	5.267

**DISCUSSION:**

**THE INFLUENCE OF ACHIEVEMENT MOTIVATION ON ATTITUDE:**

Achievement motivation has a significant influence on the attitude of entrepreneurial students with a calculated *t* of 9.362 > 1.96, which corresponds with the *R-square* determination coefficient of 0.654 in Table 3. This means that 65.4% entrepreneurial attitude is influenced by achievement motivation while the other percentage is influenced by other variables outside the model in this study. This influence of achievement motivation on the attitude of entrepreneurial students agrees with the theory of McClelland *et al.* in Tamizharasi and Panchanatham (2010) which states that "Their studies showed that n-ach scores were positively significantly related to entrepreneurial behavior in young men and n-Ach could be used to predict entrepreneurial behavior among businessmen." Behavior is the act of an attitude. When an entrepreneur has a high motivation, he/she will have a consistent attitude which accords with the urge which pushes him/her to achieve the desired result. The positive regression coefficient of motivation variable on attitude shows a one-way relationship, which means that when an entrepreneurial student is highly motivated, he/she will have positive behavior and attitude towards entrepreneurial activities which will support his/her success in entrepreneurial venture.

**THE INFLUENCE OF ENTREPRENEURIAL ATTITUDE ON ENTREPRENEURIAL CHARACTERISTICS:**

Entrepreneurial attitude has a significant influence on entrepreneurial characteristics with a calculated *t* of 19.609 > 1.96. This influence of attitude on entrepreneurial achievement agrees with the theory of Drucker (in Izquierdo and Buelens (2008), which proposes that "it has been stressed that the study of attitudes is helpful in explaining the entrepreneurship phenomenon." While Garavan & O’Cinneide (in Izquierdo and Buelens (2008) add that "because attitudes are relevant in influencing innovative and entrepreneurial behavior." The regression coefficient of attitude variable on entrepreneurial characteristics variable is positive which indicates a one-way relationship. This means that when entrepreneurial students have good attitude towards entrepreneurship, their entrepreneurial characteristics will improve. This finding is confirmed by the description of respondents’ answers to the questionnaire, in which the boldness to take risk in uncertain situations indicator shows the highest point, with an average of 4.43. This means that in carrying out their entrepreneurial venture, the students are capable to estimate their resources for meeting the situations and needs of the market, so that they have the boldness to take a risk. The students’ consistent efforts in entrepreneurial venture build their self-confidence to take risk by creatively finding new opportunities.

**THE INFLUENCE OF ACHIEVEMENT MOTIVATION ON ENTREPRENEURIAL CHARACTERISTICS:**

Results of the study show that there is a significant influence of the students’ achievement motivation on their entrepreneurial achievement with a calculated *t* of 5.267 > 1.96. This corresponds with the *R-square* determination coefficient of 0.695 in Table 2, which means that 69.5% entrepreneurial characteristics is influenced by achievement motivation and attitude towards entrepreneurship, while the other 30.5 % is influenced by other variables outside the model in this study. This influence of motivation on entrepreneurial achievement agrees with the theory of McClelland (in Sarri and Trihopoulou, 2005) which proposes that "a high need for achievement is the personal characteristic of an entrepreneur." This proposition is confirmed by McClelland *et al.* in Tamizharasi and Panchanatham



(2010) who state, “Through that work for the past, several deeds provided adequate evidence to suggest that n-Ach may be one of the sources of entrepreneurial motivation.” The positive regression coefficient of motivation variable on entrepreneurial characteristics shows a one-way relationship. This means that when an entrepreneurial student has a high achievement motivation, his/her entrepreneurial characteristics will improve.

### **THE RELEVANCE OF THE STUDY RESULTS TO THE DEVELOPMENT OF ENTREPRENEURIAL LEARNING DESIGN**

The learning design should be adjusted to the findings of this study which proves that entrepreneurial characteristics which is estimated by the following indicators, namely ability to deal with risk, result oriented, energy, growth potential, task player, multitasking ability and improvement oriented, is influenced by entrepreneurial attitude which is estimated by the following indicators: Desire for Responsibility, Commitment and Determination, Opportunity Obsession, Tolerance for Risk, Ambiguity, and Uncertainty, Self-Confidence, Creativity and Flexibility, Desire for Immediate Feedback, High Level of Energy, Motivation to Excel, Orientation to the Future, Willingness to Learn from Failure, and Leadership Ability. Future entrepreneurial learning design should be aimed at building entrepreneurial characteristics through shaping entrepreneurial attitude, which is presented in the curriculum.

### **CONCLUSION AND SUGGESTION:**

The entrepreneurial students’ achievement motivation has a significant influence on their attitude. This finding agrees with the findings of Izquierdo and Buelens (2008) and Robbins and Judge (2010) which explain intention as a component of motivation besides direction and persistence which influence the students’ attitude in entrepreneurial venture. The students’ achievement motivation and affiliation motivation build their entrepreneurial attitude, which cause them to be committed to their entrepreneurial venture and to give more attention to the venture.

The entrepreneurial students’ attitude has a significant influence on their entrepreneurial characteristics. This finding confirms that students who are committed to their entrepreneurial venture and give more attention to the venture, feel responsible for the management of their venture, try to find new opportunities, can stand the risk of uncertainties, who are self confident, creative and flexible, who always need immediate feedback, like to work hard and have high striving power, have the urge to excel, are future oriented, are willing to accept failure and have leadership ability, will establish entrepreneurial characteristics which have the ability to deal with risk, are result oriented, are energetic, have growth potential, act as task player, have multitasking ability and are improvement oriented.

The achievement motivation has a significant influence on entrepreneurial characteristics. The students’ achievement motivation and affiliation motivation promote their entrepreneurial characteristics, which cause them to have multitasking ability and to be oriented to improvement and advancement.

Based on the results of the study, we would like to suggest to the university that the success of Student Entrepreneurship Program can be achieved by building students’ entrepreneurial characteristics through shaping students’ entrepreneurial attitude which is presented in the entrepreneurial learning design curriculum. When students have entrepreneurial attitude, their entrepreneurial characteristics will be built. The students can be given soft skills which cause them to have commitment, self confidence, creativity, and flexibility.

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