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# **Autonomy and entrepreneurial intention among college students**

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## **Abstract**

This study aimed to determine the relationship between independence and entrepreneurial intention in students via the data collection approach or method in the form of a survey. The variables studied were entrepreneurial intentions and independence. As a result, the independent variable had a relationship classified as weak with entrepreneurial intention variables. In conclusion, there was no significant relationship between independence and entrepreneurial intentions in which independence was more influential and had a strong relationship with individual characteristics, such as self-efficacy, need for achievement, and need of independence—which were considered as identical traits of entrepreneurs.

**Keywords:** Entrepreneurial intention, Autonomy, College students.

## **Autonomía e intención emprendedora entre estudiantes universitarios**

### **Resumen**

Este estudio tuvo como objetivo determinar la relación entre la independencia y la intención empresarial en los estudiantes a través del enfoque o método de recolección de datos en forma de encuesta. Las

variables estudiadas fueron intenciones empresariales e independencia. Como resultado, la variable independiente tuvo una relación clasificada como débil con las variables de intención empresarial. En conclusión, no hubo una relación significativa entre la independencia y las intenciones empresariales en las que la independencia era más influyente y tenía una fuerte relación con las características individuales, como la autoeficacia, la necesidad de logro y la necesidad de independencia, que se consideraban rasgos idénticos de empresarios.

**Palabras clave:** Intención emprendedora, Autonomía, Estudiantes universitarios.

## 1. INTRODUCTION

The development of entrepreneurship is a solution to increasing unemployment (AWOGBENLE & IWUAMADI, 2010). Entrepreneurship is an important element in economic dynamics and is considered a driver of economic growth and the creation of jobs, especially for new graduates and adolescents that start to be independent of their parents. However, preparation is also needed, so students have the spirit and encouragement to enter the entrepreneurship world. Universities or colleges can instill an understanding of risks and the benefits of building or owning their own business, as well as the causes of failure for students and graduates.

In the United States, one-third of new entrepreneurs are those aged 30 years and under (KURATKO 2005). However, it turns out that not all students, it viewed from the age factor are still included in the group, want to choose entrepreneurship as a career. The number of students who want to start a business after they graduate from college

is still limited. Education or a program on entrepreneurship can provide opportunities for students to acquire the knowledge and skills needed to start a new business, the unemployment rate in developing countries that have similar programs increases and only a small proportion of university graduates become entrepreneurs after graduated. This is the same as the data in developing countries, especially Indonesia, which was reported by the Ministry of Youth and Sports of the Republic of Indonesia (Kemendikpora) that student entrepreneurial interest in Indonesia generally is still very low, which is only about 1.2% or 10 million people out of the total 240 million residents.

Efforts to develop an interest in entrepreneurship through coaching programs, it may not necessarily be achieved if it is not based on the desire or intention for entrepreneurship or entrepreneurial intentions. Ajzen, in the theory of planned behavior, suggests a definition of intention as a dimension area of a person's probability in displaying an action (AJZEN 2005). Ajzen also states that intention and behavior are a function that consists of three basic determinants, i.e. a person's personality, how he reflects social influences, and how he faces problems related to control. The entrepreneurial intention has proven to be a major predictor in predicting entrepreneurial behavior (KHUONG & AN, 2016; KRUEGER, REILLY & CARSRUD, 2000). Entrepreneurial intention usually involves determination, ambition, economic factors, and the desire to be independent.

Entrepreneurial intention is closely related to independence.

Independence is the main skill that needs to be taught at the college level before teaching entrepreneurial intentions to someone. Previous studies have shown a significant relationship between one's independence and entrepreneurial intentions, which means that the higher the level of independence of a person, the higher the possibility for entrepreneurship. Independence also shows a positive and significant relationship with entrepreneurial intentions for students. Specifically, he stated that the dimensions of behavioral autonomy are in accordance with the dimensions of entrepreneurial intention, namely perceived feasibility, in which a person who has achieved behavioral independence will also see himself able to gather resources to build a new business.

Contrary to the results of the research mentioned above, Barbuto states that the low level of independence can lead to entrepreneurial behavior compared to those who have a higher degree of independence. Mangundjaya from the results of his research on students in Indonesia, also stated that although students showed independence, there was no significant correlation between independence and their entrepreneurial intentions. Based on previous literature studies, this study intended to find out and confirm the relationship between independence and entrepreneurial intentions for students in Indonesia, especially at Universitas Airlangga, Surabaya, Indonesia recalling as many as approximately 120 graduates of Universitas Airlangga who underwent professions as entrepreneurs. 58.3% of them answered that they had never attended an entrepreneurship training event held by a faculty or university. More

than half of the respondents also stated that they gained entrepreneurial experience by self-study or self-taught.

## **2. THEORETICAL FRAMEWORK**

The intention is a unanimous determination that someone has to do or produce something in the future. According to Bandura, the intention is a vital part of individual self-regulation that is motivated by a person's motivation to act. Entrepreneurship itself is the process of initiating a business, organizing the resources needed, and estimating the risks also benefits associated with the business (ASTUTI & MARTDIANTY, 2012).

Based on the theory of planned behavior by AJZEN (2005), build a model of entrepreneurial intention (LIÑÁN, BATTISTELLI & MORIANO, 2008). The use of planned behavior theory as the basis for LIÑÁN ET AL. (2008) was motivated by a person's decision to behave in a social context. Entrepreneurial intentions have long been regarded as a key element for understanding how the process of forming a new company. The decision to make a new business is not just about understanding how and feeling capable of doing it, but several other important elements must also be considered. There are three dimensions of entrepreneurial intention, i.e. attitude towards behavior, perceived social norms and perceived behavioral control. Previous research on entrepreneurial intentions has often been linked

to three factors, which are personality, contextual or environmental factors, and demographic factors.

Independence is a person's ability to think, feel, and make personal decisions based on oneself rather than following what others believe. This stage starts when a person reaches adolescence. Steinberg calls independence as autonomy or a self-governing person. Steinberg also distinguishes autonomy from the concept of independence. Both meanings are the same in Indonesian and are often used interchangeably, but studies of adolescence, independence, in general, is more directed at the capacity of individuals to act alone. Independence development is part of becoming autonomous in adolescence, but autonomy means more than just behaving independently. Autonomy also means thinking, feeling, and making one's own moral decisions, rather than following what others believe. Steinberg then divided the dimensions of independence into three, i.e. emotional autonomy, behavioral autonomy, and value autonomy. The independence possessed by a person is not only inherited from birth but also results from the interaction between individuals and their environment. Some factors, according to Steinberg, can affect a person's personality development, such as genes, the education system in schools, life systems in society and parenting patterns (KRUEGER, REILLY & CARSRUD, 2000).

### **3. METHODOLOGY**

This was a quantitative study. This study used a data collection approach or method in the form of a survey. However, based on its objectives, this research was included in explanatory descriptive

research. This study wanted to give an idea of the independence and entrepreneurial intentions of Universitas Airlangga students. However, this study focused more on the relationship between the two variables. The sampling technique used in this study was an accidental sampling technique for active students of Universitas Airlangga aged between 18-23 years, and 102 respondents were obtained.

**Independence scale:** The independence variable is measured by the scale of adaptation of independence by Putra which is in line with Steinberg's theory (LEE, 1996). The independence scale is used to examine the relationship between independence and entrepreneurial intention in the student population of Universitas Brawijaya. This scale reliability is calculated using Cronbach's Alpha technique with a result of 0.863. This measuring instrument consists of 15 items using the response range from 1 to 4, providing that value 1 represents very inappropriate and the value 4 represents very appropriately.

**Entrepreneurial scale intentions:** Entrepreneurial intention variable is measured using Vinasthika's measuring instrument which is used in a population of college graduates in Surabaya, Indonesia who have not worked (MAHAJAN, 2017). This measuring instrument consists of 20 items using the response ranged from 1 to 6, providing that value 1 represents very inappropriate and the value 6 represents very appropriately. The scale reliability showed a value of 0.931. The measure was adapted by Vinasthika from Entrepreneurial Intention Questionnaire (EIQ) 3.1 by LIÑÁN ET AL. (2008). which they developed based on Ajzen's Theory of Planned Behavior (AJZEN 1991). Entrepreneurial Intention Questionnaire (EIQ) is a questionnaire made by LIÑÁN ET AL.

(2008) to test how valid and reliable the items based on the three dimensions of the Theory of Planned Behavior in predicting one's intentions for entrepreneurship. From 20 items derived from four dimensions (personal attraction, subjective norms, perceived behavioral control, and entrepreneurial intention), this study only used 14 items of those made by LIÑÁN ET AL. (2008) based on the three dimensions in the Theory of Planned Behavior.

Data collection was carried out for three days, on December 15-17, 2017. The authors distributed an online questionnaire in the form of Google Form to students known in several faculties and asked them to help to spread the questionnaire link to other Universitas Airlangga students who were still in the subject criteria of this study. The data analysis technique used in this study was correlational analysis to test the research hypothesis. Parametric statistical techniques could not be used to analyze data in this study because of accidental sampling techniques, which were one type of non-probability sampling (non-random). Whereas, one of the requirements for analyzing data with parametric statistics is that the sampling technique must be random or have a probability. Thus, this study used nonparametric statistical techniques to analyze data by looking at the correlation coefficient and significance of Spearman rho obtained with the help of Microsoft Office Excel and SPSS Statistics software version 21 for Windows.

#### **4. RESULTS**

The following is the frequency table of the subjects in this study

based on gender, age, faculty, area of origin, parents' occupation, and work experience.

Table 1: Demographic characteristics of respondents

Gender	Total subjects	Percentage (%)
Male	27	26.5
Female	75	73.5
Total	102	100
Parents' occupation	Total subjects	Percentage (%)
Employees/civil servants/ Indonesian National Armed Forces/retired	77	75.5
Entrepreneurship	25	24.5
Total	102	100
Work experience	Total subjects	Percentage (%)
Worked	37	36.3
Not yet	65	63.7
Total	102	100
Place of Origin	Jumlah subjek	Prosentase (%)
Sulawesi	1	1
Sumatra	2	2
Java	91	89.2
Borneo	3	2.9
Bali/NTT/NTB	1	1
Etc	4	3.9
Total	102	100
Faculty	Total subjects	Percentage (%)
Medicine	3	2.9
Law	2	2
Economics and business	14	13.7
Pharmacy	5	4.9
Social and political science	11	10.8
Science and technology	12	11.8
Public health	10	9.8
Psychology	27	26.5

Humanities	2	2
Fisheries and marine affairs	2	2
Vocational	14	13.7
Total	102	100
Age	Total subjects	Percentage (%)
18	3	4.9
19	15	14.7
20	26	25.5
21	38	37.3
22	12	11.8
23	6	5.9
Total	102	100

Table 1 shows that out of a total of 102 subjects involved in this study, 27 respondents or 26.5% were male and 75 were female or 73.5%. Regarding gender, more female subjects participated in this study than males. Furthermore, out of 102 active students of Universitas Airlangga who participated in this study, 5 respondents were 18 years, 15 were 19 years, 26 were 20 years, 38 were 21 years, 12 were 22 years, and 6 were 23 years.

Table 1 also shows that of the fourteen faculties in Universitas Airlangga, there were only eleven faculties whose students participated in this study. Most were students from the Faculty of Psychology (26.5%), Faculty of Economics and Business and Vocational Education (13.7% each), Faculty of Science and Technology (11.8%), Faculty of Social and Political Sciences (10, 8%), and the Faculty of Public Health (9.8%). The total was 91 students. The rest were from the Faculty of Medicine, Law, Pharmacy, Cultural Sciences, and

Fisheries and Marine Affairs. The total was 11 students (13.8%). Most of the students of Universitas Airlangga who were involved in this study came from Java, which amounted to 89.2%. A total of 6.9% came from Sulawesi, Sumatra, Kalimantan, and Bali/NTT/NTB. The remaining 3.9% took other choices when filling in the area of origin in the questionnaire.

There were 75.5% of subjects who have parents with occupations of employees/civil servants/Indonesian National Armed Forces/retired employment background and only 24.5% having parents with an employment background in the form of entrepreneurship. Students who had worked experience were as many as 37 (36.3%) and those who had never worked/did not have work experience were as many as 65 subjects or 63.7% of the total 102 research respondents. Normative references to the scale of independence and entrepreneurial intentions use ordinal categorization (levels). There are three categorizations namely low, medium, and high in the two scales used in this study.

Table 2: Norms or Categorization of the Scale of Independence and Entrepreneurship Intention

Categorization	Reference or norm of independence	Total subjects	%
Low	$x < (45.017)$	14	13.73
Moderate	$(45.017) \leq x < (58,883)$	71	69.61
High	$(58.883) \leq x$	17	16.66
Total		102	100
Categorization	Reference or norm of entrepreneurial intention	Total subjects	%
Low	$x < (42.992)$	14	13.73

Moderate	$(42.992) \leq x < (58.668)$	71	69.61
High	$(58.668) \leq x$	17	16.66
Total		102	100

Table 2 shows that the majority of the research subjects are classified as having moderate independence as many as 71 subjects (69.61%). The rest were included in the category of low-level independence of 14 subjects (13.73%) and a high-level of 17 subjects (16.66%). The majority of Universitas Airlangga students have entrepreneurial intention scores which were included in the moderate category as many as 71 subjects (69.61%). The rest were in the low category with a total of 14 subjects (13.73%) and a high category with 17 subjects (16.67%).

Descriptive statistical analysis can provide information about the value of the minimum, maximum, range of values, averages, and standard deviations for each variable. Besides, this analysis can also see the distribution of values through data on skewness and kurtosis. The following are the results of a descriptive analysis of the independent variable in this study:

Table 3: Results of Descriptive Statistics Analysis Scale of Independence and Entrepreneurship Intention

	Min value	Max value	Mean	Median	SD	Skewness value	Kurtosis value
Independence score	31	70	51.95	52.00	6.933	-0.200	0.630
Entrepreneurship intention score	23	65	50.83	52.00	7.838	-0.906	1.422

The results of the descriptive analysis in Table 3 show that from 102 samples of active students at Universitas Airlangga, the average value of independence was 51.95 and the standard deviation was 6.933. Whereas, the average value of entrepreneurial intention was 50.83 with a standard deviation of 7.838. This can be seen from the minimum value obtained by the subject on entrepreneurial intention variables, 23 and the maximum value was 65, so it had a range of 42. The independence variable had a skewness value of -0.200 and a kurtosis of 0.630. The entrepreneurial intention variable had skewness of -0.906 and kurtosis of 1.422. This negative skewness value indicated that the data distribution of the two variables was on the right side of the curve.

The two values were close to zero. Thus, the data distribution can be said to be quite good. Whereas, the positive kurtosis values of the two variables indicated that the curves tended to form sharp peaks, meaning the distribution of scores gathered in the middle. The method used in this study was a non-parametric statistical method. This method was used because the test assumptions were not fulfilled and the sampling technique in the form of accidental or convenience was non-random, so analysis of data used concerned with the correlation coefficient at Spearman's rho.

Table 4: Correlation Test Results and Significance of Entrepreneurship and Independence Intention

Correlation	Correlation coefficient	Significance
Entrepreneurship intention* independence	0.135	0.176

The results of the nonparametric statistical analysis obtained indicated that the independent variable had a relationship classified as weak with entrepreneurial intention variables. The correlation coefficient value was 0.135. The significance value of 0.176 indicated that the two variables did not have a significant relationship because the significance value was above the 0.05 level.

## **5. CONCLUSION**

The results of the study showed that there was no significant relationship between independence and entrepreneurial intention in students. The absence of a relationship between the two variables indicated that independence may have more relevance and influence on a person's personality characteristics, such as self-reliance, self-efficacy, need for achievement, and need for autonomy or need for independence that have often been proven through previous studies. It is expected that further research will add other criteria, such as purposive sampling techniques and other psychological concepts or factors that influence one's independence to find out how much they contribute to the relationship between independence and student entrepreneurial intentions. Also, we have to be careful when deciding to use LIÑÁN ET AL. (2008)'s EIQ because the main dimension of having an entrepreneurial intention is in addition to the three dimensions of TPB, and this can lead to confusion when explaining the functions of entrepreneurial intention as constructs and dimensions.

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