

# Gender and educational background: Influence on entrepreneurial intention (EI) in economics learning

*by* Artikel 4

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**Submission date:** 11-Feb-2020 09:49AM (UTC+0700)

**Submission ID:** 1255183149

**File name:** Artikel\_4.pdf (493.82K)

**Word count:** 4032

**Character count:** 24085

## Gender and educational background: Influence on entrepreneurial intention (EI) in economics learning

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### Article Info

#### Article history:

Received Sep 25, 2019

Revised Oct 30, 2019

Accepted Nov 29, 2019

#### Keywords:

Educational background

Entrepreneurial intention

Gender

Interest-based learning

### ABSTRACT

Student behavior is one of important aspects to determine both direction and process in the Economic Theory learning. This study aims to draw how those two factors, gender and educational background, support the emergence and development of student entrepreneurial intention. This study is a quantitative study using explanatory survey. Data were analyzed by two-way ANOVA design to find the relationship/influence of gender and educational background on student entrepreneurial intention. The population was 111 students. Saturated samples were used as sampling technique. The results indicate that both gender and educational background had no significant influence on student entrepreneurial intention. Therefore, lecturers can override both when preparing learning strategies and design for Economics Theory courses.

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## 1. INTRODUCTION

Schenkelet al [1] mentioned that organizations and universities should pay attention to human resources as one of the main investments. Universities should map the development of learning tailored to the interests of students in doing business. According to [2], students need sufficient application and information for their career development because without appropriate information, they will meet many difficulties in determining the direction of their goals. Surjanti et al [3] found how interest-based curricula can foster student business interest in the culinary and service fields. However, to achieve the expected results an appropriate learning strategy and design is needed. From student's point of view, learning about entrepreneurship has a high difficulty level, especially in the learning approach and the application of learning strategies [4]. By this reason, to prepare learning strategy and design that can be optimally applied to students, lecturers need to obtain data especially related to factors that likely influence the learning success. In current development, the high level of unemployment is a very common phenomenon found in almost all countries in the world. According to data obtained by the International Monetary Fund, in 2009 alone there were more than 200 million unemployed people or 7% of the world's population [5]. In 2017, in South Africa, the unemployment rate reaches 26.7% of the total population and this is still possible to increase [6]. In their research, found that there was a 45% unemployment rate in the Republic of Kosovo which was one of the sources of economic problems from that country [7]. With these phenomena, an effort to reduce or overcome the unemployment rate needs to be done as soon and as thoroughly as possible [8].

According to [9], one of the factors causing the high unemployment rate is the population. Population is an important factor to develop the national economy. This population includes the labors (employees) and business actors. Of the two functions, the population as business actors will be very helpful

in decreasing the unemployment rate. As stated by [10], promoting entrepreneurial spirit can create new business actors. Nonetheless, this also raises another concern where new business actors must be faced with several internal and external constraints [11]. Internal constraints include lack of creativity, limited capital, lack of socialization, uncertainty in income, fear of risk (wanting to be in a safe zone), lack of confidence in leadership, dislike of challenges, and impatience in starting a business from the start. While external constraints such as the notion of low purchasing power, lack of support from family and environment, lack of network, difficulties in attracting customers, lack of funding, lack of education system support, lack of opportunities, and lack of social prestige (where most parents want children become employees) . One of various ways to promote entrepreneurial intention is by incorporating it into education system, especially in higher education, because higher education is the first level of higher education to produce professional staff [11]. By subjecting entrepreneurial intention in the learning curriculum in higher education will reduce internal and external factors from the creation of business actors.

An entrepreneurial intention will be influenced by various factors in its growth. Study conducted by [13] found that entrepreneurial intention is influenced by entrepreneurial urges that emerged from the region, social support, as well as strategic entrepreneurial mastery. According to [14], there are five factors that influence students in determining interest, including preferences, environmental influences, marketing specialties, gender, and career guarantees. In addition, student's knowledge of future career is one of the factors to consider in determining a career. Moreover, the level of social class, financial resources, affordability, and future working skill will also influence career choices [15]. From several studies, gender and educational background can be factors that influence the emergence of entrepreneurial intention [16]. Referring to this opinion, this study expects to relate whether gender and student educational background possibly influence the growth of student entrepreneurial intention, especially in Economic Theory learning.

Gender is a quite sensitive and popular issue to study. Therefore, this study wishes to know how gender involves in developing student entrepreneurial intention in Economic Theory learning. Osakede, et-al [17] found that in Nigeria, entrepreneurial involvement was relatively low among students with significant differences across gender. According to [18], in Sweden, women shall be involved in business to survive and to maintain their status and emancipation. Regarding gender issues, this study analyzes how gender influence on the learning of economic theory based on entrepreneurial intention.

Students in higher education institutions come from different regions and backgrounds, which of course, resulting in differences of their educational background. At Universitas Negeri Surabaya, especially in the management department, Faculty of Economics, students came from a various educational backgrounds, not only from location but also from prior education/knowledge [such as: Senior High School (majoring both science and social) and Vocational Senior High School]. To address these differences, various opinions and perceptions emerged especially in how to treat these students in the learning activity. According to [19] educational background has significant influence in increasing the intention of business students entrepreneurs. However, this contrasts with the results of previous studies that confirm the existence of a positive relationship between educational and entrepreneurial backgrounds [20]. Therefore, the influence of educational background on entrepreneurial intention remains doubtful. Addressing these conditions, a supporting program proposing to increase the entrepreneurial intention is necessary to be carried out not only by the government but also higher education institutions as formal education.

Considering to prior studies as well as observations, this study analyzes whether both gender and student educational background significantly influence student entrepreneurial intention or not. The results of this study will be used as a database to develop and prepare learning design and strategies for Economic Theory. In addition, this study can also serve as reference in designing a new curriculum that answers the challenges of the need for entrepreneurial intention in the education.

## 2. LITERATURE REVIEW

### 2.1. Entrepreneurial intentions

Entrepreneurship has been considered as one of the drivers of economic growth and changes. In current economic environment where employment is scarce, many students prefer entrepreneurship as career choices to employment. Entrepreneurial activity can be understood as the ability of humans to form environmental conditions that benefit them through a visionary process to create reality [13]. In addition, Costa argues that entrepreneurial intentions are an intention in how to carry out entrepreneurial activities that are closely related to human interests and their future visionaries. Meanwhile aspects of human behavior are important to develop entrepreneurship [21]. Wulandari [22] stated that entrepreneurial intention is the desire, interest, and willingness to work hard or be strong-willed to optimally bid in meeting their needs without feeling afraid of the risks, and willing to learn from the failures. In connection with student entrepreneurial

intention, [10] stated the importance of studies on how young people view entrepreneurship as well as their intention on it, so further action can be prepared in order to answer the condition.

## 2.2. Gender

Osakede, et-al [17] explained that subjective norms, such as behavioral control and family entrepreneurship background, significantly foresee student entrepreneurial intentions. However, their engagement in entrepreneurial activities does not guarantee to significantly influence student academic performance. Furthermore, Osakede found that gender does not significantly influence student entrepreneurial intention as well as their academic performance. In Turkey, [23] found that male and female are differently valued; however, although they are valued differently, each value is viewed using different categories, such as strength (men) and tenderness (women). While [24] stated that the importance of gender databases is to divide work/task as it refers to their physical distinctiveness; yet, it does not mean that gender will hinder the task division according to their individual capability. This study aims to create a database for students, especially in Economic Theory class. This database serves to assist lecturers in preparing the learning strategies and design before class activity which proposing on the development and growth of student entrepreneurial intentions

## 2.3. Educational background

In educational process, [25] argued that the modernization of the Westerners over the past two centuries has mixed industrialization and urbanization, without underestimating the traditional views; moreover, it raises the sociological reviews as the ideals of higher education. Educational background allows each individual to have a different culture and mindset. Besides, cultural factors influence the formation of competencies between student cultures [26]. In addition, [27] mention three factors that influence individual entrepreneurial intentions, namely gender, family business experience, and education level. Among them, educational background becomes less significant in influencing individual interests because according to them, knowledge and ownership of information are more significant than the level of education.

## 3. RESEARCH METHOD

This study is a **ca** quality research using quantitative with explanatory research - survey approach. **4** o-way ANOVA design was employed to determine the relationship/influence of the independent variables (gender and educational background) to the dependent variable (entrepreneurial intentions). The population was management students of 2018 academic year who programmed micro-Economic Theory. There were 111 sampling taken using saturated sample method.

## 4. RESULTS AND DISCUSSION

The data for this study was from nominal data of 76 male students (68%), 35 females (32%). The student educational background was 33 students from Senior High School majoring Science (29%), 69 students from Senior High School majoring Social Science (63%), and 9 students from Vocational High School (8%). To test the hypotheses, the researchers employed a two-way ANOVA analysis. Prior of ANOVA testing, data were tested for their homogeneity as it is required in Two-Way ANOVA that one of variables has to be homogeneous. Lavene test using SPSS 21.0 for Windows was used for the homogeneity test. For hypothesis (H0) accepted,  $F_{count} < F_{table}$ . In addition, if significance is less than 0.05 ( $\alpha > 0.05$ ), **18** a are homogeneous. In contrary, if significance is higher than 0.05 ( $\alpha < 0.05$ ), data are heterogeneous. **Table 1** shows the results of the homogeneity test using the Levene's test using SPSS 21.0 for Windows Program.

**17**

Tabel 1. Levene's test of equality of error variances<sup>a</sup>

5			
Dependent Variable: Y1.1			
F	df1	df2	$\alpha$
1.505	3	107	.218

Tests the null hypothesis that the error variance of the dependent variable is equal across groups

Model: 1.505 + 3.199X1 + .844X2 + ei

Table 1 shows the homogeneity test **16** ng Levene test. If the Significance ( $\alpha$ ) is more than 0.05 ( $> 0.05$ ) the data consider as homogeny. Table 1 shows that the significance value is 0.22 or higher than 0.05,

meaning that the data is homogeny. To test the hypotheses, researchers employed the two-ways ANOVA using SPSS 21.0 for Windows.

Table 2 shows the scores from the two-way ANOVA test. It is explained as Corrected Model shows the effect of gender and educational background (independent variables) as well as how both variables interact with entrepreneurial intention (dependent variable). If the Significance ( $\alpha$ ) is less than 0.05, it means there is significant influence. In addition, the two-way ANOVA also shows the intercept. Here explains that there is a changing value in dependent variable (entrepreneurial intentions). However, this changing was not influenced by any independent variable meaning that independent variables have no significant influence on dependent variable (entrepreneurial intention) as it remains change with or without the interference of independent variables (gender and educational background). It shows by the value of Significance ( $\alpha$ ) less than 0.05 ( $\alpha < 0.05$ ). Thus, if Significance ( $\alpha$ ) of the Intercept is 0.000 meaning that the Intercept is significance. The last is R Squared. The analysis finds that the value of multiple determinations on dependent variable to independent variables. Result shows that R square is 0.29 meaning that independent variables influence the dependent variable by 29%. Meanwhile the remaining percentage is due to other variables outside the model.

Table 2. 112 of between-subjects effects

Dependent Variable: Y1.1						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	4.071 <sup>a</sup>	3	1.357	1.074	.364	
Intercept	1126.078	1	1126.078	891.025	.000	
X1	3.199	1	3.199	2.531	.115	
X2	.844	1	.844	.668	.416	
X1 * X2	.292	1	.292	.231	.631	
Error	135.227	107	1.264			
Total	1617.000	111				
Corrected Total	139.297	110				

a. R Squared = .029 (Adjusted R Squared = .002)

Hypothesis 1 shows the  $F_{count}$  as 2.531 with Significance ( $\alpha$ ) of 0.115 meaning that there is no influence of gender on entrepreneurial intentions. While hypothesis 2 shows the  $F_{count}$  as 0.668 with significance ( $\alpha$ ) of 0.416 meaning that there is no influence of educational background (students' prior education/graduate) on entrepreneurial intentions (see Table 2). Data show that student entrepreneurial intentions were not influenced by neither gender nor educational background of students. It means that both male and female students have same opportunity to be entrepreneurs. In addition, specific major taken on prior education (e.g. science or social majoring) did not determine the students entrepreneurial intentions, in other words, any major serve same opportunity.

The result indicates that lecturers of Economic Theory do not necessarily distinguish gender while conducting learning activities. This is in line with [17] research in Nigeria, in which gender did not make a significant difference in the growth of student entrepreneurial intentions and learning abilities. Similarly, in another research on gender, gender distinction is only needed to allocate the work/task fairly as physically both have distinctive features [24]. In Turkey, research on gender and education found that women and men had different scores in certain respects [23]. Thus, this result can serve as database to assist lectures in determining the appropriate strategies and designs for Economic Theory learning in order to develop and grow student entrepreneurial intention

## 5. CONCLUSION

Based on data analysis, it was found that both gender and educational background did not influence on the development of student entrepreneurial intention. This indicates that in preparing strategies and designs for Economic Theory class, lecturers are not obliged to provide special treatment referring to them (gender and educational background). Although, there are indeed particular business types that are preferred by certain students. Yet, these did not relate to both gender and educational background (their influence in learning activities), it mainly related to individual interest. However, the emergence of these different entrepreneurial intentions at the end of learning and their causes are not discussed in this study. Therefore, the result of this study can be used as a basis for further research.

## ACKNOWLEDGEMENTS

This study was PNBPN research funded by SKIM PNBPN UNESA through LPPM Universitas Negeri Surabaya. Thus, greatest gratitude was delivered to all related parties, especially the rector of Universitas Negeri Surabaya as well as the Head of LPPM Universitas Negeri Surabaya.

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