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Entrepreneurship Education and Taking/Receiving & Giving (TRG) Motivations on Entrepreneurial Intention: Do Vocational School Students Need an Entrepreneurial Motivator?

Dedi Purwana¹ and Usep Suhud²

¹Universitas Negeri Jakarta, Indonesia. Email: dpurwana@unj.ac.id

²Universitas Negeri Jakarta, Indonesia. Email: usuhud@unj.ac.id

ABSTRACT

Entrepreneurship education is learned by vocational school students for six semesters but there are actually expected to be ready to work. This study aims to investigate the impact of motivation and entrepreneurship education on entrepreneurial intention. In this study, motivation is treated as two different variables: taking/receiving motivation to represent egoism and giving motivation to represent altruism. In total, 628 students from five vocational students involved. As a result, four hypotheses were accepted and one was rejected. This study carried out findings and innovations: the impact of entrepreneurship education on taking/receiving and giving motivations, taking/receiving motivation on giving motivation, and giving motivation on entrepreneurial intention. Besides, indicators of motivation in this study are typically entrepreneurial motivation of Muslim students that has never been explored by prior studies.

Keywords: Taking/receiving and giving (TRG) motivation, entrepreneurship education, entrepreneurial intention, vocational school, structural equation model.

1. INTRODUCTION

The Minister of Education and Culture of the Republic of Indonesia once said that vocational school students are ready to work and ready to be trained (Firmanto, 2015). In addition, the Minister mentioned that vocational school graduates must be an entrepreneur (Sulistyoningrum, 2015). According to Directorate of the Technical and Vocational Education the Ministry of Education and Culture of the Republic of Indonesia (2016), up to 2015, there have registered 12 834 vocational schools in Indonesia, which consists of public and private schools. These schools offer the competencies that adjusts to vary with the location and the

school environment, among other things, technology and engineering, information and communication technology, health, agribusiness and agro technology, fishery, business and management, of tourism, art and craft, performing arts, craft and tourism. Indeed, it can be a huge potential for Indonesia to have youth entrepreneurs in the future.

There are a lot of things to prepare and encourage students to be an entrepreneur. One of the important aspects to be provided is a proper entrepreneurship education. Therefore, since 2013, the entrepreneurship education has been a mandatory for high school students. They learn this for six semesters (Napitupulu, 2013). According to Rigley and Rönqvist (2010), entrepreneurship education impacts entrepreneurial characteristics, such as motivation, opportunity identification, risk and uncertainty, and ability to work. Furthermore, these characteristics will determine outcome, which is a change in attitudes towards the entrepreneurial characteristics. In this study, one of the focuses of this study is to look at the impact of entrepreneurship education on entrepreneurial motivation. Elmuti, Khoury, and Omran (2012) found that entrepreneurship education and training programs impacted openness, confidence, and trust.

This study aims to measure the impact of entrepreneurship education on motivation and entrepreneurial intention. In total, there are two research models to be tested: the theoretical framework and its modified version. This is an exploration to test the idea of splitting motivation into two different variables – taking/receiving motivation and giving motivation – as presented by prior studies (Suhud, 2013; Suhud & Willson, 2016a). As motivation is separated to become taking/receiving and giving motivation, therefore, the test includes the impact of entrepreneurship education on taking/receiving motivation, giving motivation, and intention, as well as the impact of taking/receiving motivation on giving motivation and giving motivation on entrepreneurial intention. This study is expected to broaden the entrepreneurship field of study. TRG has not been widely examined by scholars, but it potentially workable to predict behavioural intention.

2. LITERATURE REVIEW

2.1. Theoretical Background

2.1.1. Entrepreneurship Education and Motivation

Liñán (2004) classified entrepreneurship education into four types including entrepreneurial awareness education, education for start-up, education for entrepreneurial dynamism, and continuing education for entrepreneur. Furthermore, there are two distinguish types of entrepreneurship education: theoretically oriented courses and practically oriented courses (Piperopoulos & Dimov, 2015). As found by Piperopoulos and Dimov (2015), there were different results of those who were in the theoretical oriented courses compare to those who were in the practically oriented relating to self-efficacy and entrepreneurial intention.

Prior studies reported that there was a significant impact of entrepreneurship education on entrepreneurial skills, motivation, and intention (Oosterbeek, Van Praag, & Ijsselstein, 2010; Vaziri, Hosseini, & Jafari, 2014). In this study, entrepreneurship education is linked to entrepreneurial motivation and behavioural intention.

Hsu, Shinnar, and Powell (2014) looked at the role of entrepreneurship education on students' motivation to pursue an entrepreneurial career. These scholars employed the expectancy theory to predict

this behavioural intention. They demonstrated that entrepreneurship education could impact both motivation and intention. (Oosterbeek et. al., 2010)

H₁: Entrepreneurship education will have a significant impact on entrepreneurial motivation.

2.1.2. Entrepreneurship Education and Entrepreneurial Intention

Hussain (2015) used two dimensions of entrepreneurship education into know what (theoretical knowledge of entrepreneurship) and know-how (knowledge of social network development). This scholar found that there was a significant impact of entrepreneurship education on entrepreneurial intention. This finding support a study undertaken by Liñán (2004).

Furthermore, Küttim, Kallaste, Venesaar, and Kiis (2014) extended the theory of planned behaviour by adding entrepreneurship education. As including university students from 17 European countries, these scholars divided the participants based on two country groups – efficiency-driven and innovation-driven economies. They found that entrepreneurship education had a significant impact on entrepreneurial intention. In addition, taking place in Turkey, Turker and Selçuk (2009) tested the impact of education on entrepreneurial intention of university students. Another study that applied theory of planned behaviour was the one that done by Fayolle and Gailly (2015). According to these scholars, entrepreneurship education programmes (EEP) had a significant impact on students' entrepreneurial intention.

Undergraduates students in Nigeria became a research subject of a study undertaken by Babatunde and Durowaiye (2014). They found that exposure to entrepreneurship education influences students' intentions of becoming self-employed. Furthermore, Ibrahim, Bakar, Asimiran, Mohamed, and Zakaria (2015) claimed that vocational and technical students' entrepreneurial intention in Malaysia were also influenced by entrepreneurship education. Another study, conducted by Dogan (2015) reported that final year undergraduate students of business administration at a university in Turkey who had success levels in the entrepreneurship class had higher intention to be an entrepreneur.

In Indonesia, the impact of entrepreneurship education on entrepreneurial intention and motivation has been investigated by many scholars with a result that indeed there is a significant impact of entrepreneurship education on entrepreneurial intention. For example, the studies conducted by Kurniawan (2015) and Wibowo (2011). Although predominant studies showed a positive impact of education on intention, however some other studies indicated a contra result. Oosterbeek et. al., (2010) conducted a study in the Netherlands involving universities students in two locations. As a result, entrepreneurship education negatively influenced intention. Lorz (2011) examined theory of planned behaviour and entrepreneurship education in predicting entrepreneurial intention. The finding of this study supported the study done by Oosterbeek et. al., (2010).

H₂: Entrepreneurship education will have a significant impact on entrepreneurial intention.

2.1.3. Entrepreneurial Motivation and Entrepreneurial Intention

Entrepreneurial motivation has been gleaned by many researchers with different kind of approaches, for example, push – pull motivation (Neneh, 2014; Ranmuthumalie, 2010), employed and self-employed

(Berthold & Neumann, 2008; Beynon, Jones, Packham, & Pickernell, 2014), achievement motivation (Seemaprakalpa & Arora, 2016; Ullah, 2011), general – task-specific motivation (Shane, Locke, & Collins, 2003), and extrinsic – intrinsic motivation (Antonioli, Ramaciotti, & Rizzo; Vardhan & Biju, 2012; Worch, 2007).

Although there is limited study examining the impact of entrepreneurial motivation on entrepreneurial intention in the entrepreneurship field of study, the authors found literature on other field of studies including in human resources and education. For example, a study conducted by Saadé, Tan, and Nebebe (2008). These studies compared intention of students in China and Canada to adopt a web-based learning system. These scholars extended technology of acceptance model theory by adding intrinsic motivation variable. Based on the result, all predictor variables, including motivation, was significant to influence students' behavioural intention to adopt the system. Furthermore, taking place in Nigeria, Olatokun and Nwafor (2012), modified theory of reasoned action by adding extrinsic and intrinsic motivation to predict intention of employee of six ministries to share their knowledge. In this study, motivation contained four dimensions – knowledge self-efficacy, enjoyment, expected organizational rewards, and reciprocal benefits. They found that attitude variable and two last dimensions of motivation were insignificant whereas the first two of motivation dimensions were significant to influence employees' sharing knowledge intention.

Escartí and Gutiérrez (2001) chose intrinsic motivation as one of predictor variables to measure students' intention to practice physical activity or sport. Bergeron, Chouinard, and Janosz (2011) examined the impact of achievement motivation predict dropout intention. Yıldız, Ayhan, and Erdoğan (2009) examined the impact of nurses' motivation on intention to quit from their jobs. Another study conducted by Chang, Liang, Yan, and Tseng (2013). These scholars extended technology acceptance model by adding extrinsic and intrinsic motivation to predict continuance intention to use the English mobile learning system (EMLS). All these studies demonstrated the impact of motivation on behavioural intention.

H₃: Entrepreneurship education will have a significant impact on entrepreneurial intention

2.1.4. Taking/receiving and Giving Motivation, and Behavioural Intention

Extending the literature review below, this section is to support a modified theoretical framework. At a volunteer tourism setting, Suhud (2013) initiated splitting motivation into two different variables: taking/receiving to represent egoism, and giving motivation to represent altruism. This separation of course depends on exploratory factor analysis result whether its dimensions indicate egoism and altruism.

In a study conducted by Purwana, Suhud, and Arafat (2015), motivation of university students, mostly Muslims, consisted of safety, family, religious, independent, public service, self-development, creative, parent's role, nationalistic, hope, and time flexibility motivations. Further, the dimensions of safety, religious, independent, self-development, creative, parent's role, hope, and time flexibility were grouped under taking/receiving motivation. During the calculation of structural equation model, only safety, creative, and time flexibility survived to represent taking/receiving motivation. On the other hand, the dimensions of public service, nationalistic, and family were grouped under giving motivation and all retained during structural model analysis.

This current study is addressed to test the TRG into a full model and at an entrepreneurial setting.

These scholars conducted two pilot studies to examine entrepreneurial motivation of university students: firstly, involving students who had an entrepreneurship education background. Entrepreneurial motivation of this group of students was divided into two variables: taking/receiving and giving motivation. Secondly, involving students who had no entrepreneurial background (early semesters). Entrepreneurial motivation of this group was divided into two variables too: intrinsic and extrinsic variables. As suggested by Purwana et. al., (2015) for future study, in this study, motivation is separated into taking/receiving motivation and giving motivation (TRG).

The approach of TRG previously has been tested by Suhud (2014) and Suhud and Willson (2016a). He applied TRG in predicting behavioural intention and stage of readiness relating to volunteer tourism. He found that the intention of volunteer tourists and potential volunteer tourists to be involved in volunteer tourism was influenced by giving motivation. On the other hand, taking motivation was mediated by giving motivation to influence the intention.

H_{1a}: Entrepreneurship education will have a significant impact on taking/receiving motivation

H_{1b}: Entrepreneurship education will have a significant impact on giving motivation

H₂: Entrepreneurship education will have a significant impact on entrepreneurial intention

H_{3a}: Taking/receiving motivation will have a significant impact on giving motivation

H_{3b}: Giving motivation will have a significant impact on entrepreneurial intention

2.2. Theoretical Framework and Hypotheses

Based on the literature review above, this study is addressed to examine a theoretical framework as illustrated below. In this model, entrepreneurship education is linked to entrepreneurial motivation and entrepreneurial intention, and entrepreneurial motivation is linked to entrepreneurial intention.

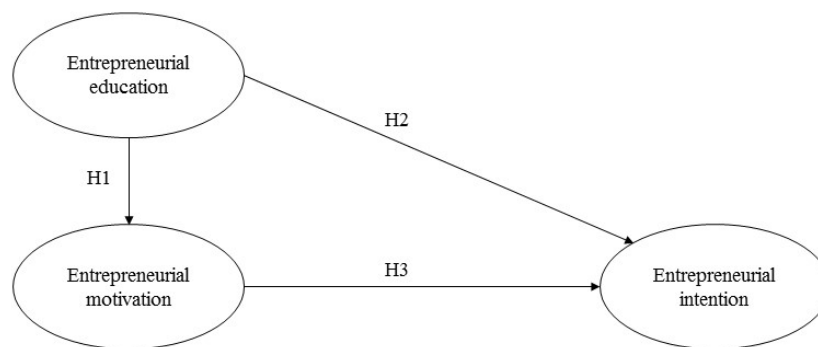


Figure 1: The theoretical framework

The model below is a modified version of the theoretical framework. As suggested by (Purwana et. al., 2015), motivation can be separated into two different variables: taking/receiving and giving. As shown by prior studies (Suhud, 2013; Suhud & Willson, 2016a, 2016b), taking/receiving motivation might have a significant impact on giving motivation, and giving motivation might significantly affected entrepreneurial intention.

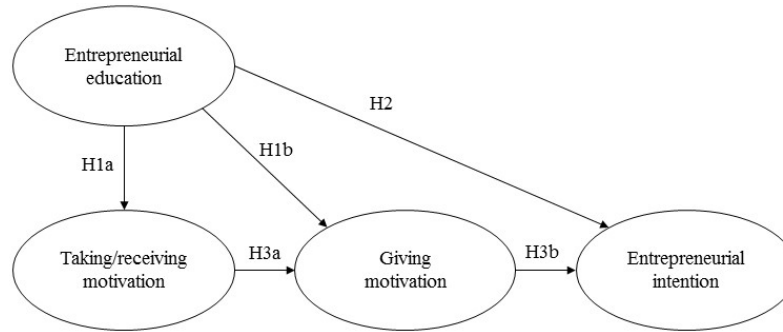


Figure 2: The modified theoretical framework

3. RESEARCH METHODS

3.1. Participants

In total, 628 students participated in this quantitative study consisting 327 males (52.1%) and 301 females (47.9%). Predominantly, the students' age were 18 years old (236). The rests were 17 years old (196 students), 16 years old (107 students), 19 years old (73 students), and 20 years old (12 students). Interestingly, 287 students (45.7%) indicated that their parent were self-employed. One hundred forty-eight (23.6%) from those who self-employed that the business their parent owned was a service/trade type. The remaining students said garment (85 students –13.5%), farming (32 students – 5.1%), and others. When those who came from a family who owned a business were asked whether they helped their parent in running the business, 170 students (27.1%) claimed that they helped their parent. On the other hand, 120 of them (19.1%) said they did not help. Furthermore, up to 138 students (22%) had an intention to continue their parent's business whereas 148 of them (23.6%) were otherwise.

3.2. Measurement

To measure entrepreneurship education, the authors adapted seven indicators from Denanyoh, Adjei, and Nyemekye (2015) and Opoku-Antwi, Amofah, Nyamaah-Koffuor, and Yakubu (2012). Additionally, 32 indicators from (Purwana et. al., 2015). These indicators might be different with those that used by existing researchers as these are typically of entrepreneurial motivation of Muslim students. Furthermore, six indicators of entrepreneurial intention were adapted from Liñán and Chen (2006). A seven-point Likert's scale was applied for each variable starting from 1 for extremely disagree to 5 for extremely agree. The instrument was presented in *Bahasa Indonesia*.

4. DATA ANALYSIS, FINDINGS, AND DISCUSSION

There were two stages of data analyses conducted in this study. The first stage was exploratory factor analysis using SPSS version 22. This analysis is a way to validate the data as well as to explore dimensions and retain firmed indicators (Allen & Bennett, 2010) and followed by a reliability test. A construct should be reliable if it has a Cronbach's alpha score of 0.7 and greater (Hair Jr., Black, Babin, Anderson, & Tatham, 2006).

The second stage was confirmatory factor analysis using AMOS version 22. To achieve a fitted model, the tested model should have some criteria and cut-off values, namely p (probability) of >0.5 (Schermeleleh-

Engel, Moosbrugger, & Müller, 2003), CMIN/DF of <2 (Tabachnick & Fidell, 2007), CFI of >0.95 (Hu & Bentler, 1995), and RMSEA of ≤0.06 (Hu & Bentler, 1999).

4.1. Exploratory Factor Analysis

Based on the exploratory factor analysis result as seen on the table below, in total there are 11 factors including motivation (8), entrepreneurship education (one), and entrepreneurial intention (two). All factors have a Cronbach's alpha ranging from 0.550 to 0.834 and they are considered reliable to be included in further analysis.

Table 1
Result of exploratory factor analysis

1	<i>Public service motivation</i>	$\alpha = 0.808$
M22	To be useful for others	0.784
M19	To reduce poverty	0.701
M20	To support my country	0.697
M21	To obtain my personal growth	0.681
M18	To ease other people's lives	0.636
2	<i>Family motivation</i>	$\alpha = 0.792$
M9	To make my parent proud	0.765
M10	To support my family	0.731
M11	To buy my parent a house	0.711
M12	To be successful more than my parent	0.653
3	<i>Religious motivation</i>	$\alpha = 0.821$
M15	To go to the pilgrimage of hajj using my own money.	-0.861
M14	To take my parent to go to the pilgrimage of hajj.	-0.851
M16	To be like Muhammad the prophet having own business.	-0.769
M17	The Prophet's <i>Sunnah</i>	-0.646
4	<i>Teaching</i>	$\alpha = 0.741$
EE5	My school teaches students about starting a business	0.793
EE4	My school teaches students about entrepreneurship	0.779
EE3	My school develops my entrepreneurial abilities	0.751
EE2	My school provides the necessary knowledge about entrepreneurship	0.679
EE7	I think entrepreneurship education encourages me to be entrepreneur	0.436
5	<i>Independent motivation</i>	$\alpha = 0.792$
M2	Don't want to be managed by other people	0.869
M3	Don't have to work for other people	0.823
M1	Can't work for other people	0.805

6	<i>Conviction</i>		$\alpha = 0.834$
IE3	I have serious doubts about ever starting my own business		0.915
IE6	I have a very low intention of ever starting a business		0.881
7	<i>Future course of action</i>		$\alpha = 0.632$
IE2	I will make every effort to start and run my own business		0.767
IE1	I am ready to do anything to be an entrepreneur		0.664
IE5	My professional goal is to be an entrepreneur		0.602
IE4	I am determined to create a business venture in the future		0.574
8	<i>Safety motivation</i>		$\alpha = 0.599$
M6	To result of my financial security		-0.772
M7	To make my live be more stable		-0.658
9	<i>Time flexibility motivation</i>		$\alpha = 0.550$
M35	To use the skill learned in the school		-0.456
M23	To exercise to be more creative		-0.414
10	<i>To be a motivator</i>		$\alpha = 0.815$
M25	To be a business motivator		0.725
M26	Get inspired by my parent		0.672
M28	To build a business to pass on		0.614
M27	Being an entrepreneur is cool		0.546
M24	To stimulate my brain to get brilliant ideas		0.526
M29	For the wealthy of society		0.489
11	<i>To be a boss</i>		$\alpha = 0.623$
M31	To be my own boss		-0.785
M32	To take advantage from my life background		-0.660

4.2. Theoretical Framework Testing

Based on the calculation of SEM for examining the theoretical framework, a fitted model was obtained with a probability score of 0.087, CMIN/DF score of 1.287, CFI score of 0.991, and RMSEA score of 0.021. This model kept public service (F6), family (F8), religious (F7), and to be a motivator (F2) dimensions of motivation.

As presented in the table below, H₁ and H₃ are significant with C.R. score of 4.438 and 3.794 respectively. These scores indicate a significance (Hair Jr. et. al., 2006). In contrast, H₂ is insignificant with a C.R. score of -1.129.

Table 2
Result summary of theoretical framework testing

				C.R.	P	Results
H ₁	Entrepreneurial education	→	Entrepreneurial motivation	4.438	***	Significant
H ₂	Entrepreneurial education	→	Entrepreneurial intention	-1.129	0.259	Insignificant
H ₃	Entrepreneurial motivation	→	Entrepreneurial intention	3.794	***	Significant

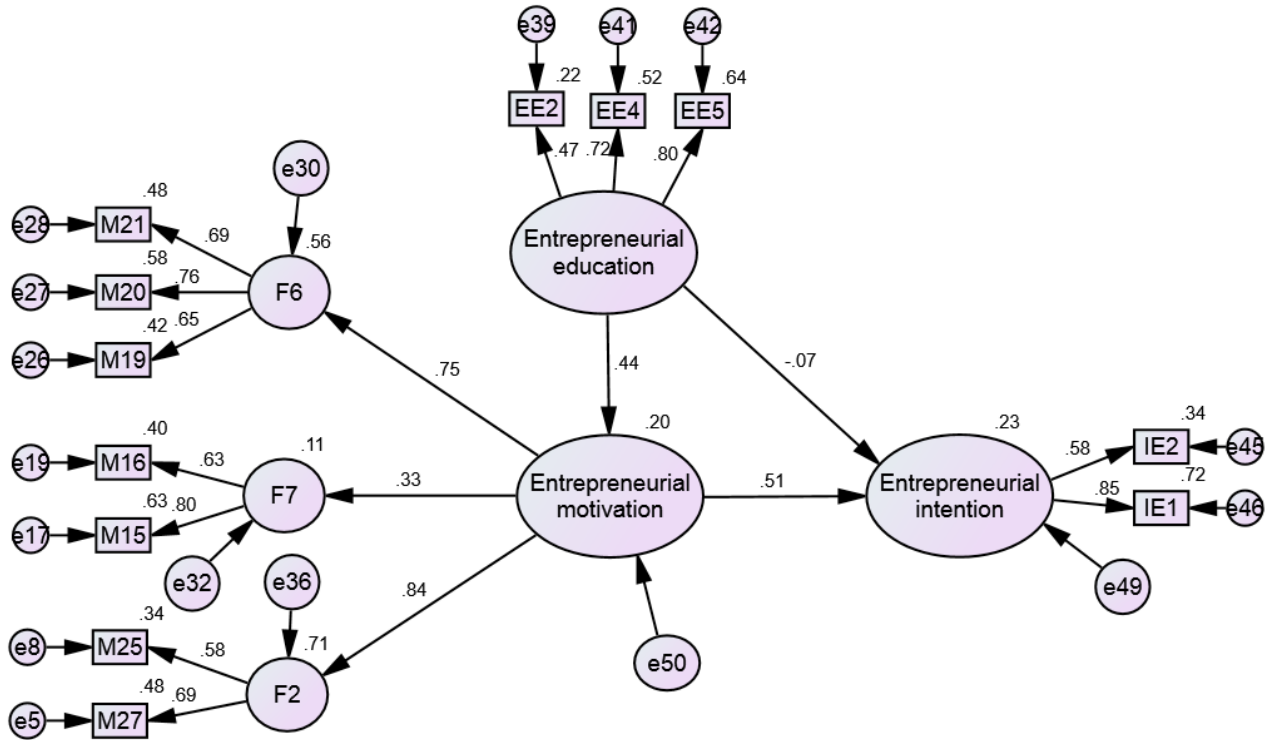


Figure 3: Structural model of the theoretical framework testing

4.3. The Modified Theoretical Framework Testing

Testing of the modified theoretical framework produced a fitted model with a probability score of 0.366, CMIN/DF score of 1.063, CFI score of 0.998, and RMSEA score of 0.010. In the model, taking motivation is presented by two indicators: M25 (“To be a motivator”) and M27 (“Being an entrepreneur is cool”). On the other hand, giving motivation is represented by three dimensions including religious (F7) and public service (F6) motivation. Religious motivation is considered as giving, as it shows a service given to God and perceived by participants.

As presented in the table below, of five hypotheses tested, four hypotheses (H_1 , H_2 , H_3 , and H_5) had C.R. scores of 4.208, 2.758, 4.317, and 3.565 respectively. These scores are significant as required by Hair Jr. et. al., (2006). Another hypothesis (H_4) with a C.R. score of -1.911 was insignificant.

Table 3
Structural equation model of the theoretical framework

				C.R.	P	Results
H_1	Entrepreneurial education	→	Taking motivation	4.208	***	Significant
H_2	Entrepreneurial education	→	Giving motivation	2.758	.006	Significant
H_3	Entrepreneurial education	→	Entrepreneurial intention	-1.911	.056	Insignificant
H_4	Taking motivation	→	Giving motivation	4.317	***	Significant
H_5	Giving motivation	→	Entrepreneurial intention	3.565	***	Significant

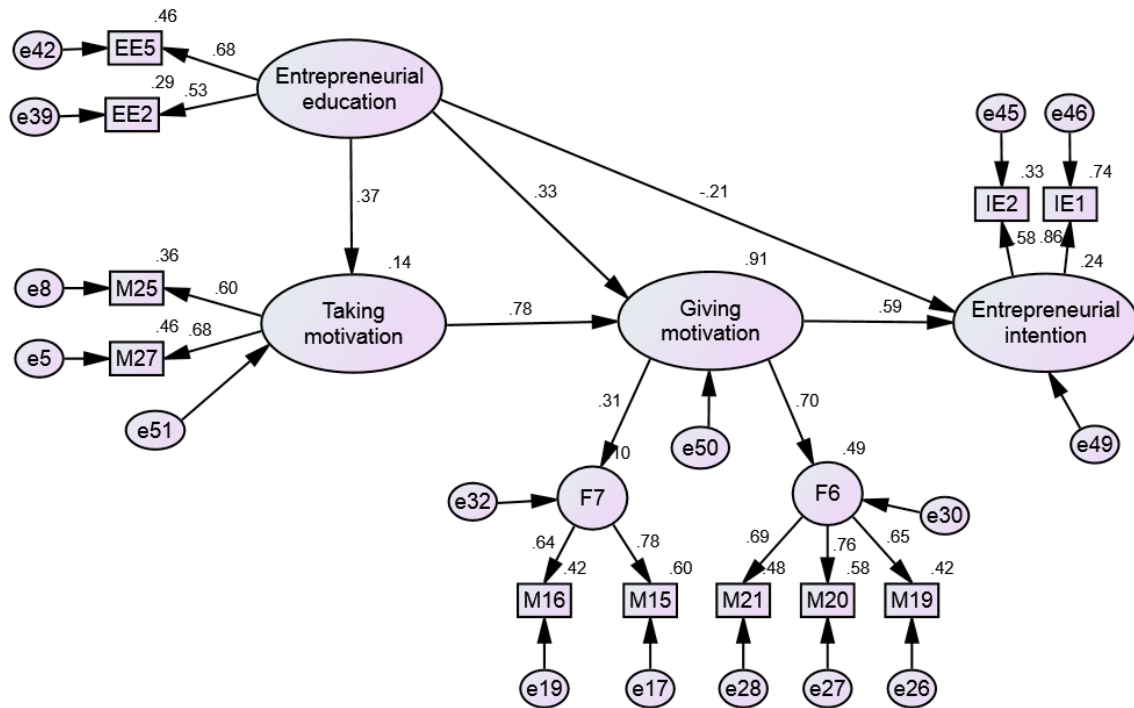


Figure 4: Structural model of the theoretical framework modification

5. DISCUSSION

Entrepreneurship education significantly influences taking motivation with a C.R. score of 4.189. Therefore, H_1 is accepted. This finding supports prior studies who said that entrepreneurship education had a significant impact on motivation (Hsu et. al., 2014). This path has a standardised total effect of 0.368 that indicates a moderate effect. As the authors claimed earlier, there is paucity in the entrepreneurship literature discussing the impact of entrepreneurship education on taking motivation. Therefore, this can be the first innovation of this study. The second accepted hypothesis is the impact of entrepreneurship education on giving motivation with a C.R. score of 2.913. This finding is another innovation reported. However, in general, prior studies (Hsu et. al., 2014; Oosterbeek et. al., 2010) demonstrated the impact of entrepreneurship education on entrepreneurial motivation. Entrepreneurship education in this case, was an important key to stimulate student participants' giving and taking motivation.

The third significant impact occurred on the path of taking motivation on giving motivation. It is considered as the third innovation. This path had a C.R. value of 4.659. Therefore, H_3 was accepted. This finding is significant with studies undertaken by Suhud (2014) and Suhud and Willson (2016a). The students wanted to take advantages by being an entrepreneur for satisfying themselves, as well as giving others. Taking is an important motivation to keep ambitious students achieve their dream to be a boss, be a motivator, be safety, independent, have a time flexibility.

The fourth innovation carried out by this study was the significant impact of giving motivation on entrepreneurial intention. This path had a C.R. score of 3.725. This finding supports prior studies (Suhud, 2014; Suhud & Willson, 2016a). Empirically, this altruistic aspect could stimulate student participants to

immerse in entrepreneurial activities in the future. They saw that by being an entrepreneur, they could have opportunities to help family and others as well as serve God better.

The only hypothesis that is rejected is H₄. This hypothesis is to predict the impact of entrepreneurship education on entrepreneurial intention with a C.R. score of -1.710. Vocational students who participated in this study, entrepreneurship education in their school was not enough to raise their intention to start up a business. Many aspects intercorrelate in building a good ecosystem to support students' entrepreneurial intention. The aspects might include the curriculum, the objective of teaching, the teaching method, the teacher as a facilitator, the infrastructure, the duration, learning strategies, the students, and program design (Garavan & O' Cinneide, 1994). However, we cannot blame the schools for what happened.

6. CONCLUSION

This study aims to measure the impact of entrepreneurship education on motivation and entrepreneurial intention. Motivation is treated as two different variables: taking/receiving and giving (TRG) motivations. As these two bipolar motives lead two opposite directions, the authors installed them in the tested model in a sequential path (un-inter-correlated). This study carries out some findings. Firstly, entrepreneurial motivation is definitely can be treated as two different variables: taking/receiving motivation and giving motivation. In testing the model, these two variables were linked to other variable in a sequential order instead of in a concurrent order as prior research demonstrated (Suhud, 2014; Suhud & Willson, 2016a). In these cases, giving motivation was treated as a mediated variable. Secondly, entrepreneurship education had a significant influence on taking/receiving and giving motivation. Thirdly, entrepreneurship education had a significant influence on giving motivation. Fourthly, the impact of entrepreneurship education on entrepreneurial intention was insignificant. Fifthly, the significant impact of taking motivation on giving motivation occurred. Sixthly, giving motivation positively and significantly influenced behavioural intention.

The first innovation shows in this testing is, motivation variable is treated as two different variables: taking/receiving motivation and giving motivation as seen on the figure below and both can contribute in achieving a fitted model in a full model along with another variable. This finding supports prior studies (Suhud, 2013; Suhud & Willson, 2016a).

Although data was collected in five vocational schools in Jakarta, the findings cannot be generalised to represent real conditions in all vocational schools in the city. Besides, the authors chose only public schools and predominant participants were students in the classes of 10 and 11. When data was collected, the classes of 12 were in the preparation of the final national exam, so they were not included.

In general, there is no way to have a direct positive and significant impact of entrepreneurship education on entrepreneurial intention. Education can only be mediated by taking/receiving motivation or giving motivation to influence entrepreneurial intention. This study suggests to educators as a facilitator in class as well as a curriculum designer to consider embedding motivation materials during delivering entrepreneurship education. In practical, motivation materials can be supplied by real entrepreneurs who are invited to classes/schools.

Additionally, at the beginning, vocational schools were addressed to produce 'products' who are ready to work in a company and to be trained for certain skills. Ironically, they learn entrepreneurship for six semesters with no direction to realise their hidden wish, if any, to be an entrepreneur. The new curriculum as mentioned earlier should be expected to also inspire students to be an entrepreneur. The authors highlight some recommendations for future study. There might be potential different findings to address on students of the class of 12 as they were exposed by entrepreneurship education for six semesters as well as choosing regular high school types.

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