



Intentions and Motivations of Entrepreneurship towards Sahid Institute of Tourism Students Who are Entrepreneurs

Maryetti¹, Darmawan Damanik¹, Marya Yenny¹ and F. X. Setiyo Wibowo^{1*}

¹*Sahid Polytechnic, Jl Kemiri No.22, Pondok Cabe, Tangerang Selatan, Indonesia.*

Authors' contributions

This work was carried out in collaboration among all authors. Author Maryetti designed the study, performed the statistical analysis and wrote the protocol. Authors DD and MY managed the analyses of the study. Author FXSW managed the literature searches and wrote the first draft of the manuscript. All authors read and approved the final manuscript.

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ABSTRACT

Aims: Knowing the intentions and motivations that affect students in doing entrepreneurship during college.

Study Design: Descriptive.

Place and Duration of Study: Sahid Institute of Tourism, Pondok Cabe, Tangerang, between February 2018 and July 2018.

Methodology: The resource persons were students of Sahid Institute of Tourism who already had businesses and numbered 18 people, consisting of 11 men and 7 women, with an average age of 21-29 years, from the hotels department of 12 persons and from tourism management majors 2 persons. They are 12 entrepreneurs in the food and beverage sector, 2 people in the entertainment sector, 1 person is an entrepreneur in the field of clothing. 2 persons in the field of tourist travel services and 1 person in the field of catfish seedlings. The research method used was the survey method using a questionnaire containing closed questions, then recapitulated and described and linked using the theory used. Questionnaire distributed online.

*Corresponding author: E-mail: fxsetiyowibowo@gmail.com, fxsetiyowibowo@polteksahid.ac.id;

Results: Intentions that affect students to run a business during college is achieving better results than before, as many as 77.8% of respondents who choose Achievement Needs. Whereas for Subjective Norm, respondents prefer family roles are 50%. Furthermore, in Self Efficacy, the most influential factor is self confidence, which is as much as 77.8% of respondents who choose. While for the demography factor, respondents prefer experience (family business background) and for the entrepreneurial intention factor, the line of business rather than working for others is the factor considered most influential by students in running their businesses. Motivation that encourages students to run a business during college is to have their own business to motivate ambition for freedom, as many as 77.8% of respondents who choose, while for self-realization motivation is to implement ideas / innovate, which is 66.7% of respondents who choose. And the motivation for pushing factors is to get better income, which is 100%.

Conclusion: Linked to Theory Push and Pull Factors which states that "Push" Entrepreneurs are those who are dissatisfied with their positions, for reasons unrelated to their entrepreneurial characteristics, pushes them to start a venture. "Pull" entrepreneurs are those who are lured by their new venture idea and initiate venture activity because of the attractiveness of the business idea and its personal implications, so student entrepreneurs at Sahid Institute of Tourism are classified as 'Pull' entrepreneurs and according to Muller's research (1995) , reveals that "pull" entrepreneurs are more successful than "push" entrepreneurs.

Keywords: Factors and motivation; entrepreneurship; students; college.

1. INTRODUCTION

Recently there has been a growing interest in undertaking and intensifying actions promoting and supporting the idea of entrepreneurship as an attractive alternative to wage employment among students. There are several reasons for this interest. Firstly, well-educated entrepreneurs are expected to create ventures that grow faster than their counterparts. The importance of education to successful performance of new ventures is well recognized by management parhioners and researchers. Secondly, due to process of restructuring in organizations following intensified competition in the market worldwide, previous advantages with wage employment in large established enterprises, such as job security or reward for loyalty have lost on their actuality, thus increasing the desirability of self- employment [1].

Based on the European Commission, entrepreneurship is the mindset and process to create and develop economic activity by blending risk-taking, creativity and/or innovation with sound management, within a new or an existing organization. Global Entrepreneurship Monitor add the definition of entrepreneurship as any attempt to establish a new business or expanding an existing one, carried out by an individual, a team of individuals or an established company. The concept of motivation has its origins in Latin. It is derived from the Latin word *movere*, meaning to move. In other words, motivation is something which impels (moves)

someone to do something. Motivation is the dynamic system of internal motives for activity (or inactivity) by an individual, which determines his behavior and feelings. It expresses the dynamics of an individual and is dependent on changing circumstances. Motivation can be defined as a set of internal driving forces which point people in a certain direction, stimulate them to act and maintain the resulting activity. Motivation is, therefore, expressed by the motives which people have for starting their business activity and what they expect from this activity. An entrepreneur is considered to be someone who independently carries out gainful activity on his own account and liability under a trade license or with the intention of systematically pursuing this activity to make a profit, based on §420 Civil Code. An entrepreneur is a person who takes a decision to employ himself to be the innovator and creator of new enterprises and a new economic activity. Besides that, the act of entrepreneurship doesn't only consist of constructing a new business or firm but also in organizing the capital and other needs in the business [2].

A lot of empirical research done on education enhances entrepreneurial efficacy of students as well as motivation, encouraging and supporting them to start-up their own business. Proper motivation is important for new business owners or future entrepreneurs to go into business. Understanding what's driving an individual to start a business is an important component of assessing oneself and his/her knows if this is the

right time to start a business. Motivation is regarded as the inner state that energizes activities and directs or channels behavior towards the goal. It can also be seen as a process that arouses action, sustains the activity in progress and that regulates the pattern of activity [3].

Economists differentiate between two types of motivations to start a new venture: opportunity-based and necessity-based [1,2]. As defined by the Global Entrepreneurship Monitor (GEM), necessity-based entrepreneurship occurs when individuals participate in entrepreneurial activities because all other employment options are either absent or unsatisfactory [4]. This concept is similar in nature to the negative, or “push” factors that force people into self-employment because of unemployment, underemployment, job dissatisfaction, blocked opportunities, or no opportunities at all [5]. Necessity-based entrepreneurship, when the entrepreneur is driven by the achievement of success through exploiting an opportunity for some form of gain, most often economic [3]. Necessity motives play a major role in developing countries, and, to a lesser extent, in developed countries [6]. Generally, the GEM studies find that, compared to men, many more women are pushed into entrepreneurship because of the lack of alternative job opportunities [1,4,7,8].

Sahid Institute of Tourism is one of the tourism institute that has a vision “Being tourism trendsetter which is excellent, cultured, and religious to compete nationally and internationally in 2020”, in order to produce graduates who have an entrepreneurial spirit to always be open and responsive to problems in the community as well

as advances in the field of Hospitality and Business Travel. The entrepreneurial activities that have been carried out at Sahid Institute of Tourism are 1) Theory lecture activities (1 credits) and practice (1 credits), 1 credit theory is 50 minutes and 1 credit practice is 100 minutes; 2) 12 times lectures for 1 semester, learning theory, discussion and sharing experiences in class, The Study Program Unit (SAP) that is studied is the urgency of entrepreneurship education for the younger generation, understanding of entrepreneurship, entrepreneurial motivation, book of dream, steps to start entrepreneurship, businesses in tourism, business plans, marketing mix, selling prices, financial management personal, business finance management, SWOT analysis, segmentation, targeting and positioning; 3) conduct learning on line through the Edmodo application, download lecture material and do assignments using dateline which is then corrected and assessed; 4) the practice of selling products for hotels, designing products, promoting and selling local raw material (F & B Product) products; 5) Product sales practice activities for the Tourism Travel Business Department (UPW), design a tour package, do marketing and run the package; 6) practice activities for organizing seminars, both the Hotel and Travel Business Department design the theme of the seminar, conduct marketing and organize seminars by inviting speakers of alumni who have been entrepreneurs in various fields of tourism; 7) participating in the Student Creativity Program and Student Entrepreneurship Exhibition, organized by Ministry of Research and Technology of Higher Education/Ristekdikti and attended by all high schools in Indonesia.



Fig. 1. Market Day in Pondok Cabe in 2014
Source: Researcher Documentation

2. LITERATURE REVIEW

2.1 Factors Affecting Student Entrepreneurship

In this study, according to Sarwoko (2011:131) several factors and indicators that influence student entrepreneurship are 1) the need for achievement; 2) subjective norms; 3) self-efficacy; and 4) intention of entrepreneurship. The need for achievement is a job challenge, achieving better results than before, responsibility, better than others. Subjective norms consist of family roles, support of people who are considered important and support of friends. While self-efficacy is defined as self-confidence, has leadership, mental maturity, demographic factors, gender and experience. And the intention of entrepreneurship is to choose a business path rather than work for someone else, an entrepreneurial career and planning to start a business [5].

Individuals start a business for many reasons [6]. In the literature, these reasons are extensively discussed as on the basis of a variety of different terms, such as “drivers” [7], “factors” [8], “determinants” or “entrepreneurial intentions” [9]; [10]. However, most often the literature refers to “entrepreneurial motivations” [11,12].

2.2 Motivation

In this study, based on Gilad and Levine [13] states two theories related to movement for entrepreneurship namely push theory and pull theory. According to push theory, individuals are encouraged to become entrepreneurs because of negative environmental encouragement, such as dissatisfaction with work, difficulty in finding work, incompetence in working hours or inadequate salary. In other hand, pull theory argues that individuals are interested in becoming entrepreneurs because they are indeed looking for things related to the entrepreneurial characteristics themselves, such as independence or indeed because they believe that entrepreneurship can provide prosperity. According to Venesaar et al. [14] states the motivation of someone to become an entrepreneur is divided into three dimensions, namely independence ambitions, self-realization and driving factors. Independence ambitions are defined as activities that are free, owning your own business, becoming more respected, leading in applying new ideas and developing

hobbies in business. As for self-realization, it is characterized by gaining a better position in the community, feeling a challenge, motivating and leading others, continuing the family tradition, implementing ideas or innovating and following others. While the driving factor is losing a job, getting better income and not satisfied with the job [15].

Entrepreneurial motivation, interpreted as a dichotomy of necessity and opportunity motivations, has been recently debated in the literature [14,16]. In this dichotomy, opportunity motivations concern the “people who choose to start their own business by taking advantage of a perceived entrepreneurial opportunity”. Necessity motivations concern the “people who start a business because other employment options are either absent or unsatisfactory” [17].

Motivation is important in our daily lives. It is the core of biological, cognitive, and social regulation [18]. This is because motivation involves energy, direction, perseverance and intention. Goals and motives play a role in predicting human behavior. This indicates a link exists between intentions, motivations, and behavior. Motivation drives us into actions. The reason behind such actions is the orientation of the motivation. In rediscovering motivation, Krueger and Carsrud [9] reviewed that critique on entrepreneurship intention studies argued that there is a lack of basis to support on intention-action linkage although intentions have been centered as predictors of future actions. The link has been used loosely as implied or assumed. They then argued that motivation provides the link between intention-action [19]. Edelman et al. [10] avers that motivations could be the missing link between intentions and action. It implies that the underlying attitudes and goals of entrepreneurial motivation should give rise to entrepreneurship intention. Edelman et al. [10] reiterated that there is a lacking of research in this area and more work is needed [20].

Mashayekhi et al. [11] found in a study that students who have enough motivation show tendency towards working, entrepreneurship and the development of creative works and can present novel ideas more than those of students who have not enough motivation. Turnbull et al. [14] considers the main motivation of students and graduates in areas such as the opportunity for entrepreneurial risk-taking, freedom, economic profitability, job security and control over their lives [21].

2.3 Student Entrepreneurship Characteristics

Literature stresses that success in entrepreneurship can be achieved by strengthening individual traits such as achievement drive, need for control, willingness to take risk, self-reliance, ability to control emotions and set values are important student entrepreneurs [16]. Personal characteristics as well as behaviour were identified to have impact on entrepreneurial intentions [17]. The authors conclude that the more entrepreneurial personality traits a student has, the more intention for setting up a business s/he shows, which is half way to success. However, what remains a significant problem is that even though students show interest in opening a company, they rarely do after graduation [17]. Some authors suggest that students are more likely to show entrepreneurial intention and behaviour, similarly if the students' friends are entrepreneurs. Education has been recognized as one of the crucial factors of creating entrepreneurial attitude and fostering it [18,22].

Students often seek to gain professional experience while pursuing their education because it is difficult for graduates to succeed in the labour market without experience. Consequently, they often decide to enroll in part-time rather than full-time academic programs. Most young people who simultaneously engage in work and study (83,3%) are extramural or part-time students [23]. The research analysis focused on the extent to which students were prepared to establish their own business and the relationships between the criteria associated with business readiness and student socioeconomic characteristics, such as academic major and academic programs. Student readiness to start a business was based on the following criteria: 1) having a specific concept for the business; 2) knowledge of the extent of the financial resources needed to start the business; 3) possession of the funds necessary to start their own business activity; and 4) knowledge of potential sources of business financing [24].

2.4 Entrepreneurial Intention

The theory of planned behavior [21] has been one of the most applied theoretical frameworks to describe student's entrepreneurial intentions [25]. Scholars argue the theory is appropriate to explain entrepreneurial intention as a conscious and deliberate behavior that can be enhanced by

education and training [19]. According to the theory, intention to become an entrepreneur is a result of dynamic interactions between attitude toward entrepreneurship (awareness of the importance and positive or negative value of a new venture to perform the tasks and roles of an entrepreneur and persistence in the face of problems) and subjective and social norms (the value of entrepreneurship for significant people and the extent to which individuals comply with the values). Entrepreneurial intention, therefore, takes shape through a cognitive process of evaluating personal values and abilities as well as social support and resources that guide one's motivation, emotions, thoughts and behavior throughout the process of entrepreneurship and performing entrepreneurial tasks [20,21,26].

Jang [22] defined entrepreneurial intention not as psychological desire to achieve one's own goal, nor as self-decision or the theory of planned behaviour, but as purposefully planning to start a business. It is doubtful if intentions in fact predict the actual company creation [24], however Krueger et al. [19] believe it is more precise to study intentions than personality traits. What can help developing entrepreneurial intentions are student organizations acting as incubators for business by investing, mentoring and supporting it [27].

2.5 Entrepreneurship Career Intention

Is entrepreneurship an attractive career option for graduate student? Entrepreneurship offers graduate self employment opportunity. It is a career options for youth and graduates [26,27] by providing employability. It reduces social ills and public policy makers are emphasizing and engaging students of higher learning institution in entrepreneurship to improve employability rate [28]. This has made research works on entrepreneurship phenomena very attractive, more so in how to attract graduate students towards entrepreneurship. Krueger et al. [19] envisaged that entrepreneurial inclination can be better determine through entrepreneurship intention rather than personality traits, demographic characteristics, or situational factors.

3. METHODS

3.1 Research Method

This research uses descriptive method, while the unit of analysis is the Sahid Tourism College

students who are entrepreneurs while in college.

3.2 Variable, Co-Variable, Indicators

In order to describe how the preferences of choices of respondents towards entrepreneurial intentions and entrepreneurial motivation which affect them are so authors combine variable, co-variable and indicators which are adapted from expert theories.

3.3 Population and Sample

The population in this study was students who were entrepreneurs while studying at the Sahid College of Tourism which was 18 people, so the sampling technique used was purposive sampling.

3.4 Data Collection Procedure and Analysis Method

For primary data, data was taken from respondents using a questionnaire. The data obtained is the identity of the respondents and their answers related to entrepreneurial factors and entrepreneurial motivation. While secondary information was obtained through bibliography and web sites related to the profile data of the Sahid Institute of Tourism.

The analysis was descriptive.

3.5 Time and Place of Research

This research was conducted for 5 months from March to July 2018 at the Sahid Institute of Tourism in Jakarta.

Table 1. Variable, sub variable and indicator

Variable	Sub variable	Indicator	
Entrepreneurial Intentions	Need for Achievement	Job challenges	
		Obtaining better outcome than before	
	Subjective Norms	Responsibility	
		Being better than other	
	Self Efficacy	The role of family	
Support of people who are considered important			
Support of friends			
Demographic Factors	Self confidence		
	Leadership		
Entrepreneurial Intension	Demographic Factors	Mental maturity	
		Gender	
	Entrepreneurial Intension	Experience or family business background	
		Business path rather than working for others	
Entrepreneurial Motivations	Ambition for Freedom	Entrepreneurial career	
		Planning to star business	
		Be more free activity	
	Self Realization	Ambition for Freedom	Having own business
			Being more respected
			Leading the way in implementing new idea
		Self Realization	Developing hobby in business
			Getting better position in society
			Feel the challenges
			Motivate and lead others
Push Factors	Self Realization	Continue family traditions	
		Implementing ideas or innovate	
	Push Factors	Follow others	
		Job loss	
		Obtaining Better Income	
		Not Being Satisfied with Work	

4. RESULTS AND DISCUSSION

There were 18 respondents used in this study, 11 students were grouped as male and the remaining 7 female students were grouped. On average they are aged from 21 years to 29 years. As many as 16 students came from the Department of Hospitality and the remaining 2 students were majoring in Travel Business. Respondents came from 3 different Sahid Institute of Tourism sub campuses, namely Pondok Cabe, Sudirman and Roxy sub-campuses. A total of 12 students are entrepreneurs in the field of food and beverages, 2 students are in impressariat services (management and organizing entertainment), 1 student is in fashion, 2 students are in tourism travel services and the remaining 1 student is engaged in aquaculture Catfish.

4.1 Factors That Influence Student Entrepreneurship in College

Based on the distribution of questionnaires carried out on May 5 to June 25, 2018 against the respondents related to factors that influence entrepreneurship, then the following answers were generated Table 2.

4.2 Motivation That Encourages Student Entrepreneurship in College

Based on the distribution of the questionnaire conducted on May 5 to June 25, 2018 against respondents related to motivation that encourages entrepreneurship, then the following answers were generated Table 3.

4.2.1 Factors which influences students doing entrepreneurships while studying

Achievement needs: Related to the factors that influence students in entrepreneurship during college such as the results of the questionnaire shown in Table 2, then achieving better results than before is the most influencing in achievement needs factor. 77.8% of respondents voted, meaning that 14 out of 18 people chose this factor which caused them to become entrepreneurs. This shows that students feel the results they have achieved are not better and therefore they want to be different, not give up on the current conditions, namely by achieving better results. They believe that if they have to wait until graduating from college it will be too long and they believe that they are able to work on two obligations at once which is to open a business and study. This means that

respondents feel more confident about their future if the effort to start a business has started since college, so that when graduating from college they already have a business that has been run, there is no need to search anymore or even apply for uncertain jobs. The next factor was responsible and Job Challenges, which were chosen 38.9% or 7 people out of 18 respondents. Students feel that they will become more responsible when they have started to prepare for their future by opening a business early, namely in college. They feel they have to take responsibility for the education costs incurred by their parents. On the other hand they also have to go through college well and graduate on time. They believe that if the lecture is only used for learning in class, reading books and doing college work, there is still plenty of time left and if the remaining time is not used to open a business then it can be used for negative things. Therefore, this form of sense of responsibility is demonstrated by starting a business in college.

Subjective norm: As for Norm Subjective, the most influential factor in the opinion of students is the Role of Family. As many as 72.2% of respondents or 13 out of 18 people chose the Role of Family as the most influential factor in the Subjective Norm. Respondents believe that those who pay for tuition are families in this case are parents, therefore they are the most entitled and have a role in giving permission for students to open businesses. Because towards the family they must account for college. This means that if the family does not allow it, they will not run the business in college. In Indonesia, it is still rare for families or parents to allow their children who are in college to start a business, they are more encouraging their children to focus on college. So that's way in this study the role of family is having important factor to encourage student to have a business while study. This is support by Pant et al. [29] which found that family has some impact in people to become entrepreneurship but it was not strongly substantiated by statistical tests. It was found that entrepreneur's parental profession plays some role in entrepreneurship development in Nepal which was similar to some findings that parental profession plays vital role in the choice of profession in children [25]. Then another same opinion is stated by Meek et al. [30] which has conclusion of his study about the role of family member support in entrepreneurial entry, continuance, and exit: An autoethnography which state that by telling a story based on his experience, he had embraced the idea of building new theory from storytelling and

provided further evidence that the linkage between family and entrepreneurship is stronger than what most previous research has suggested [29].

Self efficacy: Albert Bandura is a psychology figure who states that belief has the ability to manage and take action to achieve goals with the term self-efficacy. Self-efficacy is closely

related to self-concept, self-esteem, and locus of control [30]. In this case, Sahid Institute of Tourism students who are entrepreneurs tend to choose Self Confidence as their main reason for starting a business. Self confidence is needed in order to manage and take action to prepare for the future. With self confidence, students become better prepared to face the challenges faced in solving problems experienced during

Table 2. Factors influencing students in entrepreneurship at lecture based on the results of the questionnaire

No	Factors of entrepreneurship	%
Achievement Needs		
1	Job Challenges	38.9
2	Achieve Better Results Than Before	77.8
3	Responsible	38.9
4	Better than other	22.2
Subjective Norm		
5	Family Role	72.2
6	Support of People Considered Important	50
7	Friend Support	27.8
Self Efficacy		
8	Self Confidence	77.8
9	Have a leadership spirit	38.9
10	Mental Maturity	44.4
Demography		
11	Gender	44.4
12	Experience (Family Business Background)	66.7
Entrepreneurial Intention		
13	Line of Business Instead of Working for Others	50
14	Entrepreneurial Carrier	33.3
15	Planning To Start Business	38.9

Source: Processed data, 2018; Note: Respondents can choose more than one answer choice



Fig. 2. Edls_cake own to Erma Dwi Lestari business

Source: Instagramedls_cake, 2018

college and doing business. Lecture is a theory learning process in the classroom, while business is implementation in the field. Entrepreneurial students feel that opening a business during college provides a sense of pride, they will feel more mature, more mature and more experienced than just attending college. As many as 77.8% or 14 out of 18 respondents chose the most influential self confidence in the factor of self efficacy compared to mental maturity and have a leadership spirit.

Demography: In the demographic factor, respondents prefer experience (Family Business Background), as much as 66.7% or 12 people out of 18 respondents who choose it over gender. This can be interpreted that of the 18 respondents, most of them have a family background that runs a business, so that their talents, interests, skills and family experience decreases or is transmitted to them. There are those who participate in managing a family business, there are those who continue a family business, there are those who open a new business that is different from a family-run business, but their lifestyle and entrepreneurial characteristics are inherent. This result is supported by the study of Oluwafunmilayo and Grace [31] which have findings about the significance of the family business as a source of entrepreneurial role model for venture creation as exposure and experience from family

business background have a significant impact on the perceived desirability, feasibility and entrepreneurial self efficacy of intending entrepreneurs. Ayuni [32] also indicated that the important role is of prior business family exposure, as it could affect both student's entrepreneurial intention and attitude. However, entrepreneurship education is found to have no effect on student's entrepreneurial intention, despite its effect on improving student's entrepreneurial attitude.

Entrepreneurial intention: In the Entrepreneurial Intention factor students prefer Business Paths rather than Working for Others. As many as 50% or 9 out of 18 people chose this choice rather than Planning to Start a Business and an Entrepreneurial Career. This shows that students are aware of and understand the number of entrepreneurs who are still small in Indonesia. And agree that the Indonesian people prefer to work for others rather than opening their own businesses. Therefore they prefer a new paradigm, namely the importance of entrepreneurship for young people. It is no longer the time to look for a job or apply for a job, but to create a job. The high unemployment rate, and the lack of an Indonesian state that makes them want to become entrepreneurs. This includes being influenced also by the teaching of entrepreneurship courses at the Vocational High School and tertiary levels.

Table 3. Motivation that encourages students to become entrepreneurs at lecture based on the results of the questionnaire

No	Entrepreneurial motivation	%
Ambition for freedom		
1	More Free Activities	38.9
2	Having Own Business	77.8
3	Become More Respected	5.6
4	Foremost in Implementing New Ideas	44.4
5	Developing a Hobby in Business	66.7
Self realization		
6	Getting a Better Position in the Community	27.8
7	Feel the Challenge	55.6
8	Motivate and Lead Others	55.6
9	Continuing Family Traditions	11.1
10	Implement Ideas / Innovate	66.7
11	Follow The Others	0
Pushing factors		
11	Loss of a job	0
12	Earn Better Revenue	100
13	Unsatisfied with Job	27.8

Source: Processed data, 2018;

Note: Respondents may choose more than 1 answer choice

4.2.2 Motivation that encourages student entrepreneurship in college

Ambition for freedom: For the ambition for freedom factor, 77.8% of respondents or 14 out of 18 respondents chose to have their own business as the motivation that most encouraged them to open a business. They argue that by owning your own business, independence can be created. Independence here means not dependent on others, their destiny is determined by themselves. By having their own business, they will know what to do, how and when and where they should run their business. Who their market segments are and with whom they will run the business including business funding. They are free to decide where they should go. They become little bosses. This statement is supported by Hisrich [33] who found that one of the prime motivations for starting a business was a desire for independence. And Shane et al. [34] also stated that because they clearly knew something that they were even forced to do things that they even did not like, they want to be independent and work for their own, this is one of the most important motivation factors behind entrepreneurs.

Self realization: Implementing Ideas / Innovating is the motivation that most encourages students in Self Realization. There were 66.7% or 12 out of 18 respondents who chose this factor in terms of Self Realization. Respondents believe that they are human beings of ideas, where a lot of creativity they want to do and not only in the mind. Therefore, opening a business is a form of self-realization through ideas and innovating in the fields they pursue. Making something new, designing something that already exists becomes more effective and efficient and making something that has been simpler for a long time is their goal of doing business. This is supported by who conclude from his study that in general, a psychological features and principles of ensuring student's self-realization, can be identified as directions of the humanitarian activity of small enterprises, that stimulate the students' active participation in an innovative-productive activities, the realization of their abilities and internal resources, and social cooperation in the innovation [34].

Pushing factors: Getting a better income is the most chosen factor by the respondents, which is 100%, meaning that 18 people all agree that the motivation that encourages them to open a business is to get a better income. The students realize that through a business initiated by

managing funds starting from finding funding, managing expenses, they will finally enjoy the benefits that they themselves receive. Is a satisfaction when the results of business profits enjoyed by themselves. If there is a loss they will bear it and if they are lucky they will enjoy it. Therefore, in a business, there will definitely be a loss first, capital return and finally profit after a period of time. Finally, after enjoying the business benefits. Gradually they will get increased profits along with increasing business scale. This is what makes business people confident that their income will be better than working in an office. This is supported by another study such as profit search relates to rent-seeking tendencies of individuals. Extant literature has demonstrated the pursuit of profit in terms of earning big money, increasing income, building equity or personal wealth as antecedents of entrepreneurial intentions with inconsistent results [35].

5. CONCLUSION

Based on the discussion above about the results of a survey of the selection of factors and motivations that most influence them so that running a business when running college using Theory Planned Behavior [35,36] about the intention of entrepreneurship, it can be concluded that for the Achievement Needs factors, Sahid Institute of Tourism Entrepreneurs prefer Achieving Better Results Than Before factors. Next to the Subjective Norm factor, the Role of Family factor has the most influence on them. As for the Self Efficacy factor, entrepreneurial students prefer Self Confidence as the goal why they are entrepreneurs. Next in the Demography factor, Experience or Family Business Background plays a role in them. And for the Entrepreneurial Intention factor, Entrepreneur students at the Sahid Institute of Tourism prefer Business Path rather than working for others. Related to the above results, this is in accordance with the theory [36] which states that the factors of the greater intention of Spanish students compared to the polishing can be explained by the weight of certain contextual factors linked to the existing entrepreneurs in both countries, which could include aspects such as tradition and entrepreneurial history, the existing norms, infrastructure and bureaucracy, and even issues related to religion [23].

While the ambition for freedom motivation that causes entrepreneur students to run a business when they are in college is To Have their own business. As for the motivation of Self

Realization is Implementing Ideas or Innovate. For the motivation of push factors is Obtaining better income. Whereas 2 motivations that were not chosen by them were Follow Others and Job Loss. If related to Theory Push and Pull Factors which states that "Push" Entrepreneurs are those who are dissatisfied with their positions, for reasons unrelated to their entrepreneurial characteristics, pushes them to start a venture. "Pull" entrepreneurs are those who are lured by their new venture idea and initiate venture activity because of the attractiveness of the business idea and its personal implications, so student entrepreneurs at Sahid Institute of Tourism are classified as 'Pull' entrepreneurs and according to Muller's research (1995)), reveals that "pull" entrepreneurs are more successful than "push" entrepreneurs [37].

Recommendation for the next research, it is expected that an open interview will be asked to ask what factors and motivations affect students in running their business while in college, avoiding the use of closed questionnaires. This is intended so that respondents are even more objective in determining what factors and what motivations cause them to open a business during college. For the number of respondents can be further multiplied, it would be better if done at several universities, not just 1 college. And use quantitative study by using statistical hypothesis.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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