

The Relationship between Entrepreneurship Knowledge, Career Personality Interest and Entrepreneurial Career Interest

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Abstract: *This study aimed to identify the factors that influence entrepreneurial career interests among SVS students in West Sumatra. Quantitative approach was employed in this study and survey research design was used. The findings revealed that the level of entrepreneurship knowledge and the level of career personality interest are at moderate level. In addition, there is no difference between the level of entrepreneurship knowledge and the level of career personality interest with the level of entrepreneurial career interest based on the students' major and family background. However, the level of entrepreneurial career interest of SVS students is high. There are some implications arose based on the findings of this study. Firstly, the Indonesian government needs to emphasize the entrepreneurship learning methods in educational institutions, especially SVS. The second implication is that collaboration between the Ministry of Education and the industry needs to be strengthened through education and training programs in order to enhance the knowledge, interests and readiness of students in entrepreneurship.*

Keywords: *Entrepreneurship knowledge, Career Choice, Career Personality Interest, Factor Influencing*

I. INTRODUCTION

Indonesia is one of the countries in Asia Pacific that provides financing and infrastructure supports to its people in entrepreneurship especially in education and training. Among the efforts taken by the Indonesian government to support it is having the establishment of vocational high school (SVS) to provide exposure of career in entrepreneurship to the young generation. Therefore, SVS is given the responsibility to produce students with entrepreneurial attitude, entrepreneurial thinking and entrepreneurial behaviour along with the skills to work in the industry (Indarti dan Rokhima, 2008).

However, entrepreneurship program that has been developed by SVS is still unable to develop entrepreneurial characteristics among the students.

According to Statistics Indonesia (2015), the percentage of SVS graduate unemployment rate in 2013 is high at 11.9 per cent. It has increased in compare to 2012 with the percentage of 9.87 per cent. Sudarmiati (2009) stated that SVS is still unable to increase students' interest in choosing a career in entrepreneurship. This view is parallel to Muhadjir (2002) who found that there are other factors that need to be taken into consideration by policy makers in order to encourage students to make entrepreneurship as a career besides their family background and entrepreneurship knowledge.

Previous studies on the effectiveness of entrepreneurship programs at the school level revealed that self-confidence, ability and capability in becoming entrepreneurs are among the major factors that students are uninterested in entrepreneurial careers (Patrick & Mike, 2016). The reason for these factors might be due to non-entrepreneurial backgrounds (Alstete 2002; Dunn 2004; Galloway & Brown 2002; Henderson & Roberson, 2000). Despite that, many studies found that family backgrounds have an influence on the choice of entrepreneurship careers (Noorkartina, Hock-Eam, Norhafezah, Mustafa & Hussin 2014; Nathalie & Ziyu Long 2015). Noorkartina et.al (2014) found that family and the surrounding environment influences Universiti Utara Malaysia (UUM) students' personality in choosing jobs as entrepreneurs. Similarly, in the study of Nathalie and Ziyu Long (2015), it was found that perceptions of entrepreneurship, self efficacy, motivation, gender and family background are the factors that have an influence on students' career choice as entrepreneurs.

As a result of students' non-entrepreneurial backgrounds, most of them do not have a positive perception on entrepreneurial career. This cause difficulty for the school administrators and teachers to attract students in seeking opportunities for entrepreneurial career (Elfindri et al., 2011; Omdardin 1996). In preference, entrepreneurship education in schools should be able to enhance students' entrepreneurship knowledge and shape their entrepreneurial personality thus attracting them to become entrepreneurs (Nathalie & Ziyu Long 2015). So, knowledge is the primary domain in building human's behaviour. Basic attitudes and behavior will be easier to maintain if students have knowledge (Notoalmojo, 2003).

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Basic knowledge of entrepreneurship is the result of giving exposure about entrepreneurship education to students. Therefore, entrepreneurship training and program should be carried out more effectively to students for them to gain entrepreneurship knowledge as well as to get the exposure about innovation in entrepreneurship.

II. RESEARCH CONCEPTUAL FRAMEWORK

The conceptual framework of this study involves three main components: (i) entrepreneurial career interest, (ii) entrepreneurship knowledge and career personality interest, along with (iii) demographic factors. The first component is an entrepreneurial career interest. According to Kirzner (1997), someone with an interest in entrepreneurship will use their knowledge to manipulate multiple sources, use information and evaluate their experience. This will help them to be more focused when facing new opportunities in order to succeed.

The second component is entrepreneurship knowledge and career personality interest. In this study, entrepreneurial knowledge refers to entrepreneurial principles, capital knowledge, management, production and product as well as marketing. This is because those who gain knowledge and information about entrepreneurship will tend to participate in entrepreneurial activities as they have the confidence to do so (Kasmir, 2009; Mardiyatmo, 2008; Nor Aishah 2013). Meanwhile, career personality interest consists of predilection and efficiency.

Next, the third component for this study is the demographic factor, specifically the family background. Family background reflects the individual's interest in choosing the work he or she likes, the hobbies and many other businesses he or she wants to pursue (in Osipow, 1983; Wingkel, 2005). Hisrich and Peters (2005) also emphasized that entrepreneurship careers can be influenced by family backgrounds such as parents who have are entrepreneurs. Nor Aishah (2002) supported this view based on her findings that there is a strong relationship between family entrepreneurial background and entrepreneurial career interest. Hence, the conceptual framework in this study is as shown in Figure 1:

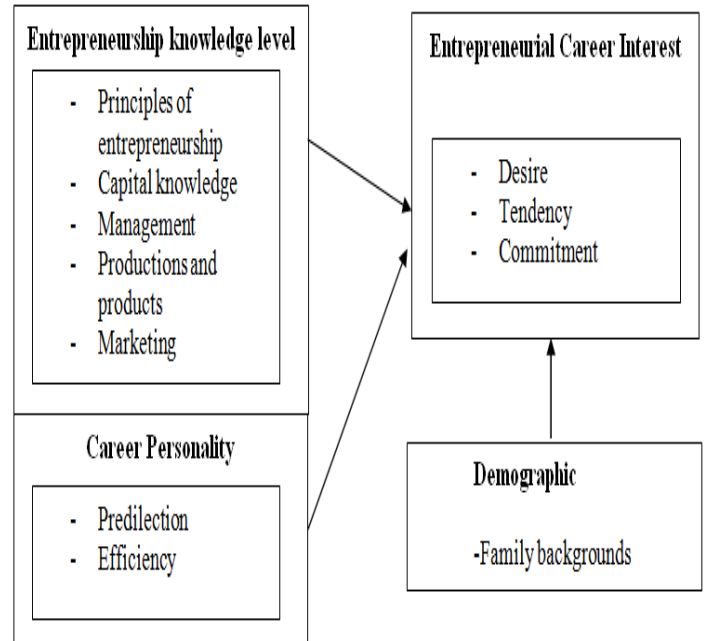


Fig. 1 Research conceptual framework. Adapted from Kirzner (1997); Holland (1985); Hurlock (2004); Collins et al., (2004) and Nor Aishah (2005; 2010)

III. PURPOSE OF THE STUDY

The objectives of this study are:

1. To identify the level of entrepreneurship knowledge, the level of career personality interest and the level of entrepreneurial career interest among SVS students in West Sumatra.
2. To identify the relationship between the level of entrepreneurship knowledge and the level of career personality interest with the level of entrepreneurial career interest among SVS students in West Sumatra.
3. To identify the difference of the level of entrepreneurship knowledge and the level of career personality interest towards the level of entrepreneurial career interest among SVS students in West Sumatra based on their major and family background.

IV. RESEARCH HYPHOTESIS

H1 There is no relationship between the level of entrepreneurship knowledge and the level of entrepreneurial career interest among SVS students in West Sumatra.

H2 There is no relationship between the level of career personality interest and the level of entrepreneurial career interest among SVS students in West Sumatra.

H3 There is no difference between the level of entrepreneurship knowledge and the level of career personality interest towards the level of entrepreneurial career interest among SVS students in West Sumatra based on their major and family background.

V. RESEARCH METHODOLOGY

This study employed quantitative approaches through deductive descriptive methods to illustrate the data and draw

conclusions from numerical data by summing up information from the data sets. The design of this survey study was in line with the objective of the study which is to identify the relationship and do a comparison between the variables used in this study.

The population for this study consists of Form 3 (fifteen years) students from SVS in West Sumatra who are studying in the 2011/2012 session in different majors, which are Tourism, Hotel Services, Cuisine, Pastry, Grooming and Fashion. The rationale in selecting the population is based on the experience of Form 3 students who have undergone practical experience in the field of industry for at least two semesters in SVS. Samples were selected based on random sampling method. Also, the sample size of the study was determined based on Krejcie and Morgan (1970) table as shown in Table 1

Table. 1 The number of samples based on their majors

No	Major	Population Total	Sample Total
1	Hotel Services and Tourism	459	110
2	Culinary	422	101
3	Pastry	67	16/67 (population total)
4	Grooming	90	21/90 (population total)
5	Fashion	203	49/68 (increase according to Pallant 2004)
Total		1241	297/436 (24% x population)

Sample measurement based on Krejcie and Morgan: $1247 = 297$

VI. FINDINGS AND DISCUSSIONS

Table 2 illustrates the students' level of entrepreneurship knowledge. It was found that the overall level of entrepreneurship knowledge is at a moderate level (Mean = 3.31; SD = 0.40). Knowledge of Principles of

Entrepreneurship (Mean = 2.67, SD = 0.38), Capital knowledge (Mean = 2.40, SD = 0.31), Management (Mean = 2.36, SD = 0.33) Mean = 3.32, SD = 0.37) is also at a moderate level.

Table . 2 Level of entrepreneurship knowledge among students.

Entrepreneurship Knowledge	Mean	SD	Interpretation
Principles of entrepreneurship	2.67	0.38	Moderate
Capital knowledge	2.4	0.31	Moderate
Management	2.36	0.33	Moderate
Production and Products	2.65	0.32	Moderate
Marketing	3.32	0.37	Moderate
Total	3.31	0.4	Moderate

Table 3 portrays the students' level of career personality interest with the overall score at a moderate level (Mean = 2.74; SD = 0.34). Meanwhile, Predilection (Mean = 0.28, SD

= 0.39) and Efficiency (Mean = 2.55, SD = 0.31) are also at a moderate level.

Table. 3 Level of Career Personality Interest among students.

Career Personality Interest	Mean	SD	Interpretation
Predilection	2.86	0.39	Moderate
Efficiency	2.55	0.31	Moderate
Total	2.74	0.34	Moderate

Table 4 below illustrates in percentage on the level of entrepreneurial career interest among SVS students in West Sumatra. Overall, 69.5% of students have high interest in entrepreneurship career, 21.1% are interested, 2.8% have moderate interested and 6.7% have low interest. This provides evidence that a non-business family background does not affect them in keeping their intention on becoming

entrepreneurs. In contrast, the level of entrepreneurship knowledge and the level of career personality interest have an influence to encourage students in becoming entrepreneurs. Even though the students' knowledge of entrepreneurship is at the moderate level, they showed high interest in entrepreneurial business.

Table. 4 Entrepreneurial career interest among students.

Category	Score	Respondent Total	Percent (%)
High interest	>52	303	69.5
Interest	40 - ≤52	92	21.1
Moderate Interest	28 - <40	12	2.8
Low Interest	<28	29	6.7
Total		436	100

Table 5 portrays the relationship between the level of entrepreneurship knowledge and the level of entrepreneurial career interest among SVS students in West Sumatra. The correlation value obtained is $r = 0.320$ at a significant level of 0.000. This indicates that H1 was successfully rejected. It can

be concluded that there is a moderate relationship between the level of entrepreneurship knowledge and the level of entrepreneurial career interest.

Table . 5 Relationship between entrepreneurship knowledge and Entrepreneurial Career Interest among students.

Variable	R	sig.
Level of Entrepreneurship knowledge	0.320	0.000
Level of Entrepreneurial Career Interest		

Table 6 shows the relationship between career personality interest and entrepreneurial career interest among students with the value of correlation obtained is $r = 0.129$ with the significant level $p = 0.007$. The result indicates that H2 was

successfully rejected. It can be established that there is a very weak relationship between career personality interest and entrepreneurial career interest among students.

Table . 6 Relationship between Career Personality and Entrepreneurial Career Interest among students.

Variable	R	sig.
Level of Career Personality	0.129	0.007
Level of Entrepreneurial Career Interest		

This finding is parallel with the studies by Zaidatol (2007) and Nor Aishah (2013) who both suggested that entrepreneurship education has a significant impact on student's interest in entrepreneurship. Accordingly, the Indonesian government needs to improve the effectiveness of entrepreneurship learning through infrastructural facilities and provide exposure to students to conduct their business in

schools as practiced in Finland, Slovenia, the United Kingdom and Belgium (Miroslav Rebernik & Karin Širec 2011).

Below, Table 7 shows that there is no difference between the level of entrepreneurship knowledge and the level of career personality interest towards the level of entrepreneurial interest among students based on their major and family background. Hence, H3 was rejected. This finding provided a good lead to continue the effort on increasing SVS students'

entrepreneurial interest. Thus, the researchers suggest parents to emphasis on the formation of children's career in entrepreneurship. Encouragement from parents and family will provide confidence and motivation to encourage students in shaping their entrepreneurship career personality.

Table. 7 MANOVA analysis on the difference of the level of entrepreneurship knowledge and the level of career personality interest towards the level of entrepreneurial interest among students based on their major and family background.

Factors	Wilk's Lambda Value	F Value	D.K between Groups	D.K in Groups	Sig.
Major	0.980	1.768	4.0	326	0.546
Family Background	0.991	2.587	4.0	326	0.407

V. CONCLUSION

This paper has discussed a quantitative study using survey design to identify the levels of entrepreneurship knowledge, career personality interest and entrepreneurial career interest among SVS students in West Sumatra. The findings illustrated that the level of entrepreneurship knowledge and the level of career personality interest among SVS students are at moderate level. However, it was surprising to find that students' level of entrepreneurial career interest is high. In addition, the findings also revealed that the students' major and family background do not have much effect on students' interest in entrepreneurship. This shows that entrepreneurial career interest among SVS students may be driven by the level of knowledge they learn in school even though their parents are not entrepreneurs.

This also implies that entrepreneurship education programs in schools need to be further enhanced through the learning model, diversification of entrepreneurial courses and provide more opportunities for students to conduct their business either within the school area or outside the school area. This step is to help students in gaining experience to become entrepreneurs in the future thus attract and increase their confidence to venture into entrepreneurship after they graduate from school. In addition, the collaboration between the Ministry of Education and the industry should be strengthened through education and training programs with enhancing the knowledge, interests and readiness of students in entrepreneurship.

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