

The Influence of Locus of Control, Need for Achievement and Campus Environment on Students' Entrepreneurship Interest of Universitas Negeri Padang

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Abstract

This study aims to analyze the influence of locus of control, need for achievement and campus environment on students' entrepreneurship interest of Universitas Negeri Padang. The type of this research is Associative Descriptive with research population are students of Universitas Negeri Padang in Academic Year 2016 with a number of 6479 students. Research sample was chosen by using random sampling technique in which the results are 377 students were selected as sample. The analysis used in this study was multiple linear regression analysis, by using SPSS 16.0 software for windows. The results of data analysis can be concluded that: (1) Locus of control had significantly influenced the entrepreneurship interest. (2) Need for achievement had significantly influenced the entrepreneurship interest. (3) The campus environment had significantly influenced the entrepreneurship interest.

Keywords: *locus of control, need for achievement, campus environment, entrepreneurship interest*

Introduction

Improving people's welfare is very important to describe the economic level of a country. This problem is still a major homework that cannot be resolved by the Indonesian, namely regarding to unemployments. It was recorded in Central Bureau of Statistics (BPS) data in 2018 that unemployments had increased on February 2018 which reached about 5.13% or around 6.87 million people and increase again up to 5.34% or around 7 million people on August 2018 (www.bps.go.id). This was due to lack of available jobs which are not comparable with the number of graduates or new labor offers. Therefore, Indonesia must improve the country's economy by reducing unemployments. One of the government's policies in reducing unemployments and improving the economy is entrepreneurship development that focuses on the development of beginner entrepreneurs, expanding the entrepreneurs' roles and developing new inventions-based businesses (BPS, 2018).

Entrepreneurship is an important barometer of an economy and is able to create prosperity by opening new job in every segment of society (Tomaa, Grigorea, & Marinescu, 2014). Entrepreneurship is also one of the solutions to the global economic crisis which is recently often discussed (Tiago et al 2015). Entrepreneurship as a social phenomenon is very important, because it can generate employment opportunities and reduce unemployments (Bosma, 2013). It means that through entrepreneurship someone is able to open up employment opportunities for himself, thereby it can reduce one unemployed person; and when other people work in that business, so the other unemployments will be decreased too.

This unemployment problem is also a challenge for higher education graduates who are graduated every year while the number of jobs opened does not increase according to the number of graduates at all levels of education. When viewed from the TPT according to the level of education graduated from the University, the number of unemployed on August 2017 reached about 5.18% and increase again up to 5.89% on August 2018. The condition of TPT at this level of education provides good news because it has decreased from one year ago, except TPT for tertiary education graduates who have experienced an enhancement (BPS, 2018).

Higher education as a provider of entrepreneurial facilities will not achieve its goal in producing graduates who have a business if it is not accompanied by interests of the individual himself. One factor that

fosters an individual's entrepreneurial interest is the locus of control. Locus of control as one aspect of one's personality is the level of one's ability to control various events, incidents, fate and fortune that occur in himself (Purnomo, 2010). According to Krueger (2009) someone's perception to choose the extent to which one he/she must do something or not in determining a thing, has a very big influence on the outcome. It means that when someone is able to control himself/herself with the abilities and limitations on him, then someone is easier to succeed in the undertaken activities.

According to Judge et. al (2002) locus of control as a psychological attribute gives a lot of influences on a person for decision making in entrepreneurship. Krueger(2009)states that locus of control influences key aspects of various entrepreneurial processes including interest in entrepreneurship. Endratno & Widhiandono (2017) also states that locus of control influences the interest of entrepreneurship. Another factor that can also influence entrepreneurial interest according to (Fa Tong, Xue, David Yoon Kin Tong, 2011)is need for achievement. Uddin & Bose (2012)also states that need for achievement has a significant influence on entrepreneurial interest. Need for achievement is defined as a person's desire to achieve something that is desired and can affect the way in overcoming a problem on his/her ability aspects (Kreitner & Kinicki, 2005). Need for achievement refers to the individual's desire to succeed in competence, means that someone with high need achievement tends to be involved in functional activities because it is more motivated than individuals who need low achievement (Chong & Khudzir, 2018).

Based on research by Indarti & Rostiani (2008) states that need for achievement has a positive effect on entrepreneurial interest. In line with Ryan's research Tipu, & Zeffane(2011) stated that need for achievement influences entrepreneurial interest, means that someone with a high level of need for achievement will have a higher potential in achieving something than someone with a low need for achievement.

This shows that locus of control and need for achievement as factors that should be considered. As internal factors contained within, locus of control and need for achievement contribute many initial contributions to individuals with different levels. So that not only external influences, the essence of entrepreneurial interest can arise from a psychological aspect. So, the researcher thinks that this factor should also be considered when they want to build the students' interests.

Moving from several factors above, researcher also focuses on campus environmental factors. The environment as one of the factors that can influence entrepreneurial interest. The environment is a phenomenon or event that affects a person from outside himself(Bygave & Andrew, 2010). It means that the environment is an external factor that can affect a person through his five senses. Someone who is in an environment that provides opportunities and supports his decision to work, tends to have a higher interest (Amalia & Hadi 2016).

Based on research by Ao & Liu(2015)revealed that the environment directly influences an entrepreneurial interest in a person. When an environment can accept and support the decisions taken by someone to move and to develop initiatives in creating new ideas or ideas, then directly, it will support and encourage one's interest in entrepreneurship. As a social and learning environment, universities have many influences on entrepreneurial interests. According to Yuliatin (2017) the university environment has a significant influence on student interest in entrepreneurship. In line with Barral, Ribeiro, & Canever (2018)which states that the campus environment provides a lot of influence in increasing student interest in entrepreneurship. Moraes, Iizuka, & Pedro(2018) also states that the university environment has a significant influence on student interest in entrepreneurship. In contrast to Rofiah(2016) which states that the campus environment does not affect student interest in entrepreneurship.

The university as a student environment provides facilities to support entrepreneurship by providing an Entrepreneurial Student Program (PMW) which is a program from the government. However, this has not been able to attract much interest of students to become the entrepreneurs, as evidenced by the number of students who did not interested in participating the Student Entrepreneurship Program (PMW) which can be seen from the following data:

Table 1. Number of Students of Universitas Negeri Padang who Propose Entrepreneur Student Program Proposals (PMW)

| No | Year | FACULTIES | | | | | | | | Total | Total of Students |
|----|------|-----------|-----|-------|-----|----|-----|-----|-----|-------|-------------------|
| | | FIP | FBS | FMIPA | FIS | FE | FIK | FT | FPP | | |
| 1 | 2015 | 84 | 83 | 157 | 64 | 81 | 41 | 245 | - | 755 | 4772 |
| 2 | 2016 | 38 | 16 | 57 | 34 | 37 | 39 | 41 | 133 | 395 | 5618 |
| 3 | 2017 | 17 | 51 | 37 | 47 | 56 | 40 | 67 | 240 | 555 | 7642 |
| 4 | 2018 | 11 | 11 | 15 | 12 | 16 | 8 | 19 | 42 | 134 | 7549 |

Source: Academic Staff Division of Universitas Negeri Padang 2018

Based on the table above, it can be seen that the number of students of Universitas Negeri Padang who submitted PMW proposals is still very low compared to the total number of students of Universitas Negeri Padang. It can be seen that in 2015 there were only 775 total proposers while the number of students was 4772, means that only 15.8% of students submitted PMW proposals. Furthermore in 2016 only 7% of the number of PMW proposers, in 2017 there were 7.26% and in 2018 there were 1.78% of PMW proposers. From the table above shows that there students are still lack on interest in entrepreneurship.

Methods

This study uses quantitative research with a measuring instrument in a questionnaire form and data obtained in answers form from students of Universitas Negeri Padang to the questions asked. The population of this study were all students of Universitas Negeri Padang in academic year 2016 with 77 students as sample. The questionnaire used in this study was designed by using a Likert scale with trial-test on 80 students to obtain the validity and reliability of items as well locus of control, need for achievement, campus environment, and entrepreneurial interest; and 34 items were classified to valid and realible items. These results were obtained using SPSS version 16.0 and calculated using *Corrected Item-Total Correlation* vto measure the validity and *Cronbarch Coefficient Alpha* to measure reliability.

Results and Discussion

The presentation of data of each variable is described in the form of a frequency distribution, where each respondent gives an assessment appropriate with their respective opinions.

Table 2. Multiple Regression Analysis

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|----------------------|-----------------------------|------------|---------------------------|-------|-------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 8.243 | 1.321 | | 6.240 | 0.000 |
| Locus of control | 0.134 | 0.060 | 0.200 | 2.251 | 0.025 |
| Need for achievement | 0.122 | 0.048 | 0.228 | 2.533 | 0.012 |
| Lingkungan kampus | 0.157 | 0.031 | 0.234 | 5.108 | 0.000 |

Source : Data Processing, 2019

Based on the above equation can be explained: 1) The constant value obtained is 8.243, which means that if the variable: locus of control (X1), need for achievement (X2) and campus environment (X3) were equal to 0. Then the value of entrepreneurship interest was 8.243, 2) The locus of control variable (X1), has a positive regression coefficient of 0.134. It shows that the higher locus of control will increase the interest in entrepreneurship by 0.134. 3) The need for achievement variable (X2), has a positive regression coefficient of 0.122. It shows that the higher need for achievement will increase the interest in entrepreneurship by 0.122. 4)

The campus environment variable (X3), has a positive regression coefficient of 0.157. It shows that the higher the campus environment will increase the interest in entrepreneurship by 0.157.

F Test (Simultaneous Test)

The F test is used to determine whether all independent variables namely locus of control, need for achievement and the campus environment have a significant influence on entrepreneurial interest, or not.

Table 3. Test Results F

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|--------------|----------------|-----|-------------|--------|--------------------|
| 1 Regression | 2025.089 | 3 | 675.030 | 43.601 | 0.000 ^a |
| Residual | 5774.715 | 374 | 15.482 | | |
| Total | 7799.804 | 377 | | | |

Source : Data Processing, 2019

From table 3 above, it can be concluded that there is a significant influence jointly between locus of control (X1), need for achievement (X2) and campus environment (X3) on entrepreneurial interest (Y). Based on the results of the processed data in the table obtained a significance level of 0.000 when compared to a significance value of that specified in this study of 0.05, the significance level of data is smaller than the level of significance determined in this study, consequently, H_0 is accepted. It proves that the locus of control, the need for achievement and the campus environment influence the entrepreneurial interest.

Determination Test

The coefficient of determination test is used to measure how much the ability of all independent variables: locus of control (X1), need for achievement (X2) and campus environment (X3) in explaining the variance of the dependent variables of entrepreneurial interest (Y).

Table 4. Coefficient of Determination

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|--------------------|----------|-------------------|----------------------------|
| 1 | 0.510 ^a | 0.260 | 0.254 | 3.93469 |

Source : Data Processing, 2019

From table 4 above, it can be seen that the value of the determination coefficient of 0.260 means that the contribution of locus of control (X1), need for achievement (X2) and campus environment (X3) to students' entrepreneurship interest (Y) of Universitas Negeri Padang was about 26%, whereas 74% were determined by other factors which not included in this study.

Effect of Locus of Control on Students' Entrepreneurial Interest

Based on the results of research, it is known that the locus of control has a significant effect on student entrepreneurial interest in Universitas Negeri Padang. It can be interpreted that the level of locus control determines the level of entrepreneurship interest, in which the locus of control is something that becomes someone is dare to action with the consequences that will result from these actions and decisions. Locus of control plays an important role in the behavior development, so it contributes a lot of contribution in influencing one's self-interest.

Someone who has a locus of control will be able to determine how his career, because the personality who believes that the action taken is right. Research by Asante & Osei (2019) show that an entrepreneur who has a locus of control will have a higher presentation of success than anyone else.

Karabulut's research (2016) conducted at Istanbul Commerce University explained that locus of control had a significant effect on students' entrepreneurship interests of Istanbul Commerce University. It is similar to research results conducted at Universitas Negeri Padang with significant results. From the analysis of the description, it was found that the locus of control was quite good, it can be seen from the average value of 3.80 with a TCR of 76% quite good. That is, students of Universitas Negeri Padang in academic year 2016, categorized quite well in the locus of control, with sub-indicators: completing work appropriate with setted targets, trying earnestly to get an achievement, starting work with a plan, thinking about everything with mature when you want to take a decision, able to create their own success, able to deal with various and eager to find various information.

The results of this study are in line with research conducted by Endratno & Widhiandono (2017) which states that locus of control affects the interest in entrepreneurship. In line with Hermawan, Soetjipto, & Rahayu (2016) research that locus of control has a significant effect on entrepreneurial interest, they also explain that locus of control is the most powerful factor in influencing entrepreneurship and is followed by desire to succeed.

Locus of control influences the entrepreneurial activities. Individuals with internal locus of control tend to determine their own destiny, plan advanced- activities, do not affected by social conditions, and believe that success is determined by effort (Hermawan, Soetjipto, & Rahayu 2016). Sesen (2013) states that many personality factors support entrepreneurial interest, including locus of control. In this research, locus of control has a significant impact on student entrepreneurial interest in Turkish University.

A research by Chelariu et. al (2008) explains that the locus of control personality factor has a significant impact on entrepreneurial interest. This research explains that Locus of control is able to predict entrepreneurial tendencies and usually the interest in entrepreneurship will be present because of dissatisfaction or failure that occurred in. Zhang (2011) data shows that entrepreneurs with higher levels of internal locus of control tend to have an entrepreneurial orientation than a market orientation. In contrast to Nasip et. al (2015) research at Malaysia Sabah University, the results show that locus of control does not significantly influence student interest in entrepreneurship.

Effect of Need for Achievement on Student Entrepreneurial Interest.

Based on the results of research it is known that the need for achievement significantly and positively influences the students' entrepreneurial interest of Universitas Negeri Padang. Need for achievement is a part of the personality that can drive one's attitude to achieve the goals that want to be achieved. This encouragement is a desire to be more superior and excel than others. Someone who has a need for achievement usually wants to be successful and has high ambitions to build a business. Zhang (2011) personal characteristics of entrepreneurs such as need for achievement have a positive influence on company performance, because they tend to be eager to find information.

Someone who has a need for achievement will be more active in working, working optimally and not easily satisfied with the achievements that have been achieved. It means that Need for achievement is one of the factors that influence student interest in entrepreneurship, where the higher the need for achievement in students, the higher their desire for entrepreneurship.

Based on the analysis of the description found in this study, it shows that the need for achievement is quite good, it can be seen from the average value of 3.77 with TCR achievement is about 75.4% and quite well categorized. It means, students of Universitas Negeri Padang like to the challenges, work hard, strive to have better achievements than others, practice to have skills at work, work with loyalty and high dedication, and try to push themselves to get the best results; so this sub-indicator is included in a pretty good category on students of Universitas Negeri Padang.

Need for achievement is one of the determinants that takes many roles on students' entrepreneurship interests (Voda & Florea, 2019). This study explains that there is a significant influence between need for achievement and entrepreneurial interest. Many young people are passionate about starting a business

because of the personality that they need for achievement. Need for achievement will lead someone to look for challenges that fit their personalities and increase their confidence to continue to succeed.

Karabulut's research (2016) conducted at Istanbul Commerce University explained that the need for achievement had a significant effect on the interests of Istanbul Commerce University students in entrepreneurship. The results of this study are in line with research conducted by Uddin & Bose(2012)that the need for achievement has a significant influence on entrepreneurial interest. The same results are also found in the research of Indarti & Rostiani (2008) which states that the need for achievement has a positive effect on interest in entrepreneurship.

Yuhendri(2016)as one of the dimensions of personality, the need for achievement greatly influences the interest in entrepreneurship. The results of this study indicate that there is a significant influence between need for achievement and interest in entrepreneurship. Ryan, Tipu & Zeffane (2011)state that need for achievement influences the entrepreneurial interest, which means someone with a high level of need for achievement will have a higher potential in achieving something than someone with a low need for achievement. Because someone with a need for achievement tends to work hard, has an advantage in working, working optimally and is not easily satisfied with achievements (Loon & Casimir, 2008).

The Effect of Campus Environment on Students' Entrepreneurial Interests

Based on the results of research it is known that the campus environment has a significant and positive effect on the entrepreneurial interest of students at Universitas Negeri Padang. The campus environment is all aspects that occurred around students or everything that directly or indirectly influences students' behavior.

Universitas Negeri Padang's campus environment is a place where students get a variety of knowledge, in the form of teaching that students can get from studying in class with lecturers, or outside the classroom. The campus environment here is all aspects that exist: both campus activities, infrastructure, courses and all things that are oriented to entrepreneurship that can influence students in entrepreneurship.

Universitas Negeri Padang has various activities that support the needs of students including entrepreneurship. Judging from the campus activities that are often held either specifically for students of Universitas Negeri Padang or open to the general public, such as seminars, Expo and entrepreneurship courses. Not only that, Universitas Negeri Padang also has an Entrepreneurial Students Program (PMW) which is included in one of the policies of the Ministry of Technology Research in collaboration with Universities in order to facilitate students who have an interest in entrepreneurship and start businesses and develop businesses on the basis of science, technology and art.

There are also other supporting facilities and infrastructure, such as entrepreneurship books that are obtained in entrepreneurship courses or can be found in campus libraries, and internet networks that can facilitate students in finding business information. Therefore, students will get facilities easily to meet their needs for entrepreneurship. It means, the campus environment is one of the factors that can increase students' entrepreneurship interest at Universitas Negeri Padang.

Based on the data analysis, it was found that the campus environment was categorized quite well, it can be seen from the average value of 3.93 with TCR value of 78.7% TCR, which means the campus environment has not been fully implemented by students at Universitas Negeri Padang . The results of this study show that the campus environment has a positive and significant effect on students' entrepreneurial interest at Universitas Negeri Padang.

Similarly, this result is in line with Yuliatin's research(2017), which states that the campus environment influences student interest in entrepreneurship. This research show that environmental conditions are one of the main factors that can strengthen or weaken interest in entrepreneurship. Therefore, when the campus environment is good and supportive in facilitating the students' needs in entrepreneurship, it will automatically increase or strengthen the students' interest. Conversely, if the campus environment factors do not support, it will weaken students' interest in entrepreneurship. The similar results are also found in

Barral's, Ribeiro's, and Canever's research (2018) which states that the campus environment provides many influences in increasing student interest in entrepreneurship. Moraes Iizuka & Pedro1(2018) in their research on entrepreneurial interest also stated that the campus environment was one of the factors that influenced entrepreneurial interest.

Broadly outline, Ao & Liu (2015) explained that the environment affects one's interest in entrepreneurship. As a place to interact all the time, the environment is able to encourage or attract someone's desires due to the perceived situation in the environment. Soria-Barreto et al. (2017), explained that the campus environment supports student interest in entrepreneurship, this study also explains that the campus environment that supports it usually occurs only in developed countries with facilities and other supporting matters. It similar to what was stated by Amalia & Hadi (2016) which explained that the campus environment was able to influence and increase students' interest in entrepreneurship. A research by Díaz-Casero et al. (2012) states that the campus environment has a significant effect on students' interest in entrepreneurship. In contrast Sesen's research (2013) which states that there is no significant effect between the campus environment with student entrepreneurial interest.

Conclusions

Based on the results of data analysis and discussion, it can be concluded that the locus of control, need for achievement and the campus environment have a significant and positive influence on students' entrepreneurial interests of Universitas Negeri Padang in academic year 2016. Based on the results of research that has been stated, to increase the students' interest in entrepreneurship, the researcher suggest that:

- 1) On campus environment variables, researcher suggests that students should *take part incampus activities*, such as: a) Follow the seminars held by the campus, in order to generate ideas and business enthusiasm, and b) Participate in entrepreneurship courses, entrepreneurship expos and competitions related to entrepreneurship; *Using campus facilities and infrastructure* by: a) Read books about entrepreneurship that can be obtained by students in the campus library, b) Looking for business information that can be accessed with the internet network that has been provided by the campus; *To follow the course*, it can be done by: a) Participating in entrepreneurship courses that provide provisions to prepare their own businesses as a start to increase entrepreneurial interest, b) Participating in various entrepreneurial practices given in these entrepreneurship courses.
- 2) Improve locus of control, it can be done through: a) *Not affected by social conditions*, this can be done by: trying to deal with various problems with one's own abilities and not being affected by various outside conditions, including social conditions, so that, they are able and more focused on their own abilities; *Plan activities in advance*, which can be done by: a) Starting each job with a plan in advance, so that it gets satisfying results, b) Thinking about things carefully when you want to make a decision. *Success that starts from a business* can be done by: a) Enthusiastic looking for a variety of information that adds insight, especially on the work being undertaken.
- 3) Increase the need for achievement, can be done through: *Not quickly satisfied with achievements*. This can be done by: a) Continue to push themselves to get the best results in every job, b) Make improvements in work. *Having excellence at work*, can be done by: a) Trying to have better performance than others, b) Continue to train yourself to have skills in work, so that they have high competitiveness.

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