

Tenants' Growth Mindset and Its Implication (A Case of Entrepreneurship Development Program)

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ABSTRACT

There have been significant amounts of research investigating growth mindset in entrepreneurship with various variables. This research describes tenants' growth mindset and its implication in running the set-up business. The participants of the research were 27 tenants Entrepreneurship Development Program in Year 1, Year 2, and Year 3 of the program. An adopted questionnaire of growth mindset (Dweck, C. S, 2006) was used to obtain the data of the tenants' mindset category. For triangulation, another open questionnaire consists of 7 items elaborating growth mindset were administered to obtain more comprehensive data. The team's notes were also utilized to capture the students' mindset, motivation, and teamwork. Based on the questionnaire, it was found that 70 % of the students possess growth mindset, and the rest has growth mindset with some fixed ideas. The data from open questionnaire showed that 93% of the tenants believed in their self-capacity, and other features to be labelled as having growth mindset such as seriousness, hardworking, and passion to be entrepreneurs. Similarly, notes of the team in Year 1, Year 2, and Year 3 confirmed that the participants with strong growth mindset are the tenants who are still running the business today. They were recognized as highly motivated and committed tenants from the beginning to the end of the entrepreneurship program. The reason why they remain stay in the business was because of the passion to be entrepreneurs. The implication of having growth mindset is that the tenants are persistent in facing challenges during the business set up. Growth mindset keeps them survive in the business.

Keywords: *Growth mindset, Entrepreneurship Development Program.*

1. INTRODUCTION

The Entrepreneurship Development Program was a three year program for students of college funded by the Kemdikbud Ristekdikti. The output of this program was establishing minimum 5 kinds of businesses run by the tenants (students who join the program). It requires 20 students of different majors including alumni to take part in this program. There have been several steps to be admitted in this program starting from recruitment, interview, and admission. The selected applicants were interviewed before being accepted as the members. It is important to know the initial condition and motivation of the students in joining the program to minimize a-half-way participation. In fact, there were several tenants who did not fully participate and took part in the program each year. Significant numbers of tenants were noted to have lack participation in the series of program, run the business a half-way, and have a problem with teamwork.

In addition to motivation, teamwork, and participation, mindset became one of concerns since mindset is the very basic driver in entrepreneurship. Tenant's mindset including mindfulness and seriousness in joining the program might contribute to the success of the program. Mostly the tenants were not aware with mindset in entrepreneurship. Not many of them wanted to be entrepreneurs.

Regarding to mindset in entrepreneurship, it does not always correspond to entrepreneur. Yet those with entrepreneurship mindset are indicated to have greater intention to be successful in accomplishing the program.

This three year program has addressed various issue in each year. The first year program researched on the tenants' motivation in joining the program while the second year researched on students' empowerment in running the business during the pandemic by maximizing technology for running the program and the business in

order to keep survive for economic sustainability (Nuraeningsih et al., 2020). This last year program brings the team to a more comprehensive idea on the tenants' basic capital to be entrepreneurs that is growth mindset.

A previous research revealed that students with growth mindset intervention have better self-efficacy and be more persistent in completing class project. In the meantime, it improved academic and career interest through entrepreneurial self-efficacy (Burnette et al., 2020). What underlies the investigation on this issue is that the team's inquiry on what actually makes the students keep or quit running the business. The initial believe that the tenants who are still running the business today are those with good growth mindset.

2. THE NATURE OF GROWTH MINDSET

The idea of growth mindset was firstly introduced by Dweck (1988). It is believed to be the opposite of fixed mindset. Growth mindset enables people to be open minded, positive, and highly motivated for self-development while fixed mindset person tends to have fixed ideas and is not open to any changes and challenges. Growth mindset is beliefs about the potential to develop entrepreneurship abilities.

Deals with growth mindset, (Duckworth A, Peterson C. Kelly, 2007) also comes up with the similar idea which is well-known as 'grit'. 'Grit' is persistence and endurance in doing something. Her research was conducted with cadets as the participants. Grit is actually not limited to education field.

In addition to growth mindset, there has been another term emerges such as entrepreneurial mindset. Three distinct aspects of entrepreneurial mindsets are cognitive aspect—how entrepreneurs use mental models to think; behavioral aspect—how entrepreneurs engage for opportunities; and the emotional aspects—what entrepreneurs feel in entrepreneurship (Kuratko et al., 2020).

(Shaver et al., 2019) suggested conducting education through entrepreneurship that is mainly designed to develop an entrepreneurial mindset. Another work used design thinking approach in fostering entrepreneurial mindset and it revealed that it had a positive influence on the motivation and satisfaction of the participants' overall performance (Daniel, 2016)

When one was labelled as having growth mindset, what implications might be revealed? Some literatures state that growth mindset drives one to develop, be resilient that will be useful in handling changes. Many more positive things are said to be the consequences of having growth mindset.

Narrowly, (Ertac & Tanova, 2020) researched on women's growth mindset and it was found that when psychological empowerment is high, women with a

higher level of growth mindset experience a greater level of flourishing. Growth mindset is the area of psychology and this previous research at least indicated that higher level of growth mindset might experience better performance

3. METHODS

In obtaining the data, several steps were taken. Addressing the growth mindset, a set of questionnaires was adopted from Dweck (2006) The questionnaire contains 10 items of questions with 4 ranges of Likert scale: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). Each item will be scored from 0 to 3. The The final score was categorized into strong growth mindset (22-30), strong growth mindset with fixed ideas (17-21), fixed with some growth mindset (11-16), and strong fixed mindset (0-11). The score of each participant was counted to know what category they belonged to. The questionnaire was administered via online to the tenants of year 1, year 2, and year-3 program. The link was shared via Whatsapp group. Among 60 students, they were 27 tenants returned the form back. The twenty seven participants of different program year then considered as the participants of the research.

Another open questionnaire which was adapted from implicit theory of entrepreneurship (Pollack et al., 2012) were administered via google form. There are seven items asking about intelligence, capability, how the capability contributes in running the business, seriousness, the importance of feedback, hardworking, and persistence. Further, coding for the filled open questionnaire was done and analysed qualitatively.

Notes from the team of the program taken from the evaluation notes in each year were also employed. It is necessary to get comprehensive data for more objective findings. The score from the questionnaire of growth mindset would be triangulated by the data from open questionnaire and the team notes.

4. FINDINGS AND DISCUSSION

Answering the research question on the tenants' growth mindset, the result of the questionnaire is as follows:

Table 1. The students' growth mindset

No	Students' growth mindset score	Classification			
		Strong Growth Mindset	Growth with some Fixed ideas	Fixed with some growth ideas	Strong fixed mindset
1.	22-30	19			
2.	17-21		8		
3.	11-16			0	
4.	0-10				0

From the table, it can be seen that 70 % of the tenants has strong growth mindset and the rest has strong growth mindset with some fixed ideas. There is none of the tenant belonged to fixed with some growth mindset and strong fixed mindset. It can be stated that the tenants mostly have strong growth mindset.

The findings can be interpreted that dominantly the tenants have growth mindset. Growth mindset implies persistence and self-efficacy which fosters entrepreneurial mindset (Burnette et al., 2020) The tenants who joined the program were those with high personal motivation to learn entrepreneurship and practiced to be entrepreneurs by executing a new business.

The data obtained from the open questionnaire with 7 questions showed that 92% of the tenants believed in their intelligence (no.1). They were convinced that they had their own characteristics and capabilities. Capability covers self-capacity in running the business such as being creative and innovative, hardworking, determining main goal, marketing, building networking, promoting products, finding customers, and seeing chances (no.2). From the various capabilities aforementioned, 78% of the tenants admitted that the capabilities played role in running their business (no.3). Related to seriousness, 75% of the tenants were serious in running the business (no.4). About feedback, 100% of them answered that feedback was important in business (no.5). Deals with hardworking, there were 85% of the tenants claimed that they worked hard in running the business (no.6). The last question was asking about what makes the tenants stay in the business. Responding to this last question, there were three major reasons: a desire to be real entrepreneurs, financial matter, and passion. It was 37% of them wanted to be entrepreneurs, 33% wanted to have good financial, and 21% admitted that doing the business was their passion. The rest percentage, 9% of them was doubt and had no reason to stay in the business.

The team notes were in the form of evaluation in each year program in terms of students' mindset, motivation, and teamwork. The tenants' mindset had not been set as entrepreneur's mindset in Year 1. They also had varied range of motivation, and poor teamwork. The first year note showed that the students with good commitment in participating and involving in the program could realize their business idea. (Nuraeningsih, Rusiana, Indaryani, 2021) stated that there were only 50% students survived and committed to do entrepreneurship based on their interest and competence. They were greatly encouraged and engaged in every activity held by the entrepreneurship development team. There were only 5 group of tenants succeeded in starting the entrepreneur practice.

The year 2 program notes were that the students' mindset, motivation, and teamwork were still a concern. The pandemic of covid 19 made this issue more challenging. The three problems were also inclusively addressed in coaching and monitoring. The decreasing number of the students enrolled in the initial program to the last phase of business realization became an alert that the interests of the students to learn and practice entrepreneurship were not as high as the first program. Those who were serious and survived to the completion of the program mostly were female students. They noticeably implemented the entrepreneurship practice and performed seriousness (Nuraeningsih, Rusiana, Indaryani, 2021).

The year 3 program notes were that students mindset, motivation, and teamwork were much better than the first and second year program. Since the third year program was still in the pandemic, all programs were conducted online. Yet, the students' participation and engagement in each program was high and better. The tenants' independence were recognized to be improved since they have greater opportunities to decide the business they wanted to set up, to find the place for workshop before business execution. All coaching, monitoring, and evaluation process were conducted online.

The data of questionnaire in Likert scale showed that 70% of the tenants had strong growth mindset and the rest 30% had strong growth mindset with some fixed ideas. It can be said that dominantly the tenants had growth mindset since the four classification presents that the first two categories belong to strong growth mindset and the other two categories are fixed mindset. Interestingly, no one was categorized as fixed with strong growth mindset and fixed mindset.

The findings of this questionnaire are in line with the result of the open questionnaire elaborating the qualities of growth mindset viz belief in their intelligence, self-characteristics and capabilities, seriousness, openness, hardworking, and reason to be entrepreneurs. The tenants believed in their intelligence and convinced that they are capable in running the business as they had soft skills like

creative, innovative, hardworking and hard skills such as building networks, promoting products, and finding customers.

All of the tenants claimed that feedback was necessary in business in which it might indicate they were open persons which correspond to one of growth mindset features. In addition to openness, another quality was hardworking. The tenants stated that they worked hard in running the business since they wanted to be entrepreneurs and had good financial. Only 1 tenant was not interested to keep continuing the business.

Seeing to the data from the questionnaire of growth mindset, the tenants' participation in filling out the survey was not high as from 60 tenants of year 1,2 , and 3, there were only 27 tenants filled out the form. It is understandable that they might have graduated from the university and have been working and change their focus. Yet looking at the notes from the team in each year, the number of students who stayed from the beginning program to the end were around 8 to 10. The number was in line with those who participated in this research. And investigating it in further detail, the team found that the participants of the research from different year were those who are now still running the business. Those who are in category growth mindset are still running the business today. The idea of growth mindset have not emerged in the first and second year. Recently the research on growth mindset has been broadly researched and it gave the team an idea to research on this. It fits to one of the problems encounter in this program that is mindset. It is principal since mindset is the basis or driver on how people see and cope with things.

5. CONCLUSION

This present research focused on growth mindset and the implication of having growth mindset. The initial assumption of having growth mindset is that one would have more power and motivation to be determined, confident, self-directed and persistent in entrepreneurship practice. The findings revealed that the tenants have growth mindset. The implication of having growth mindset is that they keep the spirit of entrepreneurship alive. The tenants who are still running the business are those whose passion are being entrepreneurs. The business success may not progressively improve but they keep survive and cope with challenges for these three years. In order to achieve the goal, they persistently make attempts which are represented from their openness, seriousness, and hardworking.

AUTHORS' CONTRIBUTIONS

Rusiana performed the analysis and wrote the paper. Nuraeningsih collected the data by administering the

questionnaire via online to the tenants. Indaryani conceived and designed the analysis .

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