



# Student Career Planning Become Entrepreneurs Based on Gender Perspective

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**Abstract.** The topic of entrepreneurship in recent years has become an interesting topic to be discussed in depth. This study aims to identify the level of student career plans in entrepreneurship and also to examine whether or not there are differences in the level of student career plans as entrepreneurs based on a gender perspective. A quantitative approach with a comparative descriptive design was used to achieve the research objectives, with the number of respondents being 381 students (232 female and 149 male). There are two analytical techniques used in this study, namely descriptive analysis and Independent Sample T Test. The results showed that the level of student career plans was in the good category, for both female and male categories and no significant difference was found in the level of student career plans in entrepreneurship based on a gender perspective.

**Keywords:** Career Planning · Entrepreneurs · Gender · Higher Education

## 1 Introduction

Unemployment is a crucial problem faced by many developing countries, including Indonesia [1, 2]. Ironically, one of the contributors to the unemployment rate in Indonesia is university graduates [3, 4]. This makes the problem of unemployment often studied, by various researchers around the world, both to identify the causes, impacts, and also the solution [3, 5, 6]. One of the causes of the high unemployment is the limited availability of employment opportunities, while universities annually graduate many students, not all of whom are accommodated in the world of work [7, 8]. Unemployment problems can also be caused by unskilled graduates or not ready to work, lazy, not confident, and poor mental attitude.

For some people who don't like tied work, they can earn an income through entrepreneurial activities. Entrepreneurship is currently one of the right alternatives, because through entrepreneurial activities it can reduce economic problems, by providing jobs for themselves and others [9, 10]. The Indonesian government through the Ministry of Education and Culture also encourages universities to integrate entrepreneurial activities in the learning process, in addition through the “*Merdeka Belajar Kampus Merdeka (MBKM)*” program, entrepreneurial activities are expected to be a forum for

students who have an interest in entrepreneurship to develop their business early and be guided [11, 12]. The program aims to give students the freedom to study outside of higher education in the form of running independent business activities. These entrepreneurial activities can be converted to courses that have the same competencies as entrepreneurial activities [13, 14].

Various research results state that the driving factor for the growth of entrepreneurship in a country is the role of universities in producing graduates who have entrepreneurial character [15–17]. Universities through various forms of entrepreneurship education have a role to encourage students to dare to choose entrepreneurship as their future career [3, 18]. A number of universities in Indonesia, including Universitas Negeri Malang, have launched entrepreneurship as part of their academic program by designing a curriculum to be able to provide full entrepreneurship education supported by the implementation of the MBKM policy that has been launched by the government [11, 19].

Universities are recognized as having an important role in shaping students' courage to choose entrepreneurial careers in the future [20, 21]. Universities are responsible for being able to equip qualified entrepreneurship skills. In an era of intense competition like today, students are required to be able to take advantage of all the opportunities that exist. The topic of entrepreneurship in recent years has become an interesting topic to be discussed in depth [19, 22]. Various existing research results show that entrepreneurship is a competitive advantage for developing countries, to developed countries [23, 24]. In their research, Shane and Venkateraman [25] state that entrepreneurship is a relevant topic to study because it is able to create new jobs and accelerate the economic growth of a country.

A person's career plans are influenced by a gender perspective, as research by Wongnaa and Seyram [26] states that gender factors have a significant effect on students' decisions to become entrepreneurs when they graduate. The existence of fundamental differences based on gender perspective, can enable them to develop different attitudes and behaviors [27, 28]. Different findings were shown by the research of Papzan et al. [29] who stated that there was no significant difference between female and male regarding their interest in entrepreneurship. A similar finding was also shown by Adha et al. [30] which also stated that there was no difference in students' interest in entrepreneurship by gender. Meanwhile, Yuhendri [31] stated that the gender background of students needs to be a concern in the development of entrepreneurship in universities. This study seeks to complement previous research by testing the level of student career plans in entrepreneurship based on a gender perspective. Based on this explanation, this study aims to identify the level of student career plans in entrepreneurship and also examine whether or not there are differences in the level of student career plans as entrepreneurs based on a gender perspective.

## 2 Methods

A quantitative approach with a comparative descriptive design is used to identify the level of student career plans as entrepreneurs and to explain whether or not there are levels of student career plans based on gender. The proportional random sampling technique was used in this study, with a total sample of 232 female, and 149 male (a total of 381)

undergraduate students, from 8 faculties (Faculty of Engineering, Faculty of Economics and Business, Faculty of Education, Faculty of Sports Science, Faculty of Mathematics and Natural Sciences, Faculty of Social Sciences, Faculty of Letters, and Faculty of Psychology Education) Universitas Negeri Malang, became respondents in this study.

The instrument is specifically designed to measure the level of students' career plans in entrepreneurship, the instrument was developed based on the adaptation of the research indicators used by Adha et al. [32]; and Memon et al. [33], the indicators used include self-assessment (9 items), career goal setting (4 items), career plan preparation (6 items), and career plan implementation (8 items). Based on the validity test conducted using Pearson's product moment, the instrument is declared valid, because for each item a sign value is obtained  $<0.05$ . The instrument reliability test was carried out using cronbach's alpha, based on cronbach's alpha using SPSS 24.0, the value was 0.935 ( $> 0.600$ ), meaning that the instrument met the reliability value. This study uses two analytical techniques including descriptive analysis and Independent Sample T Test.

### 3 Results and Discussion

The description of the research results regarding the level of student career plans as entrepreneurs in the future, was obtained through a questionnaire filled out by 381 respondents consisting of 232 female respondents and 149 male respondents. A more detailed description of the research results can be seen in Table 1. Based on Table 1, the level of student plans based on female gender is classified as very good at 36.21%, classified as good as much as 46.98%, classified as sufficient as much as 15.52%, while as much as 1.29% for the not good category.

Based on these results, it is known that the level of student plans as entrepreneurs based on female gender tends to be in good criteria. Furthermore, based on Table 1, the level of student plans based on male gender is classified as very good at 40.94%, classified as good as much as 50.34%, classified as sufficient as much as 7.38%, and classified as

**Table 1.** Description of research results

Value	Criteria	Interval	Freq	%
Female	Very good	3.26–4.00	84	36.21%
	Good	2.51–3.25	109	46.98%
	Sufficient	1.76–2.50	36	15.52%
	Not good	1.00–1.75	3	1.29%
Male	Very good	3.26–4.00	61	40.94%
	Good	2.51–3.25	75	50.34%
	Sufficient	1.76–2.50	11	7.38%
	Not good	1.00–1.75	2	1.34%

n = 381 (232 female and 149 male)

**Table 2.** Independent Sample T Test result

Tvalue	Sig.	Cut of value	Decision
1.312	0.206	0.050	H <sub>0</sub> approved

not good as much as 1.34%. That is, the level of student plans as entrepreneurs based on male gender, also tends to be in good criteria.

Prior to the analysis of the different tests using the Independent Sample T Test, the data assumptions were first tested. In this study, the data assumption test was carried out using the normality test and the homogeneity test of the data. One of the requirements in parametric analysis is that the data used must meet the normality test. Kolgomorov Smirnov Test was used to test the normality of the data. Based on the results of the normality test using SPSS 24, the asym sig. Value was obtained, respectively 0.084 and 0.129 (>0.05), based on this value the data is known to meet the criteria for normality. The next assumption test stage is by conducting a homogeneity test, where to obtain an accurate difference test result, the data is assumed to be homogeneous. Based on Levene’s test using SPSS 24, a sig value of 0.205 (>0.05) was obtained, meaning that the data also met the homogeneity criteria.

The Independent Sample T Test was used to test the differences in the level of student career plans as entrepreneurs based on a gender perspective. Table 2 shows the results of hypothesis testing, with the following hypotheses:

Ha: there is a significant difference in the level of student career plans as entrepreneurs based on gender

H0: there is no significant difference in the level of student career plans as entrepreneurs based on gender

Based on Table 2, it can be seen that based on the Independent Sample T Test with the help of SPSS 24, the sig value was obtained, which was 0.206 (>0.05), meaning that H0 was accepted. This shows the level of student career plans in entrepreneurship based on indicators, namely self-assessment, setting career goals, preparing career plans, and implementing career plans, showing no differences between female and male genders.

Entrepreneurship has been introduced by various career center services at universities around the world, in an effort to equip students with the skills needed in professional entrepreneurial activities [24, 34]. It has become important to understand the role of entrepreneurial competence and the characteristics that follow to determine student interest in entrepreneurial activities. Seeing the rapidly growing technological environment in the era of industry 4.0, it creates business opportunities that are open to students [1, 3, 35]. This certainly needs to be a concern for higher education leaders in developing programs that seek graduates who have entrepreneurial competencies [36, 37].

The results showed that the level of student career plans was in the good category, both for the female and male categories. This shows that efforts are needed from universities to be able to encourage students to be willing and able to plan careers as entrepreneurs in the future [35, 38, 39], so that they can be in the very good category. Various literatures

provide recommendations for giving birth to new entrepreneurs in the university environment including the procurement of entrepreneurship courses for each study program, organizing training and entrepreneurship seminars, visits to the business world, establishing relationships with alumni who have succeeded in the field of entrepreneurship, coaching and procurement of physical facilities related to entrepreneurial activities, and entrepreneurial expos [33, 40].

Based on the results of the different tests that have been carried out, it also shows that there is no difference in the level of student career plans in entrepreneurship between the female and male sexes. These results can be explained that both female and male students have received entrepreneurship education from universities, so they have the same understanding of the advantages and disadvantages, if students have entrepreneurship as their future career [41, 42]. This study also supports research by Papzan et al. [29] which states that there is no difference in student interest in entrepreneurship based on gender, where interest in entrepreneurship is believed to be a key factor in choosing a career as an entrepreneur.

The results of this study can be interpreted that does not rule out the possibility that with the entrepreneurial abilities of female students, they can plan their careers as entrepreneurs in the future. The results of this study are different from the results of previous studies which stated that there were significant differences in student career plans in entrepreneurship based on gender [26, 31, 43]. Where these differences are caused by feminine and socio-cultural factors. For example, the female factor as a housewife is during pregnancy and breastfeeding which can interfere with the entrepreneurial process. This is not entirely true because there have been many women who can also occupy positions that are usually occupied by men, one of which is in the field of entrepreneurship [44]. Furthermore, Veena and Nagaraja [45] explain that women entrepreneurs have now become the driving force of the economy in developing countries, through the various types of new businesses they have established.

## 4 Conclusion

Universities are recognized as having an important role in shaping students' courage to plan and choose entrepreneurial careers in the future. The results showed that the level of student career plans was in the good category, for both female and male categories and no significant difference was found in the level of student career plans in entrepreneurship based on a gender perspective. It can be understood that in the current era women have got an equal place with men, with the opportunity to occupy positions or jobs that are usually done by men. This research is also inseparable from several limitations including, this research was only conducted in one university with the status of a state university, further research can conduct similar research by taking research locations in universities and private to get more in-depth results. In addition, this study also only examines gender factors in student career planning in entrepreneurship, further researchers can identify other factors such as family background.

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