

UNDERSTANDING ENTREPRENEURIAL CAREER INTENTION FOR UNIVERSITY STUDENTS

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Abstract

Entrepreneurship is believed as the best suited solution to overcome unemployment issue. Entrepreneurship creates job opportunities not only at small scope but also at broader scope. Hence, entrepreneurship is labeled as the backbone to support the economic growth of a nation. The higher the number of entrepreneurs in a country, the higher the possibilities of economic development. Hence, this research tries to investigate factors which hinder university students to become entrepreneurs and the underlying motivation which attract graduates to choose entrepreneur as primary career choice. This study uses qualitative research method by conducting Focus Group Discussion (FGD) and in-depth interviews. Next, there was a psychological test held to analyze entrepreneurial aptitude for 29 university students. Result shows 79.3% of total respondents have entrepreneurial potential and 72.4% of total respondents have entrepreneurial intention. Moreover, there are four students (%) with entrepreneurial intention possessing a low entrepreneurial potential. In addition, there are six students (%) with no entrepreneurial intention but have entrepreneurial potential.

Keywords: entrepreneurial career intention, entrepreneurial potential, entrepreneurial characteristics.

JEL Codes: J21, J24, L26, M55.

I. INTRODUCTION

Entrepreneurship is believed as the best suited solution to overcome unemployment issue. Entrepreneurship creates job opportunities not only at small scope but also at broader scope. Hence, entrepreneurship is labeled as the backbone to support the economic growth of a nation. The higher the number of entrepreneurs in a country, the higher the possibilities of economic development. However, the number of entrepreneurs in Indonesia is considered lower than regional countries. Singapore has the largest amount of entrepreneurs at 7%, followed by Malaysia and Thailand at 5% and 4% respectively. Meanwhile Indonesia is only at 1.65% of total population. Thus, various efforts and initiatives have been carried out to increase the quantity of entrepreneurs by government and other parties such as university. The role of university is significantly important in fostering entrepreneurship values among students which will lead to produce more nascent entrepreneurs. Nevertheless, many graduates are still looking for jobs with stable income in public and private sectors instead of creating their own careers as entrepreneurs. The most frequent theory to discuss entrepreneurial motivation in analyzing entrepreneurial intention is the Theory of Planned Behavior (Otuya *et al.*, 2013; Fatoki, 2014; Malebana, 2014; Zulfiqar *et al.*, 2017). It explains the different stages of human beings' intentions and behavior (Azjen, 1991). Kim-Soon *et al.* (2018) found that motivation in choosing entrepreneurship as a career option amongst the students is related with entrepreneurship intention. The next important factors are self-efficacy and emotional intelligence, which contributes to the intention of taking entrepreneurial actions (Mortanet *et al.*, 2014). Moreover, family influence is an important aspect that provides the background experience and motivation for students to lead entrepreneurial activities (Bagheri and Pihie, 2010). There is a vast amount of literature on entrepreneurial career choice for university student, however there is still a need for exploring deeper understanding about the entrepreneurial career choice based on the students' perception. Hence, this research tries to investigate factors which hinder university students to become entrepreneurs and the underlying motivation which attract graduates to choose entrepreneur as primary career choice.

II. LITERATURE REVIEW**2.1. Emotional Intelligence (EI)**

Salovey & Mayer (1990) states that emotional intelligence is a kind of societal and individual intellect as well as ability to manage individual's own emotions plus others thoughts and feelings. According to Bar-On (1997) emotional intelligence is outlined as non-reasoning abilities as well as capabilities which assist individual to deal with with external environment demands and pressures. Emotional intelligence associated with many consequences like career achievement (Lopes, Salovey, and Straus, 2003), work presentation (O'Boyle, Humphrey, Pollack, Hawver, and Story, 2011), job satisfaction and job commitment (Carmeli, 2003).

2.2. Self-Efficacy (SE)

Self-efficacy (SE) is portrayed as “personal thoughts and attitudes toward the control and management competencies needed to successfully deal with the objectives and challenges involve in creating a new company” (Drnovšek, Wincent, & Cardon, 2010). Researchers view self-efficacy (SE) as a motivational construct and regard to it as the most important and significant aspect in explaining the entrepreneurial intention as well as behavior (Carr & Sequeira, 2007 and Erlina and Muda, 2018). Pamela (2002) claims that self-efficacy effects one’s confidence in achieving the fixed goal.

2.3. Family Factor

Previous studies that had looked into students' intention to be entrepreneurs for the most part emphasised on demographic factors such as age, gender, education level and family background (Keat, Selvarajah and Meyer, 2011). Family serves a breeding ground for aspiring entrepreneurs as long as it provides the child with effective and efficient role modeling (Krueger, 1993; Manimala et al., 2006; Mohd Dali et al., 2014; Pruett et al., 2009). A study by Shapero and Sokol (1982) also claim that both parents play significant roles as far as the perception of venture feasibility and desirability is involved. Hence, there is a possibility that such child would have a strong liking for entrepreneurship (Krueger et al., 2000; Zhao et al., 2010).

Family influence is an important aspect that provides the background experience and motivation for students to lead entrepreneurial activities (Bagheri and Pihie, 2010). In an associated study, Robson and Bennet (2000) put forward that families and friends act as the preferred source of information for small-medium enterprise owners. New graduate entrepreneurs mostly depend on informal sources such as family members, colleagues and social networks as well as universities (Greene and Saridakis, 2007) for support and guidance in business.

2.4. Entrepreneurial Characteristic

An entrepreneur establishes a new business, takes risk and faces uncertainty to make profit and develop the business by identifying opportunities on hand, gather the needed resources to make use of those opportunities that were identified (Scarborough, 2012). Entrepreneurs prefer to be in charge of their own resources, choose to take calculated risk, and possess attributes of confidence and belief in self, self-reliance, determination, qualities for immediate feedback, with higher level of energy which are usually higher than the average person. They dream big and are achievement motivated (Kim-Soon *et al.*, 2018).

2.5. Entrepreneurial Motivation

Behind a goal pursuit there is a motivation as a powerful force (Kim-Soon *et al.*, 2018). Motivation conveys energy, determination and intention in daily lives (Kim-Soon *et al.*, 2018). Edelman *et al.* (2010) stated that motivations drive could alter a latent objective to prompt entrepreneurship. Ng Kim-Soon *et al.* (2018) applied The Theory of Planned Behavior (TPB) as the basis of entrepreneurial motivational factors which consist of attitude towards self employment, subjective norms and behavioral control. TPB has been widely used in various context to analyze motivation and entrepreneurial motivation (Otuya *et al.*, 2013; Fatoki, 2014; Malebana, 2014; Zulfiqar *et al.*, 2017).

2.6. Entrepreneur as a Career Intention

Entrepreneurs are commonly viewed as an essential element to contribute to the development of economy, at the same time act as the agent of change in the global economy (Kuratko & Hodgetts, 2003). Hisrich *et al.* (2013) discovered the higher the desire for an entrepreneurial career, the greater the possibilities to choose entrepreneurship as a career. As stated by Summers (1998), when an individual has a definite intention, his behavior will be directed to reach it. Entrepreneurial intention is the cognitive representation of an objective that individuals seek and make use of for fulfilling their aims (Tubs & Ekeberg, 1991). Entrepreneurial career intention is the conscious state of mind. It precedes the action of an individual and directs the attention towards an entrepreneurial career goal to start a new business (Krueger *et al.*, 2000). Thus, university students who have the entrepreneurship intentions as a career intention will likely to exhibit this behavior to be entrepreneurs.

III. METHODOLOGY OF RESEARCH

This study uses qualitative research method by conducting Focus Group Discussion (FGD) and in-depth interviews. FGD is done because its economical, high validity, and swift result (Krueger:1988), in order to generate data from a group of university students who voluntarily joined in this research. The respondents are the students of Faculty of Economics and Business, Management Department, Universitas Sumatera Utara, who have taken entrepreneurship subjects. FGD was guided by a psychologist and divided into 5 sessions of FGD. Each session consists of 5-6 students. The main issues that highlighted the discussion in FGD, as follows:

Perceived barriers of entrepreneurial career intention.

Motivating factors of entrepreneurial career intention.

Next, there was a psychological test held to analyze entrepreneurial aptitude. Entrepreneurial aptitude can be used to measure the potential toward creating and developing enterprise and self-employment. There were 29

university students tested for their psychological aspects. Below are several factors to describe entrepreneurial potential:

General Aptitude: is the level of intelligence capacity of individual that enables the said individual to behave effectively.

Innovativeness: is the ability to produce various and original ideas from diverse sources as well as being flexible in seeing problems from a variety point of view.

Need of Achievement: having the passion and desire as well as the urge to contribute a maximum achievement in solving assortment of tasks.

Initiative: is the skill to act proactively at the necessary moment without being prompted by others.

Future Orientation: having a positive perception about the direction and purpose of self-development.

Emotional Intelligence: the ability to manage emotion and maintain the result in complex and suppressing situation.

Risk-taking: having interest and being courageous in facing challenging and new tasks.

Self-confidence: is the belief about self-efficacy and being optimistic in front of an issue or challenge to reach desired goal.

Leadership: the potency to direct, manage, and develop other people through and effective interpersonal interaction.

In addition to that, this research follows the rules of qualitative research by Miles and Huberman (1994) qualitative data analysis, consisting of:

Data reduction, to choose, simplify, focus, abstracting and alter data.

Data display, to take the reduced data and present in organized way to assist the conclusions.

Conclusion drawing and confirmation.

IV. RESULTS AND DISCUSSION

4.1. Result

4.1.1. Focus Group Discussion

The main issues that highlighted the discussion in FGD, as follows:

4.1.1.1. Perceived Barriers of Entrepreneurial Career Intention

Table 1. Focus Group Discussion(FGD)Result: Perceived Barriers

| No | Perceived Barriers |
|----|---------------------------------------|
| 1. | Low Self Confidence |
| 2. | Risk averse |
| 3. | Lack of communication skill |
| 4. | Lack of patience to manage a business |
| 5. | No family support |

Source: Process Data,(2018)

As shown in table 1, unconfident feeling is one of the reasons students are not interested to become entrepreneurs. Next, risk averse is the most common reason why students avoid starting their own business. Moreover, students on average believe they do not have a good communication skill, hence they feel reluctant to start their own business. It also found that the lack of patience is one reason which prevents students from becoming entrepreneurs. Finally, the absence of family support can cause students to hesitate in becoming entrepreneurs.

4.1.1.1.2. Motivating Factors of Entrepreneurial Career Intention

Table 2. Focus Group Discussion(FGD)Result: Motivating Factors

| No. | Motivating Factors |
|-----|---|
| 1. | Being a “boss” |
| 2. | Flexible working hours |
| 3. | Higher income than average employee |
| 4. | Having the independency to be creative and innovative |
| 5. | Having self-achievement for the challenging work |

Source: Process Data, (2018)

Based on the discussion in FGD sessions, there are several reasons triggered most of students to choose entrepreneur as their career after graduation. One of the main reasons is being a boss. Another motive to be an entrepreneur is due to the flexible working hours. Furthermore, higher income is one of the essentials motivations for students to pursue career as entrepreneur. Additionally, having independency to be creative and

innovative also have caused university students interested to be entrepreneurs. Interestingly, some of the students stated that having self-achievement for the challenging work is the reason for them to be entrepreneurs.

4.1.1.1.3. Entrepreneurial Potential

Here is the result of respondents' entrepreneurial potential which is used as qualitative analysis tools to explore the personality and intelligence of each respondent, to find the entrepreneurial potential of respondents in choosing entrepreneurship career. The following is the summary of respondents' entrepreneurial potential:

Table 3. Summary of Respondents' Entrepreneurial Potential

| NO | ASPECTS | 1 | | 2 | | 3 | | 4 | | 5 | | Total | |
|----|------------------------|------|-------|------|-------|------|-------|------|-------|------|-------|-------|-------|
| | | Freq | Total | Freq | Total | Freq | Total | Freq | Total | Freq | Total | Freq | Total |
| 1 | General Aptitude | - | - | 10% | 3 | 72% | 21 | 17% | 5 | - | - | 100% | 29 |
| 2 | Innovativeness | - | - | 31% | 9 | 69% | 20 | - | - | - | - | 100% | 29 |
| 3 | Need of Achievement | - | - | 10% | 3 | 86% | 25 | 3% | 1 | - | - | 100% | 29 |
| 4 | Initiative | - | - | 10% | 3 | 90% | 26 | - | - | - | - | 100% | 29 |
| 5 | Future Orientation | - | - | 7% | 2 | 93% | 27 | - | - | - | - | 100% | 29 |
| 6 | Emotional Intelligence | - | - | 72% | 21 | 28% | 8 | - | - | - | - | 100% | 29 |
| 7 | Risk-taking | - | - | 34% | 10 | 66% | 19 | - | - | - | - | 100% | 29 |
| 8 | Self-confidence | - | - | 7% | 2 | 90% | 26 | 3% | 1 | - | - | 100% | 29 |
| 9 | Leadership | - | - | 100% | 29 | - | - | - | - | - | - | 100% | 29 |

Source: Process Data, (2018)

Table 3 shows that the majority of respondents have average general aptitude and average level of innovativeness. It allows the students to seek for some alternative solutions to problems, capable to discover unique things, full of ideas, and having broader mind. The majority of respondents have an average level of initiative and future orientation. These aspects show that the students are able to drive themselves proactively and have the vision for their own future which will allow them to take the necessary action. Furthermore, most students have average level of need of achievement, very few of them have a high level of need of achievement. It shows that most students' enthusiastic and desire to success in accomplishing their task are in average level. The emotional intelligence factor is the ability to manage emotion and maintain the result in complex and suppressing situation. It is discovered that more than 50% of the students possess low level of emotional intelligence, approximately a third of the total students have medium level of emotional intelligence. Over 60% of respondents have an average level of risk-taking. It means more than half of the respondents have the interest and courageous in facing challenging and new tasks. Interestingly 90% of the respondents have an average level of self-confidence, it tells that students have the self-efficacy and optimistic in front of an issue or challenge to reach desired goal. The most surprising result is the leadership aspect of students, where 100% of respondents have an average level of leadership. It informs that all of the respondents have the potency to direct, manage, and develop other people through and effective interpersonal interaction.

Table 4. Entrepreneurial Intention vs Entrepreneurial Potential

| NO | STUDENT | GENDER | ENTREPRENEURIAL INTENTION | ENTREPRENEURIAL POTENTIAL | | |
|-----|----------------|---------------|---------------------------|---------------------------|--------|------|
| | | | | LOW | MEDIUM | HIGH |
| 1. | Ana | Female | Yes | | ✓ | |
| 2. | Wulan | Female | Yes | | ✓ | |
| 3. | Tahid | Male | Yes | | ✓ | |
| 4. | Arawin | Male | Yes | | ✓ | |
| 5. | Harja | Male | Yes | | ✓ | |
| 6. | Putra* | Male | Yes | ✓ | | |
| 7. | Tikah** | Female | No | | ✓ | |
| 8. | Daus** | Male | No | | ✓ | |
| 9. | Fauzan | Male | Yes | | ✓ | |
| 10. | Pita* | Female | Yes | ✓ | | |
| 11. | Rani | Female | Yes | | ✓ | |
| 12. | Ami** | Male | No | | ✓ | |
| 13. | Tina | Female | Yes | | ✓ | |
| 14. | Ella* | Female | Yes | ✓ | | |
| 15. | Hadi | Male | Yes | | ✓ | |
| 16. | Alsah** | Male | No | | ✓ | |
| 17. | Asti | Female | No | ✓ | | |

| | | | | |
|----------------------------------|--------------|---------------|------------------|--------------|
| 18. | Rini* | Female | Yes | ✓ |
| 19. | Fadi | Male | Yes | ✓ |
| 20. | Elly | Female | Yes | ✓ |
| 21. | Ira** | Female | No | ✓ |
| 22. | Ari** | Male | No | ✓ |
| 23. | Tama | Male | Yes | ✓ |
| 24. | Cen | Male | Yes | ✓ |
| 25. | Ita | Female | Yes | ✓ |
| 26. | Tari | Female | No | ✓ |
| 27. | Ika | Female | Yes | ✓ |
| 28. | Man | Male | Yes | ✓ |
| 29. | Lana | Male | Yes | ✓ |
| Summary of Result | | | | |
| | | | Frequency (100%) | Total Amount |
| Gender | | | | |
| Male | | | 51,73 | 15 |
| Female | | | 48,27 | 14 |
| TOTAL | | | 100 | 29 |
| Entrepreneurial Intention | | | | |
| High | | | 0 | 0 |
| Medium | | | 79,3 | 23 |
| Low | | | 20,7 | 6 |
| TOTAL | | | 100 | 29 |
| Intention | | | | |
| Entrepreneurship | | | 72,4 | 21 |
| Seeking For a Job | | | 27,6 | 8 |
| TOTAL | | | 100 | 29 |

Source: Process Data, (2018)

***Students with entrepreneurial intention but low entrepreneurial potential.**

** **Students with no entrepreneurial intention but medium entrepreneurial potential.**

Interestingly, there are four students with entrepreneurial intention but low entrepreneurial potential (based on the result of psychological aspect test). Moreover, there are six students with no entrepreneurial intention but have a medium level of entrepreneurial potential. The summary of result in table 4 shows the majority of respondents of this research are male at 51.73% (15), while female respondents are only 48.27%. It can be seen as well, there are 79.3% of total respondents have entrepreneurial potential and 72.4% of total respondents have entrepreneurial intention. Moreover, there are four students (13.8%) with entrepreneurial intention possessing a low entrepreneurial potential. In addition, there are six students (20.7%) with no entrepreneurial intention but have entrepreneurial potential.

4.2. Discussion

4.2.1. Perceived Barriers of Entrepreneurial Career Intention

The study found unconfident feeling is one of the reasons they are not interested to become entrepreneurs. Unconfident feeling mostly rises from the lack of knowledge, skills, and experience in practicing business. When faced with obstacles and failures people who nurture self-doubts about their capabilities slacken their efforts or give up quickly. Those who have a strong belief in their capabilities exert greater effort when they fail to master the challenge. Determination plays a part in performance achievements (Bandura: 1994). Afterwards, risk averse is the most common reason why students avoid starting their own business. Risk averse becomes apparent in students' minds and affecting their behavior. Minniti (2009: 50) argues that "since most individuals are risk averse and since the discern fear of failure is an vital part of the risk attached to establish a new business, a reduced perception of the likelihood of failure should increase the probability that an individual will start a new business. Meanwhile, a research stream has outlined that women who choose to become entrepreneurs show similar fear of failure than their male counterparts (Minniti, 2009; Tan, 2008). In line with Bandura's study (1994), those who have doubts about their efficacy, visualize failure scenarios and mull over many things that can go wrong. On the other hand, those who have a high sense of efficacy, visualize success scenarios that provide positive guides and supports for performance. Generally, students on average believe they do not have a good communication skill. Despite pursuing a formal education path, there are still a lot of students who do not possess a good communication skill. They assume if they were given higher opportunities to expand their communication skill, they can improve it. Communication is a combination of both hard and soft skill which can be obtained from formal education and experience. The

establishment of an entrepreneurship business is by and large based on communication (Nwaogwugwu & Okoye, 2009). Communication is the sole process that connects the entrepreneur and customer to run effectively (Dollinger, 2003). Also stated by Abbasi *et al.* (2011), communication skills are needed for the entrepreneurship process, to build the business relation and market competition. Therefore it is a necessary to participate in an activity to enhance communication skill. The result of FGD presented that lack of patience is one reason which prevents students from becoming entrepreneurs. It takes patience or the ability to manage emotion to become an entrepreneur. Essentially it takes quiet a time to become a successful entrepreneur. It is hardly ever to find a successful entrepreneur with an instant process. Managing emotion is a very crucial thing in practicing entrepreneurship, especially as a superior. A superior is the center and backbone in doing business. Hence, our ability to manage emotion will affect the direction of our business. As stated by Lopes *et al.* (2003), emotional intelligence associated with many consequences like career accomplishment. Moreover, Zampetakis *et al.* (2009) asserted that emotional intelligence and entrepreneurial behavior are associated, which implies that entrepreneurial intention can be foreseen by emotional intelligence. The process of starting up a business often linked with many problems, difficulties, hurdles and frustrations. Consequently, by having a higher level of trait emotional intelligence, the individual is able to stay focus in the business activities and transfer all unnecessary feelings into motivational factors. Commonly the absence of family support can cause students to hesitate in becoming entrepreneurs. The existing culture can add to the factor along with students' condition where they still rely on their parents financially. Generally parents prefer their children to be employees with stable income. As a result, many university students initially choose to seek for a job, when they are well established only then they will try to set up a business. Even though basically the students have the interest to become entrepreneurs. A study by Shapero and Sokol (1982) also claim that both parents play significant roles as far as the perception of venture feasibility and desirability is involved. Hence, there is a possibility that such child would have a strong liking for entrepreneurship (Krueger *et al.*, 2000; Zhao *et al.*, 2010).

4.2.2. Motivating Factors of Entrepreneurial Career Intention

As found from the FGD session, one of the motivations to become entrepreneurs is being their own boss. It indicates that they do not like to be controlled or instructed by other people. According to Malebana (2014), top motivator for starting a business among the respondents were the need to be independent (own boss). Being independent (own boss) means that entrepreneurs have the authority to manage his own working hours, as well as having the independency to be creative and innovative in running the business. It is consistent with the findings based on the FGD, other motivators to be an entrepreneur is due to the flexible working hours and having independency to be creative and innovative. Compared to working as an average employee who works with a structured and rigid working hours, being an entrepreneur is a symbol of freedom for most of the students. As posited by Stefanovic *et al.* (2010), independence is one of the motivational factors to establish a business, and supported by Shane *et al.* (2003). Of all the reasons above, higher income is one of the essentials motivations for students to pursue career as entrepreneur. The increase in income will encourage someone to start their business (Henderson & Robert, 1999; Malebana, 2014 & Junita *et al.*, 2018). A study by D'Este and Perkmann (2011) revealed that scientists are likely to be motivated to take on entrepreneurial careers by a vast variety of factors, such as financial rewards. The economic benefits arose from entrepreneurial activity and the possibilities of achieving independence, reaching specific goals and becoming wealthy may be associated with the level of attractiveness (Solevik, 2013).

Lastly, having self-achievement for the challenging work is also a factor discussed in the FGD. Students highlighted this factor because being simply an employee in a company is less-challenging than being an entrepreneur. Apparently, an entrepreneur has more complex tasks because they are responsible for growing a business from scratch. Therefore, there is a personal satisfaction when the business succeeded. Individuals who have a strong need of achievement want to solve problems themselves, set targets and strive for these targets through their own efforts, demonstrate a higher performance in challenging tasks and are innovative in the sense in looking for new and better ways to improve their performance (Sivarajah and Achchuthan, 2013).

4.2.3. Entrepreneurial Potential and Entrepreneurial Career Intention

In accord with the psychological test, which is done to see the personality traits of respondents, it is found that 23 respondents have the entrepreneurial potential to become entrepreneurs. It indicates that 79.3% of respondents have the potential to become entrepreneurs. As for the assessed factors of entrepreneurial potential are general aptitude, innovativeness, need of achievement, initiative, future orientation, emotional intelligence, risk-taking, confidence, and leadership. The entirety of these aspects is assumed to represent the characteristics of entrepreneur. It is in line with some studies, such as, Sanchez and Fuentes (2013) revealed that innovativeness and self-confidence can be applied to predict entrepreneurial attitude. McClelland (1965) claims that people with higher need of achievement have higher potential to become entrepreneurs. Initiative is the common characteristics (attributes) that are often inherent in an entrepreneur (Kuratko and Hodgetts, 2003). Zimmerer *et al.* (2008) describes that an entrepreneur should, among others, be future oriented. Taking entrepreneurial actions can be very challenging and risky, and without adequate emotional coping strategies the success of a business can be jeopardized (Mortan *et al.*, 2014). Scarborough (2012) mentioned an entrepreneur is someone who takes

risk. Brockhaus and Horwitz (1986) disclose that risk taking attitude of an entrepreneur will distinguish him/her from managers or employees. Herron (1990) stated that leadership skills are needed for entrepreneurial success. Chandler and Hanks (1994) suggested that entrepreneurs need qualities to delegate tasks and manage employee and customer relations, which clearly require good interpersonal or human skills. This research result shows that there are 21 respondents (72.4%) have entrepreneurial potential. This means that 21 students are interested to choose entrepreneurship as their career choice. However, interestingly there are students who have the intention to become entrepreneurs but are lacking the potential to be one. This can be a great opportunity for the future research, to investigate more on the influencing factors of entrepreneurial intention in relation to the entrepreneurial characteristics. Since, Lau, Chan, and Man (2000) believe that encouraging entrepreneur characteristic related to entrepreneur development can affect entrepreneurial intention. Baron (2000) acknowledged that psychological traits predict entrepreneurial intention. As per the result of this research, it is assumed that respondents' intention to become entrepreneurs is caused by several motivation factors, though they lack of entrepreneurial potential. As a matter of fact, having an intention to be an entrepreneur is a beneficial start-up to choose entrepreneur as a future career path, because the entrepreneurial potential can be developed with time. For instance, in order to improve self-confidence and leadership can be done through leadership trainings, attending seminars, and participating in public activities. Another example is innovativeness, can be developed by many ways, such as daydreaming, brainstorming, and meeting with diverse kind of people (Zimmerer and Scarborough, 1996).

Creating more entrepreneurs is a way to overcome unemployment. Therefore, it is very crucial to have a thorough understanding on order to achieve it. In accord with the result, it is found that there are still several perceived barriers which prevent students from establishing a business. It is believed that the future research should discuss about the role of university as the best institution to nurture the entrepreneurial values. Therefore, authorities in related educational institution especially universities should have taken into seriously act to cultivate and nurture the entrepreneurial environment: (1) entrepreneurial based curriculum; (2) capability of the lecturer to provide a suitable entrepreneurship material related to the recent changes globally; (3) education facilities for practicing entrepreneurship knowledge, such as entrepreneurial incubator, seminars, business plan competitions; (4) exposure of opportunities to meet with prominent entrepreneurs as a role model; (5) pedagogical method of teaching.

V. CONCLUSIONS

A psychological test held to analyze entrepreneurial aptitude for 29 university students. Result shows 79.3% of total respondents have entrepreneurial potential and 72.4% of total respondents have entrepreneurial intention. Moreover, there are four students (%) with entrepreneurial intention possessing a low entrepreneurial potential. In addition, there are six students (%) with no entrepreneurial intention but have entrepreneurial potential.

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