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ENTREPRENEURIAL ORIENTATION (EO) AND THEIR ATTENTION ON BUSINESS AMONG HIGH SCHOOL STUDENTS: A STUDY AT BALE ENDAH SENIOR HIGH SCHOOL

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ABSTRACT

The objectives of this paper is to investigate the entrepreneurship orientation (EO) among the youth based on the study among senior high school students in the Bale Endah Senior High School (Bandung, West Java) as entrepreneurs can be important change agents for nation's economic development. This is a quantitative research with purposive sampling to the students which were attend the workshop for entrepreneurship on 18 Agustus 2011 with 181 respondents.

There are 81% of students interested to be an entrepreneur and 55% inclined not to be employees or public servants, however their entrepreneurial inclination are not well supported by the environments as well as social forces which in turn those inclination will not thrive into real entrepreneurs; only 32% of respondents from the family with entrepreneur while majority (68%) originated from the families which do not have entrepreneurial activities. Only 28% of respondents said that their parents will support if they engage in the entrepreneurship while 57% of respondents said neutral. Higher proportion of students considered that to be employee (19%) will be more prestigious compared to be entrepreneurs (12%). This findings also show that the degree of risk taking as one of entrepreneurial orientation's dimension among the students is still low.

Considerable scope for future research and important implication for government and institutions, to focus on assistances in the development of students' capabilities to increase EO which will be effective in guiding students inclination and orientation of entrepreneurship into real entrepreneurs.

Key Words : *Organizational Culture, Job Satisfaction and Employee Performance is good is spearheading the company's success*

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Introduction

Entrepreneurship is a vital force behind the development of each country's economy. Entrepreneurship is the lifeblood of every economy in the world that enables the creation of jobs, wealth creation, innovation and country's economic growth.

Entrepreneurial orientation has largely been examined in a developed country context, but in emerging and developing countries the study is limited. In developing countries, self-employment intention may represent evidence of an emerging entrepreneurial spirit needed to bring nation's economic activities. Furthermore, as a result of importance of entrepreneurship development to the nations' economy, many nations have started to support entrepreneurial spirit and culture into the citizen including the youth through entrepreneurial education in schools and universities.

The number of entrepreneurs in Indonesia is still very low as a ratio of its population compared to other countries, because lack of entrepreneurial orientation and low traits of entrepreneurs. According to the BPS, the number of new entrepreneurs in Indonesia approximately only 0.24% of the population, which is too small compared to the U.S. (12%), Singapore (7%), China (10%), India (10%). Ideally, a country must have a minimum of 2% entrepreneurs of the total business population.

The objectives of this paper is to investigate the entrepreneurship orientation among the youth based on the study among senior high school students as entrepreneurs can be important change agents for nation's economic development. Based on the result of the study; the writers expect to have better picture on the entrepreneurship orientation and spirits among the youth generation especially who still in senior high school to propose improvement in the education system and practical implication to develop entrepreneurship orientation among the youth.

Literature Review

Entrepreneur Orientation (EO)

The definition and literatures for Entrepreneurial Orientation has been elaborated which discussed on how SMEs gain business competitive advantages through Entrepreneurial Orientation (EO). Entrepreneurial is often associated with venturesome or creative in acquiring the resources to build and grow the business. There are five dimensions of EO: autonomy, innovativeness, risk taking, proactiveness, and competitive aggressiveness which have been useful for characterizing and distinguishing key entrepreneurial processes. **Autonomy** is the independent action undertaken by entrepreneurial leaders or teams to bring new venture. Entrepreneurs who have the autonomy make strong and decisive decisions and guide the direction of the business. **Innovativeness** reflects a firm's tendency in engaging new ideas, novelty, experimentation, and creative processes that may result in new products, services, or technological processes. **Risk-taking**, entrepreneurs are individuals who bear risks and risk-taking, it is decisive for both entrepreneurs and firms to evaluate factors of risk compared to the resources and then carefully strategizing in order to minimize the risk uncertainty. **Proactiveness** defined as acting in anticipation of future problems, needs, or changes, and crucial to an EO because it suggests a forward-looking perspective that is accompanied by innovative or new-venturing activity (Lumpkin and Dess, 1996). **Competitive aggressiveness** is the intensity of an effort to outperform rivals, which is accomplished by setting ambitious market share goals and taking bold steps to achieve them, such as cutting prices or profitability

Entrepreneur Knowledge, Skills and Education

Entrepreneurs are individuals who driven by needs, attitudes, beliefs and values which are unique compared to non-entrepreneurs. Their premise is that one's needs, attitudes, beliefs and values are primary determinants of behaviour. This school of thought focuses on psychological factors and characteristics. The main

psychological characteristics associated with entrepreneurship are the need for achievement, an internal locus of control, the tolerance for ambiguity and risk-taking propensity. Another view of the integral characteristics and attitudes of an entrepreneur is achievement, innovativeness, control and self-confidence. These psychological and behavioural characteristics which have been linked to an entrepreneur and behavioural characteristics are (1) Locus of Control, (2) Need for Achievement, (3) Propensity to Take Risks, (4) Tolerance for Ambiguity, (5) Self-confidence and (6) Innovativeness.

Entrepreneurship education provides students motivation, knowledge, and skills essential for launching a successful venture company. Nevertheless, the extent of entrepreneurship education by country differs according to each country's unique cultural context. For example, high school students in the U.S. are already quite familiar with entrepreneurship. The city government of Tokyo, Japan officially announced its plan to launch entrepreneurship education for the first time to high school students in January, 2001 while most Korean colleges have introduced entrepreneurship-related courses as part of the requirements for fulfilling general education rather than a specialization area. American entrepreneurs, great cultivators of entrepreneurial spirit, have greatly contributed to economic growth within the U.S. by creating and successfully managing countless venture companies.

Empirical study present valuable information in the preparation of entrepreneurship development programs by borrowing the term from Ullah *et al*, "entrepreneurs are not born, they are made; psychological characteristics can be learnt or changed." To create the spirits of entrepreneur and to develop entrepreneurial orientation, the training and education as well as on job training is important. However the impact of entrepreneurship education programs may not be immediately evident, but should have sustained effects on developing a strong

"enterprise culture". Although this might be difficult to determine in the short-term, it is essential to the long-term economic growth.

Knowledge producing institutions have become more important to innovation as knowledge becomes a more significant element in new product development and in creating the organizational infrastructure for future product development. This expansion of the concept of innovation, in part, explains why university and government have become more significant actors in the innovation process. Knowledge is the sum of what is known as opposed to opinions and speculations. It is a person's understanding of something which comes about by processing of data, observations and information through perception, analyzing, learning, communicating, associating and reasoning. Converting information into knowledge calls for certain skills that knowledge societies seek to develop. While the information society is based on technological breakthroughs, knowledge societies encompass much more-they are about capabilities to identify, produce, process, transform, disseminate and use information to build and apply knowledge for human development. These knowledge societies are so organized that they can quickly generate or acquire information and use it to propel in a substantial way their economies. In fact, this knowledge associated with or generated by the new technologies such as information, biotechnology and nanotechnology is now a major engine of economic growth.

Entrepreneur inclination (intention).

The entrepreneurial mind could be defined as the aspiration of the entrepreneurs towards entrepreneurial activities and practices. Therefore, entrepreneurial mind of the graduates in particular, the female graduate-to-be is their aspiration to own a business or becoming entrepreneur upon graduation. It involves exploring the mind of the female would-be graduate on how they think, how they would recognise business opportunities and the way they would act and then transform these opportunities into a successful venture. This provides them with a better

opportunity to see the true world entrepreneurial practices.

The single predictor of a person to become entrepreneur is his or her "entrepreneurial intent", that is the person's perceived intent to be entrepreneur. Entrepreneurial behaviour such as starting a business is intentional and best predicted by intentions toward that precise behaviour. That intentions are the motivating factors that influence behaviour. Earlier researchers have established that what compels people to have intention of becoming entrepreneurs are their characteristics, external factors such as availability of capital, protection of private property and institutions that promote rule of law and personal situations that influence entrepreneurial self efficacy. National culture that supports and encourages entrepreneurship is of great essence in the entrepreneurship growth and development. Individual personalities and behaviour, firms, political/legal systems, economic conditions and social mores are all intertwined with the national culture from where they originated. The culture foundation is the basis for a society ability to generate autonomous, risk taking, innovative, competitive aggressive and proactive entrepreneurs.

A review of literature on the entrepreneurial inclination of students reveals a consistent interest in identifying the factors that influence an individual to become an entrepreneur. Some of these studies investigated the students' inclinations of being self-employed by looking at influencing factors such as age, gender, educational and family backgrounds, and prior business experiences. In a study on creativity in entrepreneurship education found that high scores on creativity tests and prior entrepreneurial experiences indicated positive entrepreneurial intentions. School students who perceived themselves as creative had high levels of initiative, prefer challenging tasks and had higher entrepreneurial tendencies. In Singapore, a study on interest in entrepreneurship among undergraduates discovered that the significant deterrents to becoming

entrepreneurs were inadequate business knowledge and perceived risks. Personality traits had a strong impact on the attitude towards self-employment where entrepreneurial intent was directly affected by perceived barriers and support factors. On a study of university students in Northern Peninsular Malaysia found that gender, along with other factors such as programs of study, previous working experience and mother's occupation had significant differences on undergraduates' inclination towards becoming entrepreneurs.

Methodology

This is a quantitative research based on a study conducted in Bale Endah Senior High School. The students which were attend the workshop for entrepreneurship on 18 Agustus 2011 were given the questionnaire. From 259 students who attended the workshop, there are 181 students/respondents who fill the questionnaire, hence the sample taken in this study is purposive sampling.

Results and Discussion

Based on the validity test, the data is valid to be tested as shown by the tabel below.

Case Processing Summary

	N	%
Valid	181	100.0
Cases Excluded ^a	0	.0
Total	181	100.0

a. Listwise deletion based on all variables in the procedure.

All of those variables discussed are having moderate degree of correlation in explaining the entrepreneurial oriantation among the students. Based on correlation test, the variables have 0.443 correlation.

Correlations

		X1	X2
X1	Pearson Correlation	1	.443**
	Sig. (2-tailed)		.000
	N	181	181
X2	Pearson Correlation	.443**	1
	Sig. (2-tailed)	.000	
	N	181	181

** Correlation is significant at the 0.01 level (2-tailed).

of students who do not interested to be an entrepreneur, and 55% strongly agree and agree that they should not to be employees or public servants, by being entrepreneur they will have enough adequate amount of money for living. This is important finding which high proportion of the students show interest in entrepreneurship, however when they asked with further questions related to the entrepreneurship, the interest or their entrepreneurial inclination are not well supported by the environments as well as social forces which in turn those inclination will not thrive into real entrepreneurs.

Related to family background and entrepreneurship culture; only 32% of respondents from the family with entrepreneur activities (meaning that only 32% of respondents who exposed to day to day entrepreneurial practice) while majority (68%) originated from the families which do not have entrepreneurial activities. Related to the entrepreneurial activities, interestingly only 28% of respondents said that their parents will support if they engage in the entrepreneurship while 57% of respondents said neutral (meaning either still not confirmed whether their parents will support or not to support for their entrepreneurial activities). According to Goel et al (2006), individuals coming from business or entrepreneurial familial occupational background will be more positive towards entrepreneurs and entrepreneurship. The findings show that interest and entrepreneurial inclination among the youth is not enough to create real entrepreneurs in the society as long as social and family forces not support for the entrepreneurial inclination.

The next question support the findings that higher proportion of students

considered that to be employee (19%) will be more prestigious compared to be entrepreneurs (12%); meaning that eventhough the students interested to be entrepreneurs, however social forces still take bigger influences that they still considering that to employee or public servants are more prestigious compared to entrepreneurs. This findings also show that the degree of risk taking as one of entrepreneurial orientation's dimension among the studnets is still low. By becoming employee or public servant they will get fix income and prestige in front of their parents, families, and friends; while if they become entrepreneur-they are still not sure about the income and their future. According to Baraka (2011), education, prior experience role models and social networks) are factors that affects one's entrepreneurial intent. In addition to that, culture is an important element to be taken into consideration in the entrepreneurship. Cultural factors have been considered by many as the causal factors behind the over-representation in self-employment of certain ethnic groups. The cultural argument represents an attempt to attribute entrepreneurship to non-economic factors such as social networks and family influences. Roberts and Wainer (1966), described that certain background factors (i.e. religion) that are really labels applied to groups of attitudes and practices may be fruitful in partially explaining why an individual becomes an entrepreneur. Entrepreneurial fathers are more likely to produce entrepreneurial sons, both because of exposure in the home to a business-oriented atmosphere and because of the goal orientation that may be instilled in a son by an entrepreneur-father. An individual's home environment and attitudes that seem to be embodied in his religious background are likely to have strong influences on his goal orientation that in turn will affect his level of education. Both directly and indirectly through the development of goal orientation and motivation, these environmental and attitudinal factors have effects on whether or not an individual becomes an entrepreneur

There are 51% of respondents who strongly agree and agree that to be entrepreneurs need high amount of capital.

Interestingly 54% strongly agree and agree that the spirit and pertinacity is the key of success. Related on how to conduct entrepreneurial activities, 19% strongly agree and agree; and 25% disagree and strongly disagree need support from parents or family instead of own effort. This findings show that the degree of autonomy as one of entrepreneurial orientation dimension's among the students is still low, even though they agree that the spirit and pertinacity is the key of entrepreneurial activities however they still depend on the amount of capital and still need support from the parents or family.

Important findings in this study is that 77% of the students strongly agree and agree that the school should deliver entrepreneurial education and introduce the entrepreneurial activities. According to Goel *et al* (2006); socialization have impacts an individual's attitude towards entrepreneurship. An individual's socialization takes place at home, at the place of education, and in other spheres of interaction. Socialization includes messages about what is good and positive, what lends status, what is valued by others etc. Family background and parental role-modeling has been found to be the most prominent factor that affects early socialization and hence formation of attitude towards entrepreneurship.

Because small proportion of respondents exposed to day to day entrepreneurial activities, only 34% strongly agree and agree that they already know what the sector or kind of entrepreneurial activities to be conducted. According to Drennan and Saleh (2009), intentions of entrepreneurship are those in which intentions have been identified as the most 'immediate and important' antecedent of behaviour such as starting one's own business. Intentions are a function of the perceived feasibility and the perceived desirability of starting a business, and exogenous variables influence intentions only through these mediating variables. Prior exposure to a family business has received considerable attention in the literature, and results have shown that entrepreneurs were often raised in families where the mother or father was self-

employed. These parental role models and/or exposure to self-employment are considered to influence entrepreneurial attitudes and behaviour. Exposure to entrepreneurship, such as a family business, indirectly influences entrepreneurial intentions through perceived desirability and feasibility. The desire to study in entrepreneurship programs was, in turn, found to be higher in people coming from families with business as major family occupation.

Entrepreneurs and entrepreneurship are arguably the pillars on which economic health of societies was built. Their role has been highlighted in opportunity creation through new ventures and maintenance of existing ones. Entrepreneurship has been identified as the fourth factor of production that helps discover new frontiers leading to all round economic growth, and a resource that needs to be tapped by developing countries to enable them to compete in a globalizing market economy. Several developing countries have identified promotion of entrepreneurship as a focus area for governments, financial institutions, and academic institutions (Goel *et al*, 2006). The good news from this study that 67% the students in this study agree and strongly agree that the higher the number of entrepreneurs the stronger the economy of the country. There will be a home work for the institutions, schools and governments to support in helping the students from incline to be entrepreneurs into real entrepreneurs.

In a system governed by the principles of dynamic equilibrium, entrepreneurs may be both important vehicles for getting there and permanent participants in this new environment. By imagining how education can be improved, thinking beyond the current rules and resources, creating new organizations to execute their vision and inspiring others to follow, entrepreneurs may be agents of continuous improvement in public schooling (Smith and Petersen, 2006).

UNCTAD (2011) has action areas of recommendations related to the education for thriving the entrepreneurs such as embedding entrepreneurship into

education and training, which require entrepreneurship education at all levels: Primary (school books, games, online tools); Secondary (extracurricular activities, awareness campaigns); vocational and higher education (courses & training programs, entrepreneurship centres); and ensure STEM skills (science, technology, engineering and math) are taught.

The curriculum development, also need to be refurbished to address the entrepreneurial education which: support course development; ensure the development of locally relevant course materials; provide incentives, not only for the development, but also for the sharing of materials; facilitate cross disciplinary programmes (not just in business); and encourage student led initiatives and activities to flourish.

The teachers should be developed to deliver entrepreneurial by providing training in and incentives for using interactive teaching methods (case studies, games, projects, laboratories, etc.); create networks for the sharing and exchange of practices; facilitate and encourage private sector links with academia; and engage practitioners in the classroom.

Another important aspect is partnership with the private sector to build the necessary infrastructure (including ICT); leverage technology for education; develop local suppliers through business linkages; and provide informal education to adults through entrepreneurship centres and foundations, particularly to underserved groups such as youth, women and those in rural communities.

As this study based on purposive sampling in a senior high school only, a considerable scope for future research is needed. Important implication for government and institutions then to focus on assistances in the development of students' capabilities to increase EO which will be effective in guiding students inclination and orientation of entrepreneurship into real entrepreneurs.

Conclusion

Most student in the study interested to be an entrepreneur and

inclined not to be employees or public servants, however because of their entrepreneurial inclination are not well supported by the environments as well as social forces which in turn those inclination will not thrive into real entrepreneurs. Most of students originated from the families which do not have entrepreneurial activities which lead to inclination to be employee and consider will be more prestige than to be entrepreneurs; meaning that their degree of risk taking as one of entrepreneurial orientation's dimension also low.

Most of students in the study considered to be entrepreneurs need high amount of capital; which showing that the degree of autonomy and innovativeness as part of entrepreneurial orientation still low as they still focus on amount of capital and support from the parents. Important findings in this study is most students consider that the school should deliver entrepreneurial education and introduce the entrepreneurial activities; and consider that the higher the number of entrepreneurs the stronger the economy of the country. Meaning that even though they still not quite sure what actions to be done to make their interest or orientation of entrepreneur come true they have strong interest and understanding the entrepreneurship is important.

Considerable scope for future research and important implication for government and institutions, to focus on assistances in the development of students' capabilities to increase EO which will be effective in guiding students inclination and orientation of entrepreneurship into real entrepreneurs.

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