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The Effect of Several Demographic Factors On Entrepreneurial Intention

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ABSTRACT

This study aimed to examine the influence of some demographic factors on entrepreneurial intention of several University students in Jakarta. The sample was 180 respondents and the analytical technique used in this study was binary logistic regression. The results show that students at the University of Mercu Buana, University of Indonusa Esa Unggul, Trisakti University, and Binus University who already have experience in entrepreneurship, with parents' profession as an entrepreneur, and the ethnic background is Minang or Thiong Hwa have more influence on entrepreneurial intentions than students who do not have experience of entrepreneurship, the profession of his parents as an employee, and the ethnic background is not the Minang and Thiong Hwa. However, no considerable influence on entrepreneurship intense when students are men and women, and students are already taking entrepreneurship courses or not.

Keywords: Entrepreneurial Intention, Demographic Factors, Binary Logistic Regression Analysis.

INTRODUCTION

Almost all universities in Indonesia are vigorously facilitating various forms of entrepreneurship training with the Campus Entrepreneur Program (CEP). With the CEP program, it is expected that university graduates have intention to entrepreneurship. Nowadays, not only technology research becomes the main focus, but also the formation of qualified human resources as the balance of the rapid development of technology. This is the momentum that students need to learn, in planning for a bright future. They no longer depend on the job world by finding a job, but they can rely on their own ability to become a young entrepreneur who is capable of creating jobs for others.

It is generally known that being an entrepreneur is not an easy thing, the entrepreneurship process involves not only problem solving in a particular field of management, but also in decision making. Being an entrepreneur means having the ability to find and evaluate opportunities. The main thing that causes a person to do entrepreneurial activity is from having the desire and interest to entrepreneurship.

Furthermore, there are various situations and circumstances that enable a person to start, open, or run his business. In this case, one of the factors of predictors of entrepreneurship is the desire which Fishbein and Ajzen (1975) referred to as intentions. Intention is a component in the individual that refers to the desire to perform certain behaviors. Intention is assumed as a motivational factor that affects behavior. Intention is also a predictor of how hard a person strives or how much effort is made to display a behavior. In relation to the entrepreneurial world, Ancok (1992) says that entrepreneurial intention is a motivational factor and said as the strongest predictors of the individual to display behaviors related to entrepreneurial action. In other words, the greater or stronger the intention to relate to entrepreneurial action, the more likely it is for behavior to occur.

In this case, someone with an intention to start a business will have better readiness and progress in the business run than someone without the intention to start a business. (Choo and Wong, 2006). By knowing the intention of someone to entrepreneurship, then in general we can predict the possibility to start a new business or start an entrepreneurship career. Therefore, intention can serve as a reasonable basic approach to understanding who will become entrepreneurs. The desire of entrepreneurship in youth is a source for the birth of future entrepreneurs. Their attitudes and knowledge of entrepreneurship will shape their tendency to open up new ventures in the future (Indarti and Rostiani, 2008).

Previously, Harwani, et al, 2012 reviewed the intentions of entrepreneurship, the results showed that the need for achievement, self efficacy, and environmental factors/readiness of the instrument have a positive and significant impact on entrepreneurial intentions (Harwani, et al, 2012). Nurhayati (2013) also studied the intentions of entrepreneurship and found that the locus of control, self efficacy, and instrument readiness have a significant effect on entrepreneurial intention. Furthermore, the researcher intends to continue research on intention of entrepreneurship by analyzing the influence of demography factor characteristic. Some previous researchers have shown that demographic characteristics such as age, sex, educational background and one's work experience are taken into account as determinants of entrepreneurial intentions. For example, some studies have found that one's educational background (Vilathuvahna and Nugroho, 2015), (Morello *et al.*, 2003) and (Indarti and Rostiani, 2008), then the parent profession as an entrepreneur, educational background, work experience (Morello *et al.*, 2003; Nguyen, 2018; Vilathuvahna and Nugroho, 2015) determine the level of one's intentions and the success of a given business.

Based on the background of the above problems, this research would like to see and prove the influence of several demographic factors on entrepreneurial intentions at several University students in Jakarta. Studies on demographic factors in this research include gender, entrepreneurship education background, ethnic background, entrepreneurship experience and parent profession. The formulation of the problem to be studied is whether the characteristics of demographic factors consisting of gender, entrepreneurship education background, entrepreneurship experience, parent profession and ethnic background significantly influence the entrepreneurial intention.

CONCEPTUAL FRAMEWORK AND HYPOTHESES DEVELOPMENT

Entrepreneurial Intention

Bandura (1986) states that the intention is a determination to perform certain activities or produce a certain situation in the future. Intention is a vital part of *Self Regulation* of individuals motivated by one's desire to act. Intention is also a component in the individual that refers to the desire to perform certain behaviors. Intention is defined as the dimension of individual subjective probability in terms of self and behavior. (Fishbein and Ajzen, 1975).

According to Indarti and Rostiani (2008), entrepreneurship is the process of making something new by considering risks and rewards. Entrepreneurs are those who make creative and innovative efforts by developing ideas and gathering resources to find opportunities and improvements in life.

Nguyen (2018) states that interest in entrepreneurship is someone's sense of interest to do business independently with the courage to take risks. Steinhoff and Burgess (1993) argue that there are seven reasons why a person is interested in entrepreneurial activities: wanting to have a high income, wanting to have a satisfying career, wanting to be self-directed/unregulated by others, wanting to increase the prestige of self as business owner, wanting to run a freely owned idea or concept, wanting to have long-term prosperity, and wanting to contribute something beneficial to humanity.

Demographic Factors

The word demography comes from the Greek word demos meaning people or the population and grafein which means writing. So demography is writing or essay about people or population. Demography is the study of statistics and mathematics on the magnitude, composition, and distribution of the population and its changes over time through the operation of the five demographic components, they are birth, death, marriage, migration and social mobility.

Demographic factors are importantly analyzed since demography is a factor inherent in entrepreneurship and affects the success of an entrepreneur. Indarti and Rostiani (2008) suggest that demographic factors such as gender, age, ethnic background, education and work experience affect a person's desire to become an entrepreneur. The attitude of entrepreneurship is influenced by gender, educational level and parents who own a business.

Gender

The influence of gender on a person's intentions into entrepreneurship has been widely studied. Mazzarol et al. (1999) proves that women tend to be less likely to open new businesses than men do. Similar findings were also presented by Kolvereid (1996), men proved to have a higher entrepreneurial intention than women. Research conducted by Matthews and Moser (1996) on graduate masters in America using a longitudinal study found that men's interest in entrepreneurship is consistent compared with women's interest that changes over time.

Schiller and Crawson (1997) found differences in successful entrepreneurship between women and men. Indarti and Rostiani (2008) research on Indonesian, Japanese and Norwegian students found that gender had no effect on student entrepreneurial interests, work experience influenced entrepreneurial interest of Norwegian students, but had no effect on Indonesian and Japanese students.

H1: The intention of entrepreneurship relating to gender; men have a higher entrepreneurial intentions than women do.

Entrepreneurship Education Background

A person's educational background, especially those related to entrepreneurship such as business and management or economics, is believed to affect his desire and interest to start a new business in the future. A study from India proves that educational backgrounds become one of the most important determinants of entrepreneurial intention and the success of business run (Sinha, 1996).

H2: Students who have taken entrepreneurship lectures have a higher entrepreneurial intentions than those who have never had entrepreneurship lectures.

Entrepreneurship Experience

Indarti and Rostiani (2008) find that someone with experience in entrepreneurship has a higher entrepreneurial intention than those who have never had before. In contrast, more specifically, research conducted by Mazzarol et al. (1999) proves that someone who has worked in the government sector is less likely to succeed in starting a business.

H3: Students with entrepreneurship experience have a higher entrepreneurial Intentions than those who have never had before.

The Parent's Profession

Indarti and Rostiani (2008) find a strong relationship between entrepreneurship and the parent ownership of a business. Strong evidence of a relationship between entrepreneurial interest and the parent profession working independently or as an entrepreneur can be seen from independence and flexibility that is transmitted by parents to their children from an early age and become an inherent trait to their children. Successful entrepreneurs are those who are raised by parents who are also entrepreneurs.

H4: Students whose parents work as a self-employed or as an entrepreneur have a higher entrepreneurial intention than those whose parents work as an agency employee.

Ethnical Background

In Indonesian society, it is very well known that someone who has a profession as an entrepreneur is often identified with people who have a certain ethnical background, the ethnic Thiong Hwa and Minang.

H5: Students with ethnical background of Minang have a higher entrepreneurial intention than those who are not ethnic Minang.

H6: Students with ethnic Thiong Hwa backgrounds have a higher entrepreneurial intention than non-ethnic Thiong Hwa.

RESEARCH METHOD

Research Design

The research design used in this research is causal research, using survey method and with the research instrument using questionnaires. The population of this study is all students University of Mercu Buana, University of Indonusa Esa Unggul, Trisakti University, and Binus University in Jakarta who come from all faculties. The sample taken in this research is 180 respondents which sampling is based on purposive sampling. The sample selected by the existence of certain criteria used by the researcher, that is, of the respondents there are ethnic Thiong Hwa, ethnic Minang, and other ethnics.

Variable Measurement

1. **Demographic Factor**

   The demographic factor instrument used consists of four factors, namely gender, age, education and work experience. The instruments of measuring the demographic variables for each factor are as follows:

   a. **Gender**

      Male respondents are scored 1 and female respondents are given a score of 0. The entrepreneurial intention relates to gender; men have a higher entrepreneurial intention.

   b. **Entrepreneurial Education Background**

      Respondents who have taken the entrepreneurship course are given a score of 1 and respondents who have never taken an entrepreneurship course are scored 0. Respondents who have taken entrepreneurship courses have higher entrepreneurial intentions than those who have never taken entrepreneurial courses.

   c. **Entrepreneurship Experience**

      Respondents with experience in entrepreneurship are given a score of 1 and respondents who do not have entrepreneurial experience are scored 0. Respondents with experience in entrepreneurship have a higher entrepreneurial intention than those who have never had before

   d. **Parent Profession**

      Respondents whose parents work as entrepreneurs are given a score of 1 and respondents whose parents work as employees of an agency are scored 0. Respondents whose parents work as entrepreneurs have a higher entrepreneurial intention than those whose parents work as employees.

   e. **Ethnical Background**

      - Respondents with Minang ethnical background are given a score of 1 and non-Minang ethnical background respondents are given a score of 0. Respondents with Minang ethnical background have a higher entrepreneurial intention than those of non-ethnical background

- Respondents with Thiong Hwa ethnical backgrounds are scored 1 and non- Thiong Hwa respondents are given a score of 0. Respondents with ethnic Thiong Hwa backgrounds had higher entrepreneurial intentions than those of non-Thiong Hwa ethnical background.

2. Entrepreneurship Intention

The measurement instrument of entrepreneurship intention variable used in this research consists of three (3) statement items, using dummy variable, score 1 shows intense entrepreneurship respondents, while score 0 indicates that the respondents are not intense entrepreneurship.

Data Collection Procedures

The implementation of research was conducted at University of Mercu Buana, University of Indonusa Esa Unggul, Trisakti University, and Binus University. This location was taken because several universities whose students are relatively heterogeneous, from various levels of economic level as well as from various ethnic groups in Indonesia. The study was conducted in June 2017.

In writing this study, the data related to the problems that had been stated earlier by using questionnaire method, a number of written questions used to obtain information about respondents, were collected. The research questionnaire was distributed directly with the aim of obtaining a high rate of return. Data collection was conducted around the campus, in public areas such as canteen, library, atrium and parking lot. This technique is used so that researchers can obtain respondents from different demographic backgrounds.

Data Analysis Technique

Data analysis technique in this research is by using binary logistic regression analysis to see how the influence of each variable that has an influence on the variables affected. The analysis model used is Binary Logistic Regression Analysis because:

1. The Dependent Variable is a categorical variable (non-metric), which has two alternatives, that is selected (1) and unselected (0),
2. The Independent Variable is also a categorical (non-metric) variable, each of which has two alternatives (1) and (0),
3. No need to assume the normality of data on the free variable. (this is what distinguishes from discriminant analysis).

Binary Logistic Regression Expression for the k free variable:

$$\text{Ln [odds } (S \mid X1, X2,...Xk)] = \beta_0 + \beta_1 X1 + \beta_2 X2 + \beta_3 X3 + ... + \beta_k Xk$$

or

$$\text{Ln } \frac{p}{1-p} = \beta_0 + \beta_1 X1 + \beta_2 X2 + \beta_3 X3 + \beta_4 X4 + \beta_5 X5 + \beta_6 X6$$

In which

Ln [odds = dependent variable, which is the intention of entrepreneurial respondents. The measurements in this model are 0 for the respondent without entrepreneurial intention, and 1 for the respondent with entrepreneurial intention.

X1, X2, X3, X4, X5 = independent variable (Gender, Education, Work Experience, Parent Profession, Ethnical Background)

$\beta_0, \beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6$ = parameter value (logistic binary regression coefficient)

The tests performed in this analysis are as follows:

1. Assessing the Fit Model

a. Assessing the overall fit model of the data with the Hosmer and Lemeshow Goodness of Fit Test.

The hypothesis for assessing the fit model is:

- H0 = model hypothesized fit with data
- Ha = model hypothesized not fit with data

Hypothesis test are

- If the value of Hosmer and Lemeshow Goodness of Fit is equal to or less than 0.05, then the null hypothesis is rejected which means there is a significant difference between the model and the observation value so that the goodness fit model is not good because the observation value of the model is unpredictable.
- If the statistical value of Hosmer and Lemeshow Goodness of Fit is greater than 0.05, then the null hypothesis can not be rejected and it means that the model is able to predict the observation value or it can be said that the model is acceptable because it matches the observation data.

b. Assessing the variability of dependent variables can be explained by the variability of independent variables by looking at the value of Nagelkerke R^2 or equal to see the value of coefficient of

determination (R^2) in multiple regression analysis. This means that the percentage of dependent variables variation can be explained by the variability of independent variables while the remaining percentage means the variation of the dependent variable is explained by the variable outside the model.

2. The Estimation of Parameters and Interpretation

a. Level of significance

This test is done to asses the significance of independent variable partially or individually to dependent variable. This test is performed to test the second hypothesis by comparing the Wald (t-count) value with the sig. The hypothesis and its analysis are:

Ho : Allegedly variable X1 does not affect the variable Y

Ha : Allegedly variable X1 influence on variable Y

The Hypothesis test are:

- Based on the calculation result if (X1) has a *Wald* value (t count) with significant value at $\alpha \leq 0.01$ (significantly very strong), or significant at $\alpha \leq 0.05$ (significantly strong), and or significant at $\alpha =$ 0, 10 (significantly weak) hence the test show Ho is rejected and Ha accepted. This result shows that (X1) has an effect on (Y).
- Based on the calculation result if (X1) has *Wald* value (t count) with significant value at $\alpha > 0.10$ then thus test show Ho accepted and Ha is rejected. This result shows that (X1) has no effect on (Y).

b. Pattern (direction of influence)

The direction of each independent variables influence on the dependent variable can be seen from the regression coefficient (B).

Interpretation:

- If the regression coefficient of an independent variables has a positive value means that the higher the value of independent variables will increase the value of the dependent variable.
- Conversely, if the regression coefficient of an independent variables have a negative value means that the lower the value of independent variables will increase the value of dependent variable.

DATA ANALYSIS

Description of Respondents

Respondents from this research are students at several University Jakarta from all existing faculties, ie students of the Faculty of Economics and Business, the Faculty of Communication Science, the Faculty of Engineering of Planning and Design, the Faculty of Psychology and the Faculty of Computer Science.

Table 1. Description of Respondents

		Frequency (persentage)		**Frequency (persentage)**
Gender	Men	94 (55,3 %)	Women	76 (44,7 %)
Entrepreneurship Education	Ever studied Entrepreneurship course	97 (57,1 %)	Never studied Entrepreneurship course	73 (42,9 %)
Experience on entrepreneurship	Experienced Entrepreneurship	87 (51,2 %)	Not Experienced Entrepreneurship	83 (48,8 %)
Parent Profession	entrepreneurship	60 (35,3 %)	Employees	110 (64,7 %)
Ethnical Background	Ethnic Minang	50 (29,4 %)	Ethnic non Minang	120 (70,6 %)
	Ethnic Thiong Hwa	33 (19,4 %)	Ethnic non Thiong Hwa	137 (80,6 %)
Entrepreneurship Intention	Interest in Entrepreneurship	84 (49,4 %)	Not Interest in Entrepreneurship	86 (50,6 %)

Source: Primary Data, procesed.

Assesing Fit Model

Assessing the overall fit model on this data is done in two ways, namely by Nagelkerke R square and Hosmer and Lemeshow Goodness of Fit Test.

1. Nagelkerke R square

Nagelkerke R Square statistical value is interpreted as the coefficient of determination (R^2) in multiple regression analysis.

The calculation results give Nagelkerke R Square value of 0.735 which means the variability of dependent variable which can be explained by the variability of idependent variable is equal to 73,5%. The remaining

of 26.5% is explained by variables that are beyond observation. It means that the model is made to show a good model because the observed variables can explain with a magnitude approaching 100%.

2. Hosmer and Lemeshow Test

The statistical value of Hosmer and Lemeshow Test is used to assess the suitability of empirical data with the model. If the sig value is greater than 0.05 then it is said that the model is goodness of fit, that the empirical data is suitable or in accordance with the model, the model is said to be fit and acceptable. From the calculation, it is obtained that the value of Chi-Square Hismer-Lemeshow test is 6.129 and significant at 0.633. Since this value is above 0.05, then the model is said to be fit and acceptable.

Parameter Estimation

The parameter estimation analysis is performed to test the significance and test the direction pattern of the influence of the *idependent variable* on the *dependent variable*. The results are calculated as shown in Table 2 below.

Table 2. Parameter Estimation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	Gender	.727	1.292	.316	1	.574	2.068
	Profesi_Orangtua	5.579	.992	31.597	1	.000	264.774
	Etnis_Minang	2.573	.615	17.483	1	.000	13.111
	Etnis_Cina	1.450	.821	3.117	1	.077	4.263
	Pengalaman_wirausaha	.953	.557	2.929	1	.087	2.595
	Pendidikan_ Kewirausahaan	2.026	1.324	2.341	1	.126	7.587
	Constant	-4.861	.930	27.309	1	.000	.008

a. Variable(s) entered on step 1: Gender, Profesi_Orangtua, Etnis_Minang, Etnis_Cina, Pengalaman_ wirausaha, Pendidikan_Kewirausahaan.

Source: Primary Data, processed
Add: Etnis_Cina = Ethnic Thiong Hwa

1. The Level of Significance

This test is conducted to test the significance of *independent variables* partially or individually to *dependent variable*. This test is also performed to test the hypothesis by comparing the *Wald* value (t-count) with the *sig*.

Based on the calculation result in Table 2, it is found that the profession of parents, and ethnic Minang background has *Wald* value (t count) with significant value at $\alpha \leq 0.01$ (seginificantly very strong); ethnic Thiong Hwa background is significant at $\alpha \leq 0.05$ (significantly strong); and entrepreneurial experience is significant at $\alpha \leq 0.10$ (significantly weak) hence the test shows that hypothesis is accepted. These results show that the professions of parents, ethnic Thiong Hwa and Minang backgrounds, and entrepreneurial experience significantly influence entrepreneurial intentions.

Whereas gender and entrepreneurship education have *Wald* value (t count) with significant value at $\alpha > 0{,}10$ hence the test shows that hypothesis is rejected and not significant. These results show that gender and entrepreneurship education have no effect on entrepreneurial intentions.

3. Pattern (direction of influence)

The direction of influence of each *independent variable* to *dependent variable* can be seen from the regression coefficient (B). If the regression coefficient of an independent variable has a positive value, it means the higher the value of the independent variable, the higher the value of the dependent variable will increase. Conversely, if the regression coefficient of an independent variable has a negative value, it means that the lower the value of the independent variable, the higher the value of the dependent variable will increase.

In Table 2, the column B shows that significant regression coefficient value has a positive sign. That means that students with entrepreneurship experience have a higher entrepreneurial intention than those who have never had before. Students whose parents who work as self-employed or as entrepreneurs have a higher entrepreneurial intention than those whose parents work as an agency employee. Students with ethnic Minang background have a higher entrepreneurial intention than those who are not ethnic Minang. Students with ethnic Thiong Hwa backgrounds have a higher entrepreneurial intention than non-ethnic Thiong Hwa. Students with entrepreneurship experience have a higher entrepreneurial intention than those who have never had before.

Whereas, male students do not have a higher entrepreneurial intense than female students, and students with entrepreneurial educational background have no higher entrepreneurial intentions than those with no entrepreneurial education background.

DISCUSSION

The finding of this study is the absence of significant influence between male and female students on the intense entrepreneurship, male students did not have a higher level of entrepreneurial intentions than female students, this also indicates that men are not more desirable to be successful in his career, as well as men no more dare to take risks by pursuing the field of entrepreneurship. This is not in line with the results of Mazzarol (1999) research that women tend to be less desirable of opening businesses than men.

Entrepreneurship education can be done through entrepreneurship courses or lectures that can provide a better understanding of the entrepreneurial process, the challenges facing the founders of new ventures and the issues that must be overcome in order to succeed. Entrepreneurship education packages on formal education will shape students to pursue an entrepreneurial career. Therefore, although formal education is not a prerequisite for starting a new business, knowledge gained from formal education provides a good foundation especially when formal education is linked to a managed business (Nguyen, 2018). However, the finding of this study is that there is no significant effect between students who have taken entrepreneurship courses with those who have never taken it on the intense entrepreneurship. This means that students who have taken an entrepreneurial course do not give more influence to intense entrepreneurship. It raises a question whether the entrepreneurship education provided is less able to grow entrepreneurial values for the students.

The results of the research also indicate the influence of students whose parents or siblings have businesses with those who have no business to the intensity of entrepreneurship, where students whose parents or siblings have businesses have a higher level of entrepreneurial intentions than students whose parents or siblings work as employees and have no business. This shows that the business experience of the family will provide an indirect experience to a person to have entrepreneurial intentions, because at least a person or university student has the knowledge how to run the business, how to deal with problems in business, how to market products or services, how to access capital and so on.

This research also proves that students with ethnic Thiong Hwa and Minang backgrounds have a higher entrepreneurial intention than those who are not from ethnic Thiong Hwa and Minang. The tribe (area) has certain customs and habits that can influence one's actions. Characteristics of ethnicity (tribe) also affect the views and perceptions of a person to something including entrepreneurship (Nguyen, 2018). As it is known in Indonesian society, that ethnic Minang and Thiong Hwa usually work as an entrepreneur. This is also evidenced in students of ethnic Minang and Thiong Hwa who have a greater entrepreneurial intensity than other ethnic groups.

Students with entrepreneurship experience have a higher entrepreneurial intention than those who have never had before. Experience is always believed to be a good teacher who can equip a person with concrete things in accordance with the real conditions of everyday life. In the same way of thinking, it is assumed that students who have concrete experience of entrepreneurship (self-employment or parent participation) tend to have a stronger motivation for entrepreneurship after graduating later. This study found a significant influence between the entrepreneurial experience with the entrepreneurial intentions of students. Students' entrepreneurship experience can contribute and give consideration to the entrepreneurial world.

CONCLUSION AND SUGGESTION

Conclusion

After the research done, based on the results of research presented in the chapter on data analysis and discussion, it can be concluded that male students do not have a higher entrepreneurial intention than female students. Students with a background of ever taking entrepreneurship courses have no higher entrepreneurial intentions than those with no entrepreneurial education background. Students with entrepreneurship experience have a higher entrepreneurial intention than those who have never had before. Students whose parents work as self-employed or as entrepreneurs have a higher entrepreneurial intention than those whose parents work as an agency employee. Students with ethnic background of Minang and Thiong Hwa have a higher entrepreneurial intention than those who are not from ethnic Minang and Thiong Hwa.

Suggestion

From this research, it can also be suggested that the results of research indicate that students who have taken entrepreneurship courses do not have a higher entrepreneurial intention than those who have never been in entrepreneurial lectures. It would be better if there is a change in the learning process for entrepreneurship courses, or even changes in the curriculum of entrepreneurship courses. In addition, it is also necessary to invite

more entrepreneurial practitioners who have been successful as guest lecturers to share their experience and knowledge to the students so that it can give encouragement to increase student entrepreneur intention.

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