

# The Effect of Achievement Motivation, Adversity Quotient, and Entrepreneurship Experience on Students Entrepreneurship Attitude

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## Abstract

This research aims to analyze the effect of achievement motivation, adversity quotient and entrepreneurship experience on students entrepreneurship attitude in East Java. This research uses quantitative descriptive design and 249 students are taken proportionally using purposive sampling technique. The research instrument used questionnaire. Data analysis using multiple linear regression to test the effect between variables. The research findings show that entrepreneurship attitude is influenced by achievement motivation, adversity quotient, and entrepreneurship experience.

**Keywords:** Achievement Motivation, Adversity Quotient, Entrepreneurship Experience, Entrepreneurial Attitude

## Introduction

The entrepreneurship attitude includes aspects that help individuals to take action including taking responsibility for their own learning, careers and life (European Commission, 2012; Mopangga, 2014). Yang (2013) sees an individual who exhibits a positive attitude

towards entrepreneurship, has a greater chance to become an entrepreneur and believes that entrepreneurship is not just for survival but a way to achieve self-actualization. One of the factors driving the growth of entrepreneurship, lies in the role of universities through the implementation of entrepreneurship education (Chimucheka, 2013). Sarwoko (2011), entrepreneurship education needs to be given to instill innovative and creative values in responding to opportunities, creating opportunities and entrepreneurial skills and knowledge. Entrepreneurship attitude is influenced by several elements such as achievement motivation, adversity quotient, and entrepreneurship experience. Entrepreneurship attitude is not just to create something new, but also orientation to do other productive activities. The entrepreneurship attitude of the students is shown through their interest in business opportunities, creative and innovative thinking, positive view of business failure, leadership and responsibility, and risk and challenge. A person's attitude occurs because of the effect on a person's self-motivation.

Sánchez & Sahuquillo (2012), motivation is based on emotions and goals related to achievement, the need for self-achievement has been attributed to entrepreneurial behavior. Chomaria (2007), someone with high achievement motivation able to change themselves and have a positive attitude in providing benefits for the environment. Achievement motivation in the effort to form creative and innovative mental will produce human having potency and productive behavior, and strong in achieving the expected goal as characteristic of entrepreneurial attitude. There are several success factors of an entrepreneur, one of which is the orientation to success. Associated with the condition of students where the phenomenon that occurs is the tendency to achieve learning achievement is still low. So it needs to be explored and improved their achievement motivation, because to become a tough and independent entrepreneur needs to improve the achievement than the previous achievement. Thus the existence of achievement motivation can provide an impetus to achieve the rewards and satisfaction that lead to the business in the future.

In a study conducted by Dwijayanti (2015), it is mentioned that students are less interested in entrepreneurship because in entrepreneurial activities have many challenges and obstacles, students are afraid of failure and risk that will be faced when running a new business. Based on the statement, only someone who has the courage to take risks and have adversity quotient that has the intention of entrepreneurship. An adversity quotient in a person will encourage individuals to try to adapt in every difficulty and demand flexibility of attitudes so as to survive in any unexpected situation in entrepreneurship. Drennan, et al. (2005), states that a person who has difficulty at the stage of development can become independent and tend to think of entrepreneurship as an attractive option.

The entrepreneurship experience becomes an important factor affecting the start-up ability in entrepreneurial attitude. Experience in a particular field such as having done practical work is very useful for students in order to determine the business to be entered. Zaleski (2011) states that special consideration is given to the role of entrepreneurship experience. Entrepreneurship experience as an individual's experience in entrepreneurship and understanding systems in running a business (Douglas & Shepherd, 2002). There is a link between entrepreneurship attitude and entrepreneurship experience (Politis & Gabrielsson, 2009; Harris & Gibson, 2008).

### **Literature Review**

Achievement motivation can be interpreted as an impulse in a person to do or do an activity as well as possible in order to achieve personal goals in the form of achievement (Rao,

2003; Mangkunegara, 2013; Rabideau, 2005; Ghasemi, et al., 2011; Weseley & McEntarffer, 2010). Adversity quotient is the personal quality of a person who is able to predict how well one can overcome difficulties in life (Stoltz, 2000; Siphai, 2015; An, Woo, Song, & Kim, 2014; Phoolka & Kaur, 2012). The entrepreneurship experience is the addition of one's knowledge and skills that serves as a link between the skills and abilities that underlie knowledge in entrepreneurship derived from the educational, family, and social environment (Kehler, Wennberg, & Kim, 2014; Aykol and Gurbuz, 2008). Attitude of entrepreneurship owned by someone, making a person who can see the opportunity, responsible, and dare to take risks on all decisions and actions that's ne (Nybakk & Hansen, 2008; Gaddam, 2008).

### **The Effect of Achievement Motivation on Entrepreneurship Attitude**

Based on the results of a meta-analysis study conducted by Collins et al. (2004) obtained the conclusion that achievement motivation related to career, choice and entrepreneurship performance. Research conducted by Sutanto & Eliyana (2014), showed that achievement motivation significantly effect on student entrepreneurship attitude. Research Tamizharasi and Panchanatham (2010), indicates that the need for positive achievement is significantly related to entrepreneurial behavior. The results of this study are in accordance with the opinion of Tang & Tang (2007), achievement motivation as an affective and cognitive process that provides energy, directs, and maintains behaviors directed at the goal of establishing a new business. The results of the study Ghasemi et al. (2011) resulted in a significant positive relationship between achievement motivation and entrepreneurship. Senchez & Sahuquillo (2012), argue that the need for achievement has been attributed to entrepreneurship behavior. Based on Hall & Lindzey (2012), behavior is something that can be directed by one's attitude.

### **The Effect of Adversity quotient on Entrepreneurship Attitude**

Chao (2014), adversity quotient demonstrates the attitude and ability to deal with sources of stress. Palupi (2015), argues that a person capable of dealing with adversity is able to create an opportunity from the difficulties faced to get better results said to have high adversity quotient. Drennan et al. (2005), states that a person who has difficulty at the stage of development can become independent and tend to think of entrepreneurship as an attractive option. Based on Firmansyah et al. (2016), adversity quotient in entrepreneurship attitude is a picture of how far a person's performance in facing challenges and solving problems in developing the business. An adversity quotient on a person will encourage individuals to try to adapt in every difficulty and demand flexibility of attitudes so as to survive in any unexpected situation in entrepreneurship (Cheng, 2007),

### **The Effect of Entrepreneurship Experience on Entrepreneurship Attitude**

Harris et al. (2008), has pointed out the importance of past experience on the development of entrepreneurship attitude and intentions. According to Krueger et al. (2000), a social environment that can provide experience affecting an individual's attitude with entrepreneurial intent. According to Urban (2010), several research results support that a social environment that can provide entrepreneurship experience influences entrepreneurial attitudes. Peng et al. (2012), to gain entrepreneurship experience can be gained through a series of steps such as entrepreneurship education and entrepreneurial skills training. Research conducted Robaro & Mamuzo (2012), research results prove that socio-cultural environment significantly impacts, both negative and positive, on the emergence of

entrepreneurship in society. Shittu & Dosunmu (2014), the relationship between parents with entrepreneurship experience will give birth to structural and communication patterns that can promote a strong preference for children for entrepreneurship.

### Conceptual Framework

Based on the above introduction, this study hypothetically tested the effect among variables as conceptualized in figure 1.

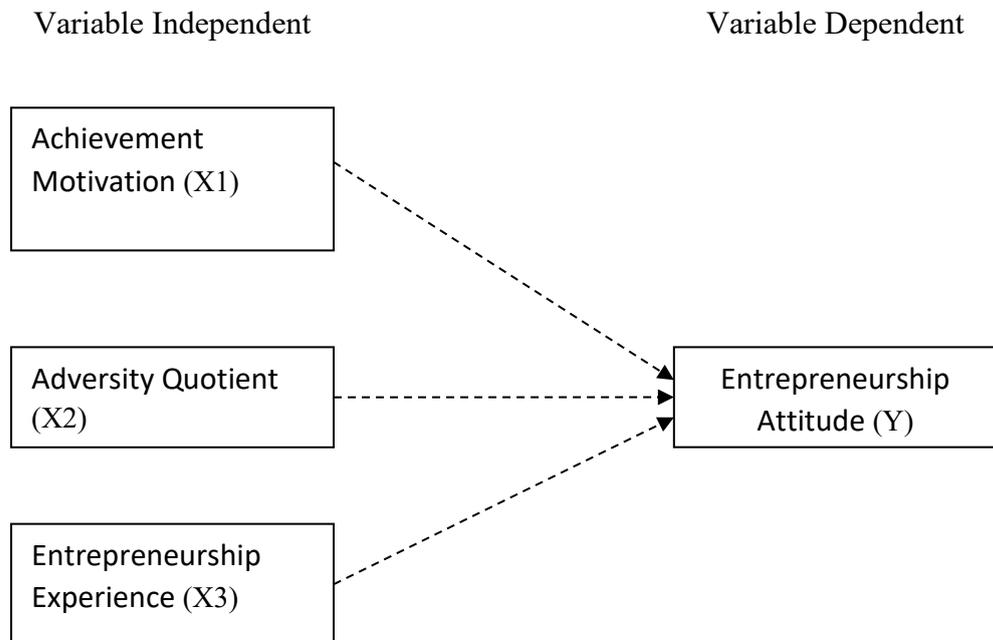


Figure 1. Conceptual Framework

### Hypothesis

- H<sub>1</sub>: Achievement motivation significantly effect on student entrepreneurship attitude in East Java  
 H<sub>2</sub>: Adversity quotient significantly effect on student entrepreneurship attitude in East Java  
 H<sub>3</sub>: Entrepreneurship experience significantly effect on student entrepreneurship attitude in East Java

### Results

Research instrument for measuring variables using questionnaires with Likert scale ranging from 1 (Strongly disagree) to 5 (strongly agree) as respondents' responses. Mean scores between 1.00-1.79 indicates very low, mean scores between 1,80-2,59 indicates low, mean scores between 2,60-3,39 indicates medium, mean scores between 3,40-4,19 indicates high, mean scores between 4,20-5,00 indicates very high.

Tabel 1.

Results of Respondents' Answers

No.	Achievement Motivation Indicators	Mean
1.	Success oriented	4,19
2.	Responsible	4,12
3.	Need feedback	4,17
4.	Taking risk	4,04
5.	Hard work	4,11
<b>Mean Achievement Motivation</b>		<b>4,13</b>
No.	Adversity Quotient Indicators	Mean
1.	Control	4,03
2.	Origin	4,04
3.	Ownership	4,14
4.	Research	3,97
5.	Edurance	4,12
<b>Mean Adversity Quotient</b>		<b>4,06</b>
No.	Entrepreneurship Experience Indicators	Mean
1.	Educational environment	4,14
2.	Family environment	3,96
3.	Social environment support	4,15
<b>Mean Entrepreneurship Experience</b>		<b>4,08</b>

Source: Processed Data (2017)

The highest mean score achievement motivation variable is success oriented indicator, this means that the student has achievement motivation which is oriented on success. Hence motivation achievement of student is shown by using the experience of failure as learning to get better result. The most dominant adversity quotient is formed by ownership. This means that students' adversity quotient is related to the recognition of the problem. When students experience difficulties or have problems, they will recognize and take responsibility and find solutions to the problem. Recognition in this case means that students tend not to blame others when faced with problems. The most dominant entrepreneurship experience is formed by the support of the social environment. This suggests that an important role of the social environment for student entrepreneurship experience. So that entrepreneurship seminars and direct instruction to students about successful entrepreneurs are more attention by students in adding experience in the field of entrepreneurship.

### Regression Model Test

To test the hypothesis used multiple linear regression analysis.

Table 2.

Regression Model Test Results

Model	B	t	Sig. t	r <sup>2</sup>
Constanta	1,025	-	-	-
Achievement Motivation (X <sub>1</sub> )	0,249	3,933	0,785	0,151
Adversity quotient (X <sub>2</sub> )	0,209	3,596	0,000	0,139
Entrepreneurship Experience (X <sub>3</sub> )	0,317	3,178	0,002	0,376
R	= 0,654			
Adj R Square	= 0,421			
F	= 60,989			

Sig. F	= 0,000		
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Based on the table, the regression equation obtained is:

$$Y = 1,025 + 0,249 X_1 + 0,209 X_2 + 0,317 X_3 \quad (1)$$

The results of hypothesis testing based on empirical findings effect between variables presented in Table 3.

Table 3.  
Hypothesis Testing

No.	Hypothesis	Result
1.	Achievement motivation significantly effect on student entrepreneurship attitude in East Java (H <sub>1</sub> )	Accepted
2.	Adversity quotient significantly effect on student entrepreneurship attitude in East Java (H <sub>2</sub> )	Accepted
3.	Entrepreneurship experience significantly effect on student entrepreneurship attitude in East Java (H <sub>3</sub> )	Accepted

Based on the results of data analysis on the first hypothesis, achievement motivation significantly effect on student entrepreneurship attitude in East Java is proven. The results of the data analysis found that the second hypothesis, adversity quotient significantly effect on student entrepreneurship attitude in East Java is proven. The results of the data analysis found that the third hypothesis, Entrepreneurship experience significantly effect on student entrepreneurship attitude in East Java is proven.

### Recommandations

Based on the findings that prove that achievement motivation effect to entrepreneurship attitude of student with successful orientation as the most dominant indicator in supporting achievement motivation, hence to improve successful orientation of student have to fulfill all obligation and duty which given with responsibility and discipline by considering and accept all risk To be obtained. Related to adversity intelligence factor, adversity intelligence is very important for students in entrepreneurship. It is expected that students are able to integrate the sciences of entrepreneurship with adversity intelligence. In addition, students can develop adversity intelligence by applying LEAD (Listened, Explored, Analyzed, and Do). Based on the findings proving that the entrepreneurial experience has an effect on the entrepreneurship attitude of the students. Social environment support is very influential in the formation of entrepreneurial attitudes, then students are expected more often attend seminars and training on entrepreneurship. In addition, students can also take lessons from successful entrepreneur figures.

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