

Analyzing Gender Differences of Entrepreneurial Intention Among Student in Islamic University Malang

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ABSTRACT

Purpose: Research on entrepreneurial intention has been widely studied before, with the majority of research focusing on factors that drive individual intentions to become entrepreneurs. This study aims to examine and answer research questions about whether there are differences between male and female students in terms of their interest in entrepreneurship.

Design/methodology/approach: The unidimensional nature and non-causality in this study are interesting things to further explore the depth of the research phenomenon. The entrepreneurial intention instrument with 7 indicators was developed in this study to capture the perceptions of students in assessing their intention in becoming entrepreneur. A total of 78 students from the faculty of economics and business were the respondents who participated in this study, with 40 males and 38 females.

Findings: The results of the study reveal that of the seven indicators that reflect entrepreneurial intention, there are three indicators that show significant differences between male and female students in their interest in entrepreneurship, in which consist of (1) planning for starting a business, (2) feeling of being able to start their own business in the next few years, and (3) serious thinking about starting a business in the future.

Research limitations/implications: By knowing about gender differences in perceiving intentions for entrepreneurship, relevant stakeholders can contribute to strengthening entrepreneurial values in students.

Practical implications: The research findings draw attention to how this is the basis for how to encourage student interest in the Faculty of Economics and Business, especially in setting entrepreneurship as professional goal that could be chosen by students. University can accommodate it in the form of policies such as the "free campus" curriculum which allows students to explore and dig deeper about their interests and develop the capacity to become entrepreneurs and make it their main profession in the future.

Originality/value: This study seeks to reveal how the differences in the entrepreneurial intentions of students studying at Islamic Universities.

Paper type: Research Paper

Keyword: Gender Differences, Entrepreneurial Intention, University Students.

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I. INTRODUCTION

Nowadays, there has been a lot of interest among millennials who want to become entrepreneurs or choose it as their profession. In a university environment, students have also received their learning materials with entrepreneurship course or extracurricular activities which will encourage them to understand and practice doing or managing small business and engaging in entrepreneurial activities. For some important reasons including government policies, universities have implemented implementing programs that support the independent campus program commonly known as Merdeka Belajar Kampus Merdeka (MBKM). It is widely known that the vision and mission of the university not only producing quality graduates in certain areas of expertise, but also

equipping each graduate with entrepreneurial skills in order to increase competitiveness and make a real contribution to society. While many people know well that small medium enterprises become the mainstay of the economy with entrepreneurs being the pioneers in accelerating positive change as a result of business activities.

Entrepreneurship plays a key role in economic and social development, especially such in pandemic situation (Liñán & Jaén, 2020; Shepherd, 2020). Such assumptions are fuelled by gendered ascriptions whereby socially constructed and reproduced feminine and masculine characteristics are associated with men and women. Women face several challenges relating to careers in entrepreneurship. Researchers generally agree that many questions still remain unaddressed on what motivates individuals to accept all the risks and invest their efforts in establishing a new venture and most importantly how personal and situational factors interact and influence individual entrepreneurial intention (Elfandi et al., 2021).

In its development, the phenomenon entrepreneurial intention did not always bring equal information and benefits for all students. Women were significantly less likely to report high intensity of intention (Westhead & Solesvik, 2016). There are differences between women and men in terms of what drives entrepreneurial intention. Academic institutions may consider designing courses and programmes that foster interest in entrepreneurship as a career choice, considering possible gender differences (Yukongdi & Lopa, 2017). The institutes of higher education that play a crucial role in preparing the future entrepreneurs (Elfandi et al., 2021). Research into EI (entrepreneurial intention) has often been conducted in higher educational institution using students in one or multiple settings (Li & Islam, 2021; Pandit et al., 2018; Wijaya et al., 2015), in one academic or subject discipline (Noerhartati et al., 2020; Utomo & Arifin, 2020). But many stakeholders believe that entrepreneurial intention can be intended as the first step in the process of building a business which generally takes a long time. As this intention describes one's responsibility to start a new venture and is a central issue that needs to be addressed considered in understanding the entrepreneurial process of setting up a new business (Wijaya et al., 2015; Yukongdi & Lopa, 2017).

Entrepreneurship is a complex multi-stage process, one of which is the development of entrepreneurial intention (Hisrich et al., 2013). The stronger an individual's intention to perform a given behaviour then the more likely it will be executed effectively. Entrepreneurial Intention can be considered as a reflection of the state of mind of an individual which prompts them towards taking up self-employment rather than being employed (Bell, 2019; Yukongdi & Lopa, 2017). Both male Entrepreneurship Education (EE) and non-EE students citing the risk perception skill reported higher intention, whereas women EE students citing the risk perception skill reported lower intention (Westhead & Solesvik, 2016).

Previous research on entrepreneurship have yielded empirical result and various information for stakeholders. On the other hand, entrepreneurs are often seen as a profession, from one of the actors in economic growth in a region. With people increasingly recognizing entrepreneurs as a profession, entrepreneurs cannot be separated from several important characteristics, for example related to risk taking as a part of entrepreneurial orientation (Agustina & Pradesa, 2020; Kharisma et al., 2020) and this can be influenced by risk perceptions (Agustina et al., 2021). As an important part of entrepreneurial orientation, risk taking was found to have no significant difference between male and female entrepreneurs (Agustina & Pradesa, 2020), this also inspired this research in exploring gender differences in entrepreneurial interest in students. Therefore, this study aims to analyze the differences between male and female students related to their intentions in entrepreneurship. Interest in entrepreneurship is important to study as it can show how much a person tends to decide to become an entrepreneur as a profession. While several previous studies have reviewed and discussed how the potential differences in terms of entrepreneurial intention are when viewed from the lens of a gender perspective (Ferri et al., 2018; Saeid Karimi et al., 2014; Yukongdi & Lopa, 2017).

Universities become institutions as well as forums that play a role in producing graduates as young professional workers who have competitiveness. Of course, graduates produced by universities do not only depend on the availability of job opportunities provided by the government. Therefore, it is very important that students are equipped with entrepreneurial competencies, of course they will have entrepreneurial abilities that can face life's competition in society. In the context of higher education, several empirical results show how entrepreneurial intentions arise and are felt by students due to various things (Bell, 2019; Ferri et al., 2018; Nabila et al., 2016; Pandit et al., 2018). Universities support this climate for creating entrepreneurs through various policies and strengthening the learning curriculum (Otahe et al., 2019; Westhead & Solesvik, 2016). While from student perspective, interesting finding reveals that the paradigm of being entrepreneur is able to give benefits, satisfaction and as a choice to be one of the main factors that reflect entrepreneurial intention (Soebandhi et al., 2018).

In Islamic university, the approach developed in the curriculum and academic and student management is spiritually and religiously based. For example, Islamic universities in Malang, East Java, Indonesia, which has a high paternalistic tendency with spiritual and religious based cultural values. At tertiary institutions, curriculum designs have been prepared and implemented as an effort to encourage higher quality outcomes. One of the

important characteristics in curriculum design in universities is learning about entrepreneurship material. Generally, learning about entrepreneurship is integrated in full learning activities, both classical and practical. This study offers a reexamination of entrepreneurial intention among students in higher educational institution, while study contributes to gender and entrepreneurship research where entrepreneurship in higher education has not gained much consensus among scholars. Therefore, considering that it is possible for students to have different entrepreneurial intentions when viewed from gender difference perspective, the main research questions in this study are as follows: Do male and female students in Islamic University of Malang have significant differences in their entrepreneurial intentions?

This research question is the main guide in exploring and analyzing what interesting things are important reviews in research. The observed variable is single in this study, but the review of the concept uses the lens of gender difference. This study could extend previous research on the cognitive and affective state of entrepreneurial intention, and for further the results of this study are expected to test the relationship between exposure to entrepreneurship with perceived desirability and intention.

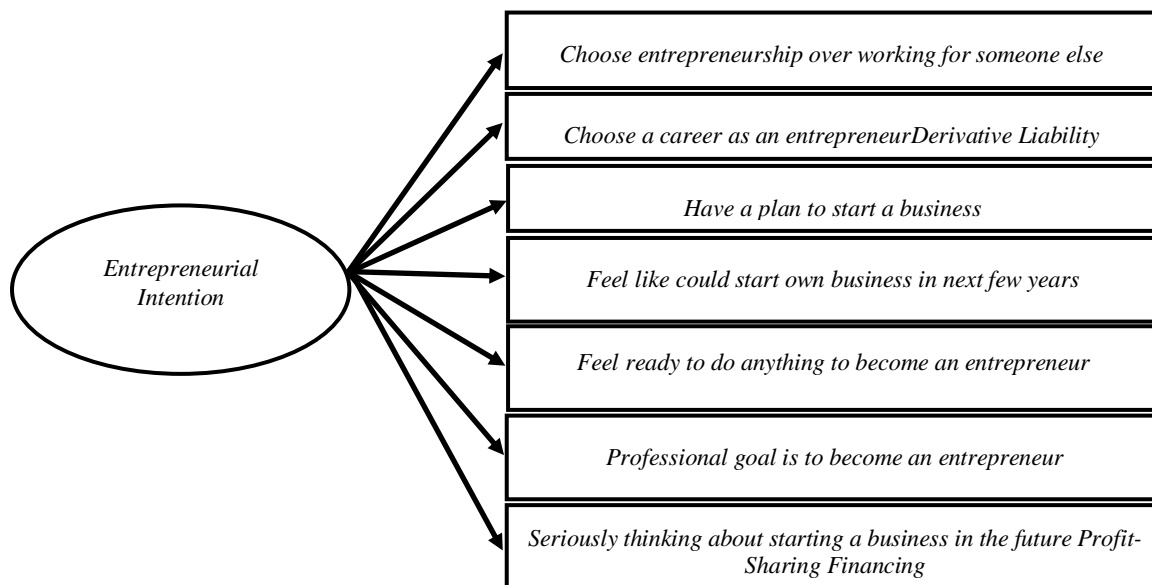


Figure 1. Conceptual Framework

II. METHODOLOGY

This study uses quantitative methods to confirm indicators that reflect the entrepreneurial intention of students. The research design that was determined was cross-sectional. The questionnaire is a research instrument in collecting quantitative data, with its development based on the concept of entrepreneurial intention which consists of 7 statement indicators. Convenience sampling technique is used in this study. During October 2021, a total of 78 respondents participated in the study. Respondents who are Islamic University students from the faculty of economics and business consist of 40 males and 38 females.

The nature of the study is considered as non-causality model because there is only one concept that is studied and analyzed in this study. Based on this, the data collected was then analyzed by using a different test technique (independent t-test) which aims to reveal whether there are significant differences in asking for entrepreneurship in the two categories of research samples, namely male and female students from Islamic University in Malang City. Independent t-test was used in this study to examine the gender differences among two categorized samples (male and female students) informing their perception about entrepreneurial intention.

Table 1. Construct Operationalization of Entrepreneurial Intention in This Study

<i>Symbol</i>	<i>Indicators</i>	<i>r</i>
<i>EI1</i>	<i>I will choose entrepreneurship over working for someone else</i>	<i>.573</i>
<i>EI2</i>	<i>I will choose a career as an entrepreneur</i>	<i>.457</i>
<i>EI3</i>	<i>I have a plan to start a business</i>	<i>.363</i>
<i>EI4</i>	<i>I feel like I can start my own business in the next few years</i>	<i>.324</i>
<i>EI5</i>	<i>I feel ready to do anything to become an entrepreneur</i>	<i>.418</i>
<i>EI6</i>	<i>My professional goal is to become an entrepreneur</i>	<i>.334</i>
<i>EI7</i>	<i>I am seriously thinking about starting a business in the future</i>	<i>.387</i>

The instrument in this study was tested for validity and reliability. The reliability value for the research instrument was found to be .673 so that the instrument about entrepreneurial intention can be categorized as reliable. Meanwhile, the values for the validity test results can be seen in Table 1. The correlation coefficient for indicators in entrepreneurial intention show a range of numbers from 0.324 – 0.573. This correlation value is above the cut off criteria (0.300). Therefore, the indicator of entrepreneurial intention was found to be in the valid category because all the correlation coefficient values for each indicator were found to be above 0.3.

III. RESULTS AND DISCUSSION

The results of the collected data are processed using SPSS software, testing is carried out using different test techniques. The results of processing the data that have been collected can be seen in Table 2 as follows.

Table 2. Descriptive Statistic, Mean, Independent Sample T-Test for Indicators

	<i>Mean</i>			<i>t-test for Equality of Means (Sign)</i>
	<i>Mean</i>	<i>Male</i>	<i>Female</i>	
	<i>N = 78</i>	<i>n = 40</i>	<i>n = 38</i>	
<i>I will choose entrepreneurship over working for someone else</i>	<i>4.51</i>	<i>4.53</i>	<i>4.50</i>	<i>.836</i>
<i>I will choose a career as an entrepreneur</i>	<i>4.38</i>	<i>4.40</i>	<i>4.37</i>	<i>.826</i>
<i>I have a plan to start a business</i>	<i>3.74</i>	<i>3.20</i>	<i>4.32</i>	<i>.000</i>
<i>I feel like I can start my own business in the next few years</i>	<i>3.96</i>	<i>3.60</i>	<i>4.34</i>	<i>.000</i>
<i>I feel ready to do anything to become an entrepreneur</i>	<i>4.35</i>	<i>4.45</i>	<i>4.24</i>	<i>.180</i>

<i>My professional goal is to become an entrepreneur</i>	3.59	3.13	4.08	.000
<i>I am seriously thinking about starting a business in the future</i>	4.41	4.50	4.32	.242
<i>Mean</i>	4.14	3.97	4.31	

Based on table 2 above, it can be seen that there are statistically significant differences in the values of the statements "I have a plan to start a business", then "I feel like I can start my own business in the next few years", and "my professional goal is to become an entrepreneur". The three statements show a significant difference. In this case, male and female students have different perceptions in planning to start a business. In general, the average value of entrepreneurial intentions is higher for female students compared to male students. In a larger proportion, there is a potential that female students are found to have a higher perception of planning to open a business, a feeling of being able to start their own business in the future, and regarding the professional goals of being an entrepreneur who is seriously thinking about starting a business. Meanwhile, male students have a higher tendency to choose to become entrepreneurs when compared to working for other people. Male students also have a higher willingness to choose a career as an entrepreneur, as well as the readiness to do anything to become an entrepreneur, as well as seriousness in thinking about starting a business in the future. This finding is interesting to be followed up at higher education institutions with Islamic nuances in Malang. However, the desire for entrepreneurship that is greater than female students will certainly be more beneficial if universities can accommodate them through appropriate learning activities, involvement in campus business incubators, and strengthening collaboration with third parties.

Table 3. Independent Sample t-test for Entrepreneurial Intention

	<i>t-test for Equality of Means</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
<i>Entrepreneurial Intention</i>	-.741	73.101	.463

Independent sample t-test was employed to test whether the significant difference exist in terms of entrepreneurial intention among students. Findings show that there is no significant differences in entrepreneurial intention between male and female ($p = 0.463, > 0.05$). Regarding the research question of this research, findings show that gender influences aspects regarding the entrepreneurial intention among university student not confirmed. Although female students had a higher average of entrepreneurial intention score (Mean = 4.31, SD = 1.076) compared to men (Mean = 3.97, SD = .927), the difference was founded not statistically significant ($t(78) = -.741, p = .463$).

Effect of gender on entrepreneurial intentions could be increased via personal attitudes and perceived behavioral control. Their background offers an opportunity to explore contextual influences on entrepreneurial intention. Female students tend to be more likely to be entrepreneurial profession than male students. Such educational initiatives could increase the supply of future entrepreneurs and attract those who may not be interested to become aware of entrepreneurship as a professional career option. Finding also implies that as a student who will face a professional career path in the future, entrepreneurship is one option to have a job while creating new jobs to help the government reduce unemployment. Entrepreneurship knowledge as well as various fields of education and the level of ability that must be achieved. It is necessary to choose a method and or a learning process in such a way that when implemented it can foster an entrepreneurial spirit.

The orientation of economic and business education is directed at the formation of graduates who are ready to become entrepreneurs, so it is important for the university to prepare a curriculum that can facilitate and increase the entrepreneurial spirit. Thus, it is hoped that the educational materials provided will encourage the entrepreneurial spirit among students and the birth of a new generation of entrepreneurs in Malang, East Java, Indonesia. Important thing as needs to be observed in fostering higher entrepreneurial intentions for female students is that socio-cultural factors especially in a religiosity-based society. These circumstances tend to have a stereotype that women's main task is as housewives, fully responsible for household affairs. Besides that, earning a living is the husband's obligation, and women are not free to travel without being accompanied by a muhrim (family). Therefore, university must be able to anticipate this with multi-stakeholder collaboration and

synergy, increase understanding in the community, and continue to promote entrepreneurial potential in providing added value.

IV. CONCLUSION

There are three aspects of the entrepreneurial orientation construct that are perceived differently by male and female students. All three have significant differences. Three aspects are: (1) have a plan to start a business; (2) feel could start own business in the next few years; and (3) professional goal is to become an entrepreneur. Overall, female students tend to have higher entrepreneurial intention than male students. In general, the results of this study reveal that there are no significant differences in the entrepreneurial intentions of male and female students at Islamic Higher Education in Malang. This finding provides an important understanding that with the different potential indicators of the intention to become an entrepreneur between male and female students, then possible various findings could be explored and analyzed in different and larger context.

Regardless of the research findings, it is still important for Islamic Universities in Malang to encourage the entrepreneurial competency improvement program for students, which aims to provide ideas and contributions while at the same time preparing students to open new job opportunities after graduating from college. Increasing entrepreneurial intention among students can be increased by increasing the knowledge, insight, and entrepreneurial competence. This can be done on the student's own initiative and or facilitated by the university. In providing entrepreneurial motivation, it is necessary to consider the gender of students, considering that men and women have different motivations and personality characteristics to entrepreneurship.

Some of the limitations identified in this study were the relatively low sample. An expansion of the sample size is recommended in further research if there is interest in exploring the same topic with a wider scope. Future studies need to examine the concept or model of religiosity that can be considered as a determinant of entrepreneurial intention. Future studies related to this research topic are suggested to explore potential empirical phenomena in larger samples and with different characteristics. The participation group of the research object can be extended to groups of students from other departments or faculties.

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