

# The Influence of Need for Achievement and Self Efficacy on Student Entrepreneurship Intention

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## ABSTRACT

Basically, students' entrepreneurial intentions have varying views among students, besides that the recognition and desire of a person in determining his future also affects the willingness of students to decide to focus on pursuing the world of entrepreneurship which does indicate uncertainty in obtaining profits or losses. The purpose of this study was to be able to determine whether there was an influence between need for achievement and self-efficacy on student entrepreneurial intentions. The method used to expedite the research process is a quantitative method, the analysis technique used is multiple regression analysis with the sampling technique used, namely saturated sampling for class 2G students of the Management Study Program, Nusantara University PGRI Kediri class of 2021, a total of 42 students. The research results obtained include: 1) 96% of students agree and strongly agree that the need for achievement variable shows an influence on entrepreneurial intentions; 2) 86% of students agreed and strongly agreed that the self-efficacy variable showed an influence on entrepreneurial intentions; 3) From the partial results of the multiple regression analysis test, it can be seen that the need for achievement variable shows no significant influence, but the self-efficacy variable shows a significant influence; 4) From the simultaneous multiple regression analysis test results, it can be seen that all variables show a significant influence, between the need for achievement and self-efficacy variables on entrepreneurial intention.

**Keywords:** *Need for Achievement, Self Efficacy, Entrepreneurial Intention*

## INTRODUCTION

Fostering an entrepreneurial minded is part of a strategy that might be used to boost the economy by accelerating growth (Kusumaningrum et al., 2021). The entrepreneurial minded can change the perspective of someone who previously only produced products or services with a business-oriented mindset. This forces an entrepreneur to think about the types of products or services to be produced, how to produce them, how to add value to their products, and how to market them.

Many business people are successful because the creativity and innovation they have is used to manage resources in their immediate environment. When given the opportunity, creativity can emerge with fresh concepts and innovative approaches to problems. The capacity to use creativity primarily for problem solving and opportunity seeking is innovation. Many successful business people can be attributed to their creative and innovative thinking. Risk taking requires an independent and courageous mentality that ventures without a hint of anxiety when things are uncertain. Innovation and creativity are traits that an entrepreneur must have and grow so that his business can develop and succeed. Both are usually valued the same. Entrepreneurship is fundamentally about innovation and creativity. Business innovation is basically the capacity to identify innovative solutions to problems and opportunities to expand or improve business performance.

The demands of job seekers have increased as a result of globalization and the industrial revolution. Work automation is another factor, besides the lack of work caused by an imbalance between the number of jobs and the number of workers (Julyanthry et al., 2022). Many businesses are transitioning from traditional to digital. We call it the world of banking, where ATMs partially replace teller jobs and more than 50% of services are provided digitally. Initially a labor-intensive industry, manufacturers began to switch to using machines in their production processes.

Since the COVID 19 pandemic, this situation has gotten worse, especially in Indonesia, which has resulted in the closure of several business sectors (tourism) and a slowdown in export-import economic activity, which has caused significant loss of jobs, income and the number of unemployed people. Of course, this condition inevitably makes some people look for alternatives to survive amid the uncertainty of this pandemic. Various resources and initiatives are used, such as small scale home business operations or other creative industries. According to this description, a person is unconsciously involved in a business venture and has developed into an entrepreneur.

To develop an entrepreneurial minded in students, an approach related to need for achievement and self-efficacy is needed. The need for achievement is the willingness to challenge a difficult activity, where people who have a high need for achievement have control over their behavior and like challenges that are considered difficult. This need for achievement is related to the difficulty of a person choosing a task to do, where an individual with a small N-Ach can choose an assignment that is considered light in minimizing the risk of failure or a task that is very difficult so that if it causes failure it is not embarrassing (*Need for Achievement (N-Ach) – Accounting*, n.d.). So it can be concluded that the need for achievement is the urge to excel that is able to encourage someone to try as much as possible so that the need for achievement is fulfilled. Self

efficacy is the belief that oneself has the ability to complete a job is the capital to be resilient (Firmansyah & Roosmawarni, 2019).

Based on the background written above, the researcher assumes that if a person has a need for achievement, a high desire to achieve as high as possible, superior than others, then that individual will do his best to organize and control himself, do the best possible time management, as well as organize and monitor the way of learning in order to achieve the expected achievements to meet the need for achievement. While the purpose of conducting this research is to find out how the influence of need for achievement and self-efficacy on student entrepreneurial intentions.

## LITERATURE REVIEW

### Need for Achievement

The process of actualizing sources of inspiration and influencing one's behavior to meet needs and achieve goals is known as motivation (Suryobroto, 1993). The urge to do an activity that has a specific purpose where it arises in a person consciously or unconsciously can be referred to as motivation. This encouragement can move certain individuals or groups of people to act because they want to achieve certain goals (Asrori, 2009). Teachers try to encourage in students desire to support activities that advance learning goals (Rohani & Ahmadi, 1995). The importance of motivation in teaching and learning activities cannot be overstated. Learning initiatives can be triggered by motivation, which can also guide and maintain persistence when engaging in learning activities (Nasution, 2018).

David McClland has provided a form of contribution in providing an understanding of motivation, which is to classify three forms of needs, namely the need for Achievement, the need for Power, the need for affiliation (Psikologi, 2019). The need for achievement is the willingness to challenge a tough form of work, where individuals who have a superior need for achievement have

rules for their behavior and like difficult challenges, but people who have a low need for achievement will easily be satisfied with small challenges.

Characteristics of individuals who have a need for achievement are innovative, need feedback, require individual responsibility for performance, persistence, like more challenging tasks (Psikologi, 2019).

### **Self Efficacy**

Self-efficacy is a form of a person's decision in choosing a career in the future, this is because a person will choose what he does according to what abilities he has (Handaru et al., 2015). The key to being tough believes in one's ability to get the job done. This idea has the power to turn people into productive workers. People don't just wait for other people to make decisions for them, but instead, they decide what they want to do and feel confident that they can do it themselves (Firmansyah & Roosmawarni, 2019).

Self-efficacy will develop as a person gains knowledge and experience. It is the feelings, thoughts, and behaviors instilled by people that allow them to manipulate their social environment (Fitriyah et al., 2019). Adult self-efficacy is also related to career advancement and marriage. Self-efficacy in old age is difficult to develop because of physical and mental decline, retirement from work, and social isolation that has occurred so far. Therefore, the growth of self-efficacy causes a person to respond to his own level of confidence in his ability to do something or be involved in an activity.

Self-efficacy can be formed in humans by studying and developing things such as experience of success (mastery experience), social modeling (social modeling), social persuasion (social persuasion) and physical and emotional conditions (physiological and emotional states) (Fitriyah et al., 2019). Self efficacy has three components such as magnitude, generality and strength.

A person's level of self-efficacy in doing tasks varies greatly. This is the result of factors affecting how he views his own abilities. Self-efficacy is influenced by a

number of variables, including culture, gender, type of task at hand, rewards as incentives from outside sources, one's position or role in the environment, and knowledge of one's own abilities.

### **Entrepreneurial Intention**

Entrepreneurial intention is the strong will of a person and is able to provide a strong drive to achieve the goal of becoming an entrepreneur (Untu & Widjaja, 2019). Entrepreneurial intention is a component in a person whose reference is a willingness to carry out a certain action, especially in entrepreneurship (Handaru et al., 2015). It takes a lot of skills, capital and good management to become an entrepreneur. For someone who wants to start a business, success advice from experts will be very useful. begins with an introduction to the formula for successful entrepreneurship (Dinar et al., 2020).

Creative and innovative people will never run out of business development ideas so they can produce or develop new products to be offered again when the market for the products offered is bored. As a result of creative, product renewal and process will reduce the level of market saturation of the product and even increase consumer loyalty to it. Along with the traits listed above, one of the most important traits of an entrepreneur is leadership style, drive to succeed, self-confidence and other personal traits.

A powerful motivation for excelling in work and life is the need for achievement. Human characters or individuals who show a superior spirit in this context are usually willing to take relatively hard and high risks, a deep willingness to receive feedback and responses from their work, and the desire to be given significant responsibility for problem solving in order to survive and develop. in line with the dynamics of the business environment, it is necessary to assist an entrepreneur in managing business management.

There are 12 principles of entrepreneurship such as the attitude of not being afraid of

failure, high enthusiasm, creative and innovative, acting fully calculated to take risks, being patient and diligent, optimistic, ambitious, never giving up, sensitive to the market, doing business with ethical standards, independent and honest (Sunarya et al., 2011). The determinants of entrepreneurial intentions are behavioral beliefs, normative beliefs and behavioral control (Firmansyah & Roosmawarni, 2019). The motivating force behind the behavior is intention (also known as intention). The strength of one's efforts to apply entrepreneurial behavior is indicated by the existence of entrepreneurial intentions. People with entrepreneurial intentions will be focused, have experience, and act in a way that supports their intentions. The strongest indicator of someone will become an entrepreneur or not is their intention to do so. In its most basic form, entrepreneurial behavior is determined by entrepreneurial intentions, which are determined by a number of variables (Firmansyah & Roosmawarni, 2019).

If someone has the desire and is backed by the necessary skills and actions, they will succeed as entrepreneurs. Skills, such as knowledge gained from lectures or courses, and environment, such as the availability of opportunities to engage in entrepreneurial activities. Three factors, including the individual's attitude toward entrepreneurial activity (whether the individual views entrepreneurial activity as beneficial or profitable), determine the emergence of entrepreneurial intention. An individual belief is about their capacity to become entrepreneurs as well as existing social norms regarding entrepreneurial activities (such as whether the individual is surrounded by other entrepreneurs or those who support the activity) (Firmansyah & Roosmawarni, 2019).

## MATERIALS & METHODS

This research used a quantitative method or approach in which quantitative research has characteristics like the existence of numbers used in calculating data, and the calculations

can be in the form of statistical analysis (Sugiyono, 2017). The population in this research was class 2G students in the Management Study Program class of 2021, totalling 42 students. The sampling technique used was saturated sampling, where saturated sampling uses all members of the population used as research samples (Sugiyono, 2017). Furthermore, collecting data from respondents was using the Google form which was sent to class 2G students via WhatsApp class group.

## STATISTICAL ANALYSIS

The analysis technique used is a multiple regression analysis technique that uses two or more independent variables, then from the available data the effect is analyzed between research variables (Riduwan, 2010), using the formula:

$$P = \frac{\sum xi}{\sum x} \times 100\%.$$

In the research that was conducted, the purpose of using regression analysis was to find out the size of the influence between need for achievement and self-efficacy on student entrepreneurial intentions using SPSS software assistance.

## RESULT

From the research results, it was found that various kinds of opinions were conveyed by respondents, especially those related to the variables need for achievement, self-efficacy and entrepreneurial intentions. The following is an explanation of each variable obtained from the respondents.

### Questionnaire results for the variable need for achievement:



Figure 1. Need for Achievement Data



From the results of the data above it is shown that the questionnaire which was filled in by 2G class students of the Management Study Program, totalling 42 students, shows that 16 students gave choices to the strongly agree category, 24 students gave choices to the agree category, 2 students gave choices to the less category agreed, and 0 students who disagreed and strongly disagreed.

**Questionnaire results for self-efficacy variables:**



Figure 2. Self Efficacy Data

From the results of the data above it is shown that the questionnaire which was filled in by 2G class students of the Management Study Program, totaling 42 students, shows that 13 students gave choices to the strongly agree category, 24 students gave choices to the agree category, 6 students gave choices to the less category agreed, and 0 students who disagreed and strongly disagreed.

**Questionnaire results for entrepreneurial intention variables:**

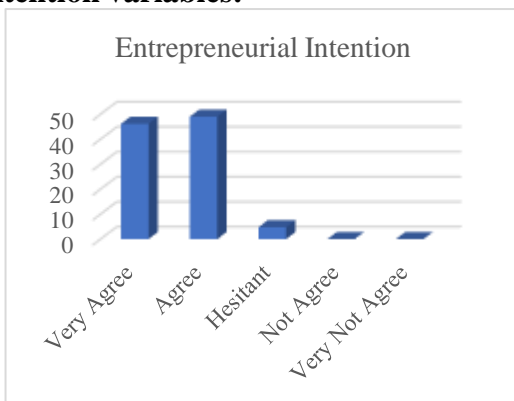


Figure 3. Entrepreneurial Intention Data

From the results of the data above it is shown that the questionnaire which was filled in by

2G class students of the Management Study Program, totaling 42 students, shows that 19 students gave choices to the strongly agree category, 21 students gave choices to the agree category, 2 students gave choices to the less category agreed, and 0 students who disagreed and strongly disagreed.

Furthermore, to find out how much the level of influence is by using SPSS software, a regression test is carried out, so that the data is as follows:

Table 1. Partial Test Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.288	.661		3.463	.001
	Need for Achievement	.223	.164	.230	1.365	.180
	Self Efficacy	.431	.160	.410	2.695	.010

a. Dependent Variable: Entrepreneurial Intention

From the table it can be seen that the partial test of each variable is the need for achievement variable and the self-efficacy variable.

Table 2. Simultant Test ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.099	2	2.550	6.019	.005 <sup>b</sup>
	Residual	16.520	39	.424		
	Total	21.619	41			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Self Efficacy, Need for Achievement

From the table it can be seen that the simultaneous test of the variables studied such as the need for achievement variable and the self-efficacy variable on the entrepreneurial intention variable.

**DISCUSSION**

From the calculation data obtained above, it can be presented in depth regarding the results obtained through a questionnaire that was conveyed to respondents. From the results of the data in Figure 1 it shows that 38% of students gave choices to the strongly agree category, 58% of students gave choices

to the agree category, 4% of students gave choices to the less agree category, and there were no students who chose the disagree option and totally disagree.

Furthermore, the results of the data in Figure 2 show that 30% of students gave choices in the strongly agree category, 56% of students gave choices in the agree category, 14% of students gave choices in the disagree category, and there were no students who chose the disagree option and totally disagree.

While the results of the data in Figure 3 show that 46% of students gave choices to the strongly agree category, 49% of students gave choices to the agree category, 5% of students gave choices to the less agree category, and there were no students who chose to disagree and strongly don't agree. From the results of the questionnaire on the variables above, it shows that as many as 95% of students agree and strongly agree that the entrepreneurial intention variable does affect the need for achievement and self-efficacy.

Finally, the result data shown by partial SPSS calculations in table 1 above can be seen that the results of the significance test on the need for achievement variable show a value of  $0.180 > 0.05$ , thus indicating that there is no effect between the need for achievement variable on entrepreneurial intention. This has similarities with research conducted by (Jullimursyida et al., 2019) which obtained data that the need for achievement variable did not influence the interest in entrepreneurship among students. Meanwhile, the results of the significance test on the self-efficacy variable show a value of  $0.010 > 0.05$ , this shows that there is an influence between the self-efficacy variable on entrepreneurial intention. This study also has similarities to research conducted by (Handaru et al., 2015) which obtained data that the self-efficacy variable has a positive influence on student entrepreneurial intentions. Meanwhile, from the results shown by the simultaneous SPSS calculations in table 2 above, it can be seen that the results of the significance test on all

variables show a value of  $0.012 < 0.05$ , thus indicating a significant influence between all variables. The results obtained in this study have similarities with research that has been conducted by (Untu & Widjaja, 2019) which shows that the need for achievement and self-efficacy variables have a positive influence on entrepreneurial intention.

## CONCLUSION

The conclusions of this study are: 1) From the results of the questionnaire on the variables above, it shows that 96% of students agree and strongly agree that the need for achievement variable shows an influence on entrepreneurial intentions; 2) From the results of the questionnaire on the variables above, it shows that 86% of students agree and strongly agree that the self-efficacy variable shows an influence on entrepreneurial intentions; 3) From the partial results of the multiple regression analysis test, it can be seen that the need for achievement variable shows no significant influence, but the self-efficacy variable shows a significant influence; and 4) From the results of simultaneous multiple regression analysis tests, it can be seen that all variables show a significant influence, between the need for achievement and self-efficacy variables on entrepreneurial intention.

## Declaration by Authors

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