



โครงการประชุมวิชาการระดับชาติและนานาชาติ ครั้งที่ 9

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Theme: Research to Save Society
(e-conference)

1st July 2022

Huachiew Chalermprakiet University
Bangphli District, Samutprakarn Thailand



9th National and International Conference

9th Huachiew Chalermprakiet University International Conference

Friday, 1st July, 2022

Theme: Research to serve society

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 9th HCU National and International Conference
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Parallel Session 2 : Liberal Arts, Humanities and Social Sciences (8)
 Moderator : Dr.Suphatha Rachayon/Mr..Supaprawat Santad

Time	Title	Presenter
13.00 – 13.15	1. Forgiveness and Resilience Among Early Adult College Students	Ma. Katherine S. Bacani
13.15 - 13.30	2. A narrative review on the common errors of students when solving fractions	Maureen Joy V. Magbag
13.30 – 13.45	3. “Being Curious, Innovative, and Committed”: Private College Students’ Reflected Entrepreneurial Traits	Iskhak, Ruli Sugiawardana
13.45 – 14.00	4. Assessment Of Higher Educational Institutions Safety, Security Plans And Measures In Dealing With Covid-19 Pandemic In Tarlac Province	Roel R. Alviar
14.00 – 14.15	5. Death of a Parent: Its Effects on Students’ Psychological Well-being and Academic Resilience	Jazmin Joy E. Dizon
14.15 – 14.30	6. Capacity Assessment of Sangguniang Kabataan Officials on Youth Development Management in the Province of Tarlac CY 2021	Alfred V. Rigor
14.30 – 14.45	7. Research Efficacy of Undergraduate Psychology Students	Jeremiah Paul C. Silvestre
14.45 – 15.00	8. Weighing the Threats: Current Trends in Cyberattacks	Adam Gardiner

Remarks : There maybe changes to the order of presentation without prior notice.

“Being Curious, Innovative, and Committed”: Private College Students’ Reflected Entrepreneurial Traits

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Abstract

University students’ entrepreneurial character profile needs to be investigated to determine various follow-up regulations at institutions in terms of development planning of entrepreneurship education and student business or start-up initiation. The objective of the present study was to figure the entrepreneurial characteristics out of students seen from three components: curiosity, innovation, and entrepreneurial commitment. The data from questionnaires distributed to students who participated in the recently customized entrepreneurship workshop hosted by a private university in West Java, Indonesia, and were interested in becoming entrepreneurs. Student participants were identified into two groups, those who already had businesses and those were not yet engaged in this field. The data analysis indicated that almost students have high entrepreneurial curiosity in the high category with the highest percentage being dominated by students who already have businesses. Moreover, student trait indicating entrepreneurship innovation was found to dominant in the medium category for these both aforementioned groups. The research also implies the academic need to develop curiosity, innovation, and entrepreneurial commitment in entrepreneurship education and student business development plans.

Keywords : entrepreneurial curiosity, entrepreneurial commitment, entrepreneurial innovation

1. INTRODUCTION

Entrepreneurs ideally have got various fundamental characteristics for acquiring their success both in conventional and digital business. To do so, some previous literatures related to this field emerged for defining main distinctive characteristics of best practices to be successful entrepreneurs. Curiosity, creativity, and commitment are the three keys to successful entrepreneurship (Raine & Pandya, 2019). This means that one’s curiosity affects good atmosphere in developing or starting new business before having business plan. The creativity then also plays significant role for avoiding monotonous product which of course be influenced on the customers’ boredom and dissatisfaction. The commitment has a great deal in running of up and down the business to be survived of achieving goal as planned on the business plan. Without long lasting and heartfelt endurance, the business can be bloomed in the beginning, but this swift vacuum appears toward encountered thunderstorm such as customers, employee, products, and capital. Besides, skills and motivation are supporting innovation performance as characteristics of successful entrepreneurs (Olivari, 2016) so the professional development is highly recommended in running business. Lastly, ability, support, knowledge, and opportunity are forms of salient beliefs that successful entrepreneurs should have (Kakouris, 2019). In short, these beneficial characteristics must be maintained through professional development and creating good business atmosphere for accomplishing business success.

There have been many studies on the characteristics and measurement of entrepreneurial character. For example, study to determine student entrepreneurial interest and the factors that influence it (Pujiastuti & Filantrovi, 2018). A person's personality traits for entrepreneurship: achievement motivation, innovation, risk-taking, and autonomy can be

measured by the Entrepreneurial Character Scale (SK-WIRA) (Husna et al., 2018). Research on individual entrepreneurial intentions, positive shifts that occur in their lives, and negative shifts for business creation in young graduates were found to be determinants of entrepreneurial triggers (Maâlej & Cabagnols, 2020).

Students need to have a successful entrepreneurial character as a provision to welcome an independent life that can be promoted through entrepreneurship education and business development guidance for students. The successful character of student entrepreneurs can be developed in university. However, preliminary research is needed to find out the entrepreneurial characters of students before university regulation. This research generally aims to determine the entrepreneurial characters of students seen from three components, namely curiosity, innovation, and commitment. These three components are important by Galuh University for setting entrepreneurship education policies and developing student business plans.

The essence of the concept of curiosity lies in the perspective of open thinking, optimism, and inquiry (Raine & Pandya, 2019). The main factors of curiosity are the internal drive to explore, learn and acquire more information, as well as the intrinsic motivation to resolve uncertainty and gain more knowledge (Sher et al., 2019). An entrepreneur's curiosity is an independent measure or a special dimension of entrepreneurial practice with other factors such as social, epistemic, sensory, and curiosity involvement (Jeraj & Antoncic, 2013). Optimism, entrepreneurial pre-curiosity, and entrepreneurial curiosity are the three determinants of entrepreneurial psychology (Jeraj, 2014). The results showed that entrepreneurial curiosity had a positive effect on innovation. In this context, entrepreneurial curiosity is important for innovation (Raine & Pandya, 2019).

Identification of the nature of entrepreneurial innovation is carried out in different contexts depending on the ecosystem and existing resources (Autio et al., 2014). Entrepreneurial innovation has different perspectives depending on the analytical focus approach such as antecedents, events, and journeys (Garud et al., 2014). The perspective taken in this study focuses on events, namely the emphasis on discovery and creation.

Entrepreneurial commitment is formed by the affective, normative, and sustainable components of entrepreneurs (Tasnim & Singh, 2016). Entrepreneurial commitment is related to resilience (internal and external) which involves self-efficacy, perseverance, enthusiasm, persistence, networking, and support (Raine & Pandya, 2019). Commitment is one of the competencies and skills in personality aspects that are important for entrepreneurs (Amalia & von Korflesch, 2021).

Entrepreneurial curiosity, innovation, and commitment are three components of entrepreneurial character that are important by students to achieve a successful independent life. Through this study, the three components of entrepreneurial character were explored as samples of student entrepreneurial character profiles.

2. Objectives

This study aims at investigating college students' entrepreneurial characteristics as self-reflected by students of a private university in West Java, Indonesia, who are interested in entrepreneurship development seen from three components, namely curiosity, innovation, and entrepreneurial commitment.

3. Materials and methods

This survey research involved a medium-sized private university students participating in the entrepreneurship workshop. These students had an interest in developing their entrepreneurship. The student participants from various study programs of the university ($N=128$) conveniently joined the survey.

The data was obtained from the participants' responses to the questionnaires filled out. The data is divided into two parts, initial and main data. Through the initial data, we wanted to know the percentage of students who already had had a business and had not. Preliminary data also identifies business fields that have been carried out or are of interest to students which are categorized into nine business fields, namely trade, agriculture, raw material production, manufacturing, construction, communication, services, finance, and transportation.

The main data in the questionnaire correspond to the entrepreneurial character representing the characteristics of the components of curiosity, innovation, and commitment. The questionnaire was framed by the conception of entrepreneurial character (Peljko et al., 2016; Raine & Pandya, 2019). In this study, curiosity is characterized by exploration, open-mindedness, and optimism. Innovation is characterized by original ideas and creativity. Commitment is characterized by persistence, persistence, networking, and support. The questionnaire on entrepreneurial curiosity has ten items, entrepreneurial innovation eight items, and entrepreneurial commitment eight items. Entrepreneurial curiosity is explored more because it becomes the basis for innovation and entrepreneurial commitment.

4. Results and Discussion

The results of data analysis consist of initial and main data. The initial data describes the quantity of students who already have a business and the field of business they are involved in as well as the data of students who do not yet have a business and their field of business interest. The main data describe students' curiosity, innovation, and commitment.

As initial data, Figure 1 below shows the percentage of students who already had had businesses and those who had not.

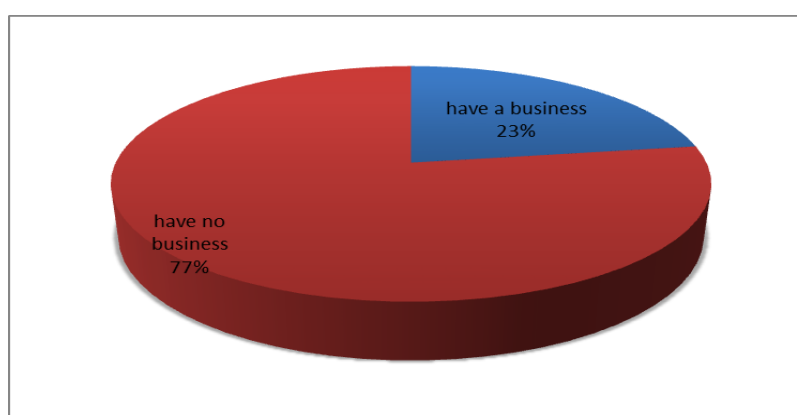


Figure 1 Percentage of Students Who Had Got Businesses and Had Not

Furthermore, based on the results of the analysis of the business fields that students are doing, the percentages are obtained as shown in Figure 2. Of the nine fields classified in the questionnaire, trading is the dominant business field that has been carried out by students. Another field that is quite a lot done by students is services. Communications and agriculture

have been little done. The fields of finance, construction, manufacturing, and the production of raw materials are still not carried out by students.

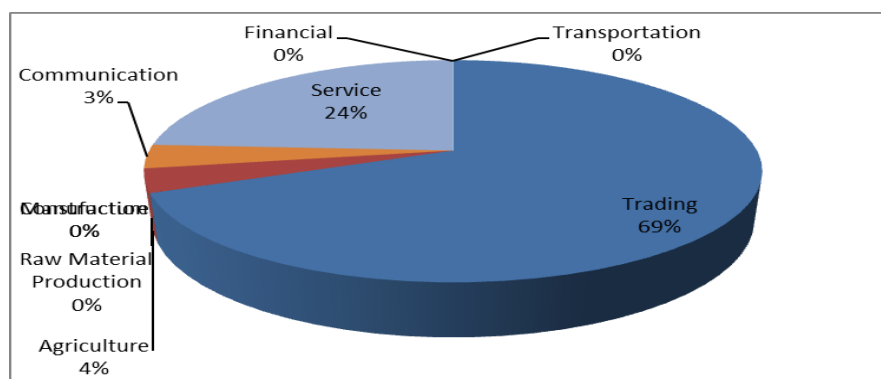


Figure 2. Business Fields being Run by Students

On the other hand, students who have not yet had a business also tend to have a lot of interest in the trade sector. The service sector is quite attractive. The fields of finance, communications, construction, manufacturing, raw material production, and agriculture are still of little interest. The field of transportation is a field that is not of interest to students. Figure 3 below shows the percentage of each field that students are interested.

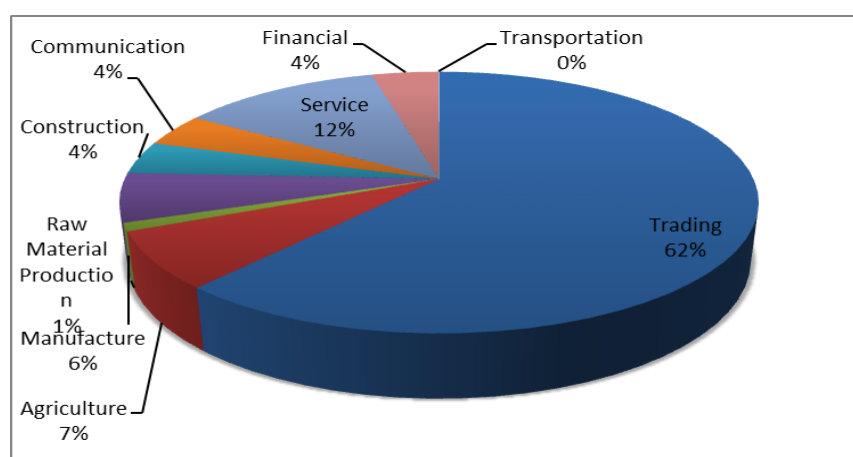


Figure 3 Business Fields Interested by Students Who Did not Have Businesses

Based on the initial data, further data analysis was carried out on the components of entrepreneurial curiosity, innovation, and commitment. Table 1 below describes the frequency and percentage of students' entrepreneurial curiosity which is categorized into three groups, namely high, medium, and low.

Table 1 Students Entrepreneurship Curiosity

Cayegory	Interval Score	Frequency	%
High	31-40	65	51
Medium	21-30	63	49
Low	10-20	0	0

Table 1 shows that overall, more than half of students have entrepreneurial curiosity in the high category. The highest percentage of entrepreneurial curiosity comes from students who already have a business as described in Figure 4.

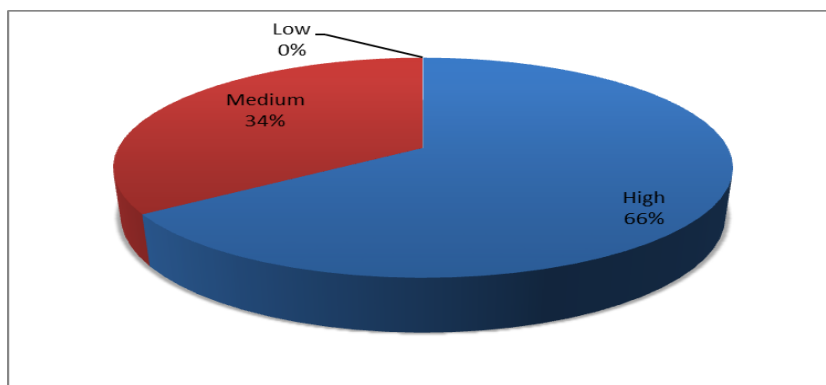


Table 4 Curiosity of Students Who Already Had a Business

The curiosity of students who do not have a business in the medium category is slightly more than the high category as illustrated in Figure 5 below.

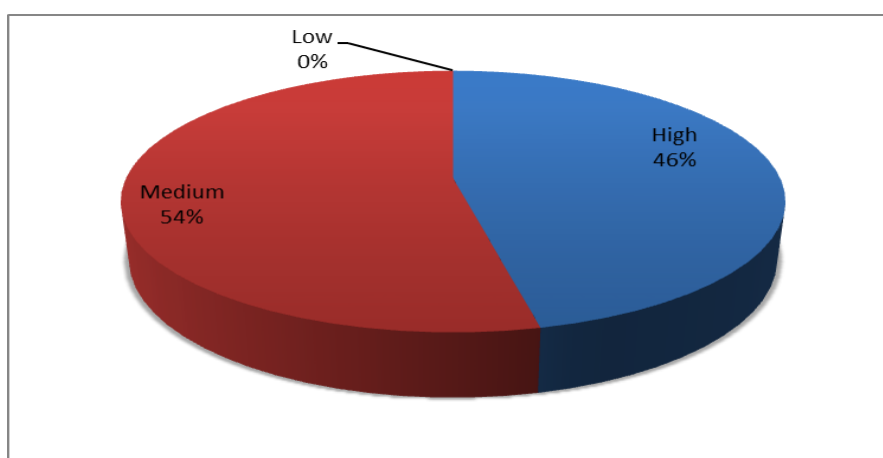


Table 5 Students Entrepreneurship Curiosity Who Had not Had Businesses

The entrepreneurial curiosity explored in this study is related to exploration, open-mindedness, and optimism. In this sense, Jeraj (2014) argues that a higher level of optimism affects a higher level of pre-entrepreneurial curiosity, causing a higher level of entrepreneurial curiosity. In this study, pre-entrepreneurial curiosity is characterized by exploration and openness, while entrepreneurial curiosity is characterized by exploration, open-mindedness, and optimism. By knowing the profile of student entrepreneurship curiosity, universities can encourage the development of entrepreneurship education curriculum that can activate student entrepreneurship. This is in accordance with the opinion of Jeraj & Antoncic (2013) which states that with a measure of entrepreneurial curiosity, every individual can be tested and encouraged to be active in entrepreneurship.

Furthermore, the description of student entrepreneurial innovation as a whole is in Table 2. The character of student entrepreneurial innovation is dominant in the medium category.

Table 2 Students' Entrepreneurship Innovation

Category	Interval Score	Frequency	%
High	25-32	17	13
Medium	17-24	109	85
Low	8-16	2	2

The medium category in the student entrepreneurship innovation component occurs in students who already have jobs and students who do not yet have them. This condition can be seen in Figure 6 and Figure 7 below.

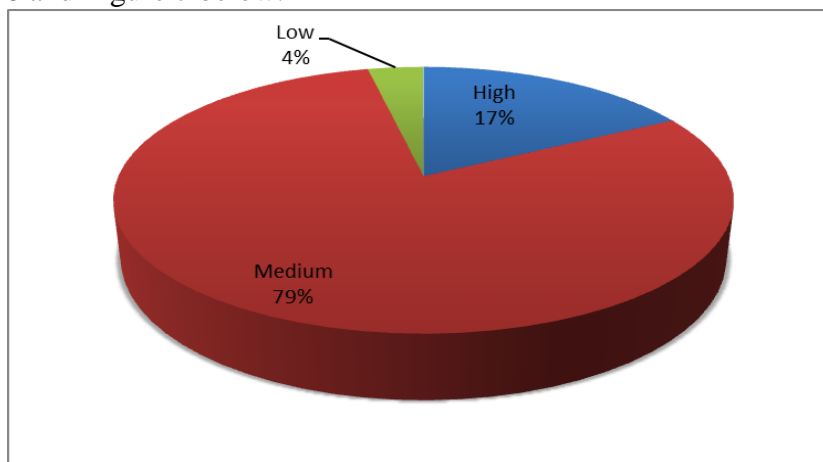


Table 6 Students' Entrepreneurship Innovation Who Already Had a Business

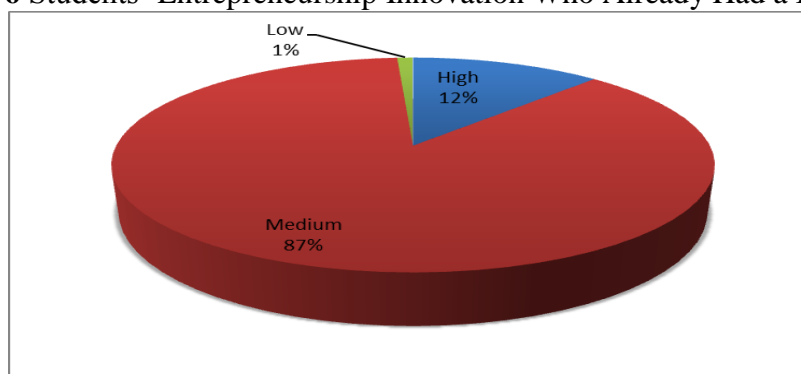


Table 7 Students' Entrepreneurship Innovations Who Did not Have Businesses

Furthermore, the description of student entrepreneurship commitment as a whole is in Table 2. The character of student entrepreneurship commitment is dominant in the medium category. Innovation is characterized by original ideas and creativity. Novelty is the most important element of innovation. Creativity is formed from imagination which often produces novelty. The results of the study explain that either or both creativity and innovation have an effect on entrepreneurship, and innovation has the greatest influence on entrepreneurship.

Innovation is characterized by original ideas and creativity. Novelty is the most important element of innovation. Creativity is formed from imagination (Raine & Pandya, 2019) which often produces novelty. The results of the study (Hadiyati, 2011) explain that either or both creativity and innovation have an effect on entrepreneurship, and innovation has the greatest influence on entrepreneurship.

Furthermore, the description of student entrepreneurship commitment as a whole is in Table 2. The character of student entrepreneurship commitment is dominant in the medium category.

Table 3 Students' Entrepreneurship Commitment

Category	Interval Score	Frequency	%
High	25-32	19	15
Medium	17-24	108	84
Low	8-16	1	1

The medium category in the component of student entrepreneurship commitment occurs in students who already have jobs and students who do not yet have them. This condition can be seen in Figure 8 and Figure 9 below.

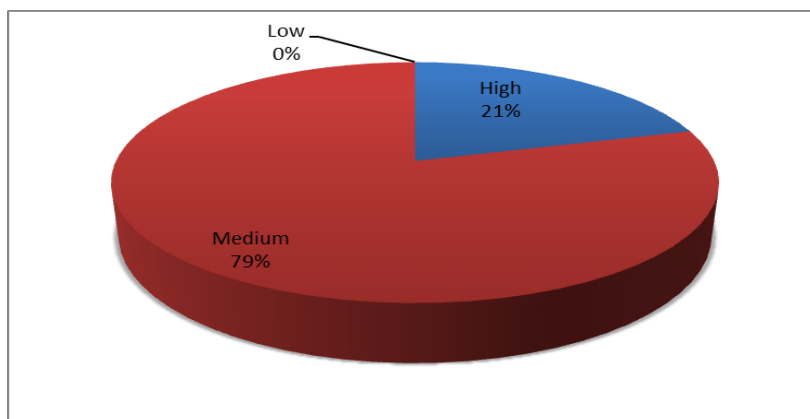


Table 8 Students' Entrepreneurship Commitment Who Had Already Had a Business

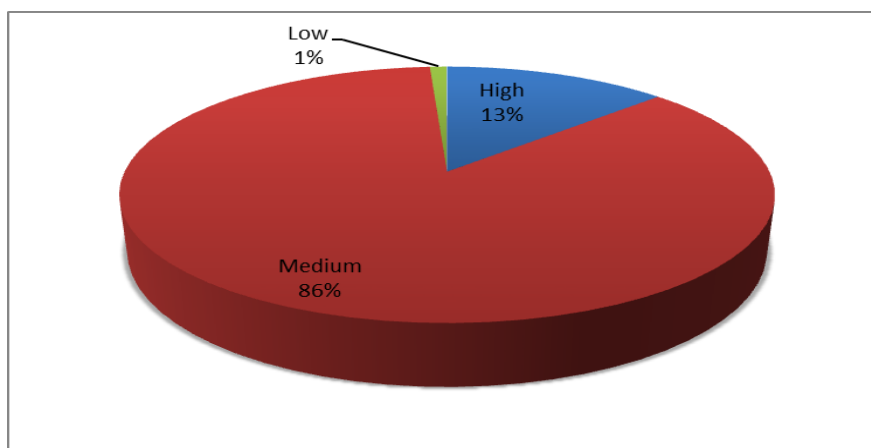


Table 9 Students' Entrepreneurship Commitment Who Had not Had a Business

In this study, commitment is characterized by persistence, persistence, networking, and support. Entrepreneurial commitment is an important part of business performance. The results of Sahabuddin (2015) research show that entrepreneurship commitment has a significant effect on business performance. Entrepreneurial commitment can also be seen from achievement motivation accompanied by persistence and perseverance.

The profiles of entrepreneurial curiosity, innovation, and commitment that have been described can be used as reference materials for the development of entrepreneurship education. Furthermore, Raine & Pandya (2019) stated that the measurement of entrepreneurial character can be a guide for the development of intervention programs for educators, administrators, and entrepreneurship coaches.

5. Conclusion

The entrepreneurial curiosity of more than half of the students falls at the high category. The entrepreneurial curiosity of students who already have a business is higher compared to students who do not have a business. Student entrepreneurship innovation is dominant in the medium category, which is represented by both students who already have

businesses or not. The entrepreneurial commitment of students is dominant in the moderate category, represented by both students who already have a business or not.

Further research is needed on entrepreneurial curiosity, innovation, and commitment related to the selection of majors in the field of study which will have implications for the development of entrepreneurship education that is tailored to the competencies of graduates of each study program.

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