

EXTERNAL ANTECEDENTS OF ENTREPRENEURIAL ORIENTATION IN JUNIOR HIGH SCHOOL STUDENTS

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Abstract: Several previous studies on entrepreneurial orientation are studied were examined in the bussiness context and show the contribution of internal factors within individuals to the development of entrepreneurial orientation. However, only a few research that focused on entrepreneurship orientation in the context of education, especially for junior high school students in Java Island. This study aims to examine external factors, about authoritative parenting, and creativity climate for the entrepreneurial orientation of junior high school students. The research respondents were 291 junior high school adolescents in Jakarta, Tangerang, Bandung, Yogyakarta, Semarang and Surabaya. Data collection was carried out from August to November 2019. The data were analyzed using multiple regressions. The results showed that there was a significant influence between the authoritative parenting and the creativity climate on entrepreneurial orientation. The role of parents in providing responsible freedom to children allows children to be more courageous in facing risks, innovative, and open to competitive situations. The creative climate at school allows students to express their ideas and get used to solving problems.

Keywords: entrepreneurial orientation, authoritative parenting, creativity climate, adolescents, Indonesia

Abstrak: Penelitian terkait orientasi kewirausahaan seringkali dikaji dalam konteks bisnis dan secara konsisten menunjukkan kontribusi faktor internal dalam diri individu terhadap pengembangan orientasi kewirausahaan. Permasalahannya, belum banyak penelitian tentang orientasi kewirausahaan dilakukan dalam konteks pendidikan, khususnya bagi siswa SMP di Pulau Jawa. Penelitian ini bertujuan untuk menguji faktor eksternal yaitu pola asuh otoritatif dan iklim kreativitas terhadap orientasi kewirausahaan siswa SMP. Responden penelitian kali ini adalah 291 remaja SMP di Jakarta, Tangerang, Bandung, Yogyakarta, Semarang dan Surabaya. Pengambilan data dilakukan mulai dari Agustus–November 2019. Data dianalisis menggunakan regresi berganda. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan antara pola asuh otoritatif dan iklim kreativitas terhadap orientasi kewirausahaan. Peran orang tua dalam memberikan kebebasan yang bertanggung jawab kepada anak memungkinkan anak lebih berani dalam menghadapi risiko, inovatif, dan siap menghadapi persaingan. Iklim kreatif di sekolah membuat siswa bisa mengekspresikan idenya dan terbiasa untuk menyelesaikan masalah.

Kata kunci: orientasi kewirausahaan, pengasuhan otoritatif, iklim kreatif, remaja, Indonesia

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INTRODUCTION

Today, it is increasingly acknowledged that entrepreneurship is an important aspect of a country's economic and social development (Park, 2017). Entrepreneurship is formed through intentional and planned behavior (Krueger et al. 2000). Hisrich et al. (2013) argue that one of the strongest predictors of entrepreneurship is entrepreneurial intention. Koe (2016) through his research revealed that entrepreneurial intention is formed by entrepreneurial orientation. Entrepreneurial orientation is, therefore, important for the continual development of entrepreneurship.

Entrepreneurial orientation is ideally developed during adolescence through education in compulsory schooling (Santana et al. 2016). Peterman and Kennedy (2003) states that the early initiation of adolescents into entrepreneurship helps them to determine and prepare for future careers as entrepreneurs. Research into entrepreneurial orientation is still largely focused on the context of adults and businesses, for example entrepreneurial orientation in the context of business performance (Omar et al. 2016; Arshad et al. 2014; Davis et al. 2011), family businesses (Charupongsopon and Puriwat, 2017), small and medium enterprises (Zeebaree and Siron, 2017), and low-income households (Kumar et al. 2018). Unfortunately, there has been little research on entrepreneurial orientation in the context of adolescents and education, meaning entrepreneurial orientation in adolescents still needs to be investigated. In addition, more specifically, the antecedents of entrepreneurial orientation are generally examined in relation to internal factors, such as personality, motivation (Pittino et al. 2017), thinking style (Groves, 2008), and opportunity recognition (Santos et al. 2017). It is therefore necessary to study the external factors that influence the antecedents of entrepreneurial orientation.

The concept and measurement of entrepreneurial orientation were initially aimed at the organizational and company level. Miller and Friesen (1982) first measured entrepreneurial orientation in companies related to continuous innovation and risk taking. Miller (1983) refined the previous research by looking at entrepreneurial orientation in companies in terms of the dimensions of innovation, risk taking, and proactiveness to beat competitors. Lumpkin and Dess (1996) also measured entrepreneurial orientation at the organizational level using 5 dimensions: autonomy,

innovativeness, risk taking, proactiveness and competitive aggressiveness. Entrepreneurial orientation at the individual level has also been measured in company executives (Covin and Slevin, 1988), business owners (Bolton, 2012), and students (Bolton and Lane, 2012). In relation to the adolescent context, Kurniawan et al. (2019) specifically investigated entrepreneurial orientation at the high school level and compiled 3 dimensions relevant to high school students: innovativeness, risky proactiveness, and competitiveness.

Early adolescence is a period in which a person goes through many transitions. From a biological aspect, this transition is characterized by experiencing puberty, from a social aspect by entering junior high school, and from a cognitive aspect by experiencing an increase in cognitive ability, allowing early adolescents to think abstractly, idealistically, and logically (Eccles, 1999; Santrock, 2007). Early adolescents are in a phase of identity crisis, in which their search for identity can be attained through self-exploration (Steinberg and Morris, 2001). During this time, parents can take a role by intentionally creating opportunities for adolescents in order that they can experience various types of roles that can later become capital as they grow older (Panahi, 2015). Therefore, the role of parents, which manifests in the form of parenting style, is key for adolescents in developing their identity (Santrock, 2007), self-esteem (Eccles, 1999) beliefs, expectations, and career plan (Boz and Ergeneli, 2014).

Parents with authoritative parenting styles encourage their children to be independent while still limiting and controlling their actions. Parents do not always have to be controlling, but provide their children with more open opportunities to explore in order that their children can make their own decisions based on their own considerations (Niaraki and Rahimi, 2013). Authoritative parenting styles can also consistently be associated with positive development outcomes in adolescents, for example psychosocial competencies such as maturity, resilience, optimism, independence, social competence, self-esteem, and achievement in children (Kuppens and Ceulemans, 2018). Authoritative parenting styles support the development of leadership, self-confidence, autonomy, perseverance and independence in adolescents, where these values lead toward entrepreneurial orientation (Schmitt-Rodermund, 2004).

In addition to family, school is also a sensitive aspect in the development of early adolescents in junior high school (Eccles, 1999). The form of entrepreneurship education carried out by educational institutions affects the mindset and entrepreneurial behavior of students (Irawanto and Novianti, 2021) Specifically, Ibrahim and Lucky (2014) argue that environment is a key factor in the development of entrepreneurship. Early adolescents need to be equipped with basic skills and knowledge, such as creative problem solving, searching for and critiquing information, and communicating effectively (Unicef, 2011).

A creative school climate increases student engagement (Bahia, Vega, and Galvao, 2014) by facilitating freedom, challenges, support for ideas, conflicts to be solved, knowledge exchange and sharing, self-confidence, openness, time to study, time to play and risk taking (Isaksen et al. 2003). The connection is that entrepreneurship is always related to understanding problems within the community, and confidence to develop ideas and find the most effective solutions when implementing them, where these factors are closely related to learning methods that emphasize a creative climate (Hamidi et al. 2008). According to Bahia et al. (2014), there are five dimensions of a creative climate in school, including support for the expression of ideas, students' perceptions of creativity, desire for knowledge, autonomy, and stimulation to produce ideas where these values are aligned with entrepreneurship orientation.

Research related to entrepreneurial orientation is dominated by studies of internal factors, therefore this study seeks to examine external factors as predictors of entrepreneurial orientation. The predictor chosen is authoritative parenting that allows students to be creative and more independent. In addition, the school's creative climate factor also predicts innovative thinking patterns in students where innovation is included in the entrepreneurial orientation dimension. The purpose of the research is to see the role of authoritative parenting style and creative climate toward entrepreneurial orientation.

METHODS

This study takes a quantitative approach using the survey method to collect data. Data collection was carried out from August to November 2019 through

an online survey. Before data collection is carried out, communication is carried out with school headmaster to ask for permission. The subjects of this study consist of 291 junior high school students in grades 7 and 8 from six large cities in Java, including Jakarta, Tangerang, Bandung, Yogyakarta, Semarang, and Surabaya. We use quota random sampling to determine the number of respondents in each junior high school in each city. The hypothesis is authoritative parenting style and creative climate will positively associate with entrepreneurial orientation.

The data were collected using three types of scales: for the dependent variable (Table 1) use the entrepreneurial orientation scale, for independent variable (Table 2) use the creative climate in schools scale, and the democratic parenting scale. The entrepreneurial orientation scale consists of 7 items for the dimension of innovativeness with CITC 0.402–0.651 and $\alpha = 0.791$; 9 items for the dimension of risky proactiveness with CITC 0.562–0.659 and $\alpha = 0.871$; and 8 items for the dimension of competitiveness with CITC 0.414–0.681 and $\alpha = 0.823$ (Kurniawan, et al, 2019; Kurniawan, et al, 2021). The authoritative parenting scale uses the parenting styles and dimensions questionnaire short version (PSDQ-Short version), which is a modification of the original PSDQ scale (Robinson et al. 1995). The PSDQ scale consists of 5 items for the dimension of connection (warmth and involvement) with CITC 0.421-0.748 and $\alpha = 0.804$; 5 items for the dimension of regulation (reasoning/induction) with CITC 0.398-0.832 and $\alpha = 0.852$; and 5 items for the dimension of autonomy (democratic participation) with CITC 0.326-0.709 and $\alpha = 0.795$. The creative climate in schools scale uses the creative climate scale from Bahia, Veiga, dan Galvao (2014) The creative climate in schools scale consist of 5 item determined that CITC 0.431-0.731 and $\alpha = 0.806$.

RESULTS

The assumption tests were conducted before the multiple regression tests. The results of the normality test using Kolmogorov-Smirnov show that the significance of the entrepreneurial orientation variable is 0.200. It can therefore be concluded that the data are normally distributed. The linearity tests for creative climate and entrepreneurial orientation, and authoritative parenting style and entrepreneurial orientation had a significant value of 0.000, and can therefore be classified as

linear. The heteroscedasticity test using the Glejser test produced significant values for creative climate and authoritative parenting of > 0.05, meaning the two variables do not show indications of heteroscedasticity, but rather homoscedasticity. Meanwhile, the VIF value for the variables of creative climate and authoritative parenting is 1.37, which is smaller than 10, and the tolerance value is 73%, which is greater than 10%, meaning there is no multicollinearity. Based on the results of the assumption tests conducted, it can be concluded that all assumption tests were fulfilled and, therefore, multiple regression tests could be conducted.

Based on the results of the statistical calculations using multiple regressions, it was found that the creative climate variable and the authoritative parenting variable had an effect on entrepreneurial orientation. Based on Table 3, the creative climate and authoritative parenting variables had an 18.7% effect on entrepreneurial orientation. Based on Table 4, The regression equation that can be used to predict entrepreneurial orientation in junior high school students based on external factors is:

$$\text{Entrepreneurship Orientation} = 46.942 + 0.731 \text{ Creative Climate} + 0.382 \text{ Authoritative Parenting}$$

This study found that external factors influence the development of entrepreneurial orientation during adolescence. Vygotsky’s sociocultural theory states that human mental processes are formed through social interactions (Shabani, 2016). Social interactions are the foundation for human learning and development for the construction of knowledge (Lantolf, 2004). Learning is

the process of internalizing ability and knowledge from social factors to one’s cognitive level (Walqui, 2006). It is interesting to note that the formation of cognitive schemes, knowledge, or skills can only occur through social interactions with clear objectives, such as problem solving. The emphasis of Vygotsky’s sociocultural theory is the interaction of each individual’s function to form a new cognitive system (Shabani, 2016). In this study, the function of parents and the function of the school play a role in children’s development, particularly in relation to entrepreneurial orientation.

Impact of Authoritative Parenting to Entrepreneurial Orientation

The authoritative parenting style is a style of parenting that combines warmth and involvement with set rules and consistent consequences (Simons and Conger, 2007). In the authoritative parenting style, parents exercise control over their children, but not restraint (Aunola et al. 2000). More specifically, the authoritative parenting style is related to how parents actively participate in the lives of their children, openly communicate, trust, accept, and support the psychological autonomy of their children, and monitor their children’s whereabouts (Aunola et al. 2000). Sahithya et al. (2019), based on the results of their literature review, state that children who are raised in families with authoritative parenting have a higher level of self-efficacy, internal locus of control, and better academic achievement. In addition, Amandep (2017) also states that children who are raised with authoritative parenting have higher self-esteem, self-concept, and self-awareness compared to children raised with different parenting styles.

Table 1. Dependent variable

Dependent variable	Dimension	Number of Items	Cronbach Alpha	Corrected Item-Total Correlation	Loading Factor
Entrepreneurial Orientation (Dependent Variable)	Innovativeness	7	0.791	0.402–0.651	0.583–0.740
	Risky Proactiveness	9	0.871	0.562–0.659	0.515–0.736
	Competitiveness	8	0.823	0.414–0.681	0.538–0.796

Table 2. Independent variable

Independent variable	Dimension	Number of Items	Cronbach Alpha	Corrected Item-Total Correlation	Loading Factor
Authoritative Parenting Style	Connection	5	0.804	0.421–0.748	0.711–0.869
	Regulation	5	0.852	0.398–0.832	0.761–0.859
	Autonomy	5	0.795	0.326–0.709	0.699–0.843
Creative Climate	Unidimension	5	0.806	0.431–0.731	0.683–0.818

Table 3. Correlation coefficient

R	R Square	Adjusted R Square	Std. Error of the Estimate
.432	.187	.181	11.96445

Table 4. Multiple regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
Constant	46.942	4.296		10.926	.000
Creative Climate	.731	.227	.200	3.216	.001
Authoritative Parenting Style	.382	.081	.293	4.706	.000

The main point of authoritative parenting is that parents support their children's autonomy to act and think (Sahithya et al. 2019). The parents still place expectations on their children, but it is important that these expectations are always accompanied with efforts to explain to the children the reasons behind these expectations. In addition, parental assistance in meeting these expectations is also important for children (Zurcher et al. 2018). For the context of adolescents, the dimension of proactiveness in the entrepreneurial orientation variable was modified to risky proactiveness. This is because proactiveness, in the context of adolescents, is inherently risky because during this phase adolescents feel a need to be accepted by their peer group or their friends (Kurniawan et al. 2019). When adolescents are raised with authoritative parenting, they possess an internal locus of control, meaning their behavior is determined by their own initiatives rather than peer influence. In addition, Mehrinejad, Rajabimoghadam, and Tarsafi (2015) argue that when children and adolescents are given the opportunity to satisfy their feelings of curiosity, they tend to enjoy these feelings and attempt to satiate them, which manifests in proactive and innovative behavior. Parents with authoritative parenting styles also always support their children in achieving targets that have been discussed together, impacting their academic achievement (Paler et al. 2019). Andre (2013) states that the desire to achieve is what makes a person competitive, where competitiveness is one of the dimensions of entrepreneurial orientation.

Impact of Creative Climate to Entrepreneurial Orientation

Veijan, Kamarudin, and Kadir, (2016) explain that the school climate is a social system intentionally designed

for the purpose of learning. Within this system are characteristics and qualities that are expressed through goals, leadership, the establishment of norms, interpersonal relationships, values, and organizational structures (National School Climate Council, 2007). The school climate, which is built on these unique characteristics, is passed down to students in the form of teaching, influencing the moods, motivation, creativity, and productivity of both teachers and students either positively or negatively. As a result, the school climate impacts the formation of students' personalities, their academic success, and the organizational efficiency of the school (Veijan et al. 2016).

Mohsin and Yunos (2008) state that a creative climate in schools is evident in things such as learning being fun for students, students feeling valued, loved and respected, students taking an active role in class, students feeling proud of and feeling part of their school, teachers functioning as mentors as well as sources of knowledge for students, students being free to discuss their problems, teaching strategies that prioritize teamwork, and learning experiences that relate to the everyday lives of students. Ekvall (1996) also argues that the development of a creative school climate is related to students' psychological processes within the school, such as challenges, freedom, support for new ideas, trust and openness, games and humor, debates, risk taking, and opportunities to develop new ideas and present them. As a result, when students are in a school that emphasized a creative climate, they are given the opportunity to continuously innovate, to become accustomed to being proactive in developing ideas and to compete with their ideas in a healthy manner, meaning that students in creative school environments, therefore, have high levels of entrepreneurial orientation.

Managerial Implications

The results of this study provide an overview related to external factors that have an influence on entrepreneurship orientation. The managerial implication from this study, both parents and education institution need to understand the importance of cooperation between parents and schools to develop entrepreneurship from adolescents. It is necessary to design programs that involve families, schools, and students together. Parents must understand that parenting styles can influence the entrepreneurial orientation of students. Based on the results of the study, the parenting pattern that can increase the entrepreneurial orientation of junior high school students is authoritative parenting where this parenting pattern emphasizes connection, regulation, and autonomy. As well as schools must continue to develop themselves by creating a creative learning atmosphere. The creative climate in the school emphasizes the implementation of activities that are oriented towards challenges and problem solving. In addition, schools can be a place for students to stimulate and express ideas, share knowledge, and calculate risks.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Authoritative parenting style and creative climate at school are external antecedent that have an influence on entrepreneurial orientation in junior high school adolescents. Things that must be considered, even though someone is already in adolescents' stages, parenting factor is still an important part of developing the entrepreneurial orientation of adolescents. In addition, the readiness of schools to provide creative education also affects the entrepreneurial orientation of adolescents. The limitation of this research is the way of collecting data which is cross-sectional.

Recommendations

Research related to entrepreneurship in the context of students needs to be improved. For further research, it will be better if it is done using a longitudinal approach so that the relationship between variables or interventions can be seen as causality. Future research can also include other variables such as combining external factors and internal factors including demographic

factors of students so that a more comprehensive model of entrepreneurial orientation can be formed in junior high school students.

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