

## **GENDER DIFFERENCES IN ENTREPRENEURIAL INTENTIONS**

Endi Sarwoko<sup>1)</sup>, Iva Nurdiana<sup>2)</sup>

<sup>1,2)</sup> Fakultas Ekonomi Universitas Kanjuruhan Malang, Indonesia

e-mail: endiswk@gmail.com

### **Abstract**

*We use the Theory of Planned Behavior (TPB) to detect gender differences in the factor that shape entrepreneurial intentions. We find that there are differences in attitudes and self-efficacy subjective norms of male and female student, while subjective norm was no difference between male students and female in entrepreneurial intentions. Male have individual beliefs are stronger than female thus strengthening entrepreneurial intentions. There were no differences in subjective norms of male and female students, so the male and female students have the same beliefs and motivation for entrepreneurship. Self-efficacy of male and female differ in which male students have higher levels of self-efficacy. This result shows that gender differences in the factors that shape entrepreneurial intentions. There seems to be important differences in the defining features of entrepreneurial male versus female. Male seem to prefer entrepreneurship as a means to get to the front and see the financial restrictions and creativity as an important practical consideration in their decision to become an entrepreneur.*

**Keywords:** Entrepreneurial intention, gender

### **Introduction.**

The entrepreneurship literature has found strong empirical evidence that supports Theory Planned of Behavior. In fact, the Theory Planned of Behavior has shown good results to explain the variance in behaviour and intentions (Armitage & Conner, 2001). Theory of Planned Behavior states that the intention is a function of three basic determinants of behavior is the belief or attitude, subjective norms and self-efficacy. Attitudes of individuals who are able to tolerate risk (Zhao et al., 2005; Seagel et al, 2005) and the courage to face the challenges in the business world to determine the level of entrepreneurial intentions (Wijaya, 2007). Subjective norms and self-efficacy are able to support the entrepreneurial intention, meaning that entrepreneurial intention is determined by the high self-support from family and people who are considered influential. Additionally entrepreneurial intention also determined that possessed high self-efficacy, namely high self-esteem and mental maturity owned student (Sarwoko, 2011).

Global Entrepreneurship Monitor (Allen et al., 2008) reports that women own fewer businesses than men and a smaller number of them are engaged in a firm start-up process. These two facts are regarded as gender differences in entrepreneurial potential. Likewise, the literature also illustrates that compared to men, female entrepreneurs exhibit limitations in entrepreneurial activity, constraining not only the creation and consolidation of their firms but the nature of their businesses and their sizes. Past research has shown that gender, age, education and work experience affect entrepreneurial intentions (Mazzarol *et al.*, 1999; Tkachev dan Kolvereid, 1999). There are relationship between self-efficacy and career intentions, the effects of entrepreneurship education on entrepreneurial self-efficacy proved stronger for women than for men (Wilson et al., 2007). Males and females do not have the same entrepreneurial intentions, in spite of the similarity of factors which determine these intentions. Females have lower entrepreneurial intentions than their male counterparts. In this sense, explains this difference by their lower perceived behavioural control (PBC) and lower entrepreneurial attraction. Besides, females also perceive lower support from the closer environment than males, and this explains –at least partly- their lower entrepreneurial attraction and PBC (Santos and Linan, 2010). Leroy et al (2009) find that the effect of gender on intentions is mediated via personal attitudes toward entrepreneurship and more so via perceived control over becoming an entrepreneur. These mediation effects at factorial level can be explained by moderation effects at indicator level. Where male students are driven by the more dominant achievement-oriented entrepreneurial values, female students are more driven by the less dominant balance-oriented entrepreneurial values. Where male students are driven by both

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internal and external feelings of control, female students are driven by the more dominant internal feelings of control.

According Nwankwo et al., (2012) gender-role orientation and self efficacy are significant factors in entrepreneurial intentions. Students with masculine orientation engage more in entrepreneurial activities compared to those who manifest to feminine gender-role orientation. Males possess the personality characteristics that predispose them to entrepreneurial activities. Sarwoko (2011) find that male student has a level higher entrepreneurial intentions than female, there is the possibility of female students after graduation is more like a definite work and routines, not like risk. While men conversely, prefer a life of success, and the notion of entrepreneurship (entrepreneurs) is an opportunity to be successful than working with others.

Several studies have shown differences in the level of entrepreneurial intentions between male and female, but still a few who examine differences in attitude, subjective norms and self-efficacy between male and female student.

### **Entrepreneurial Intention**

In general, the factors can be expressed through intention antecedents Theory of Planned Behavior (TPB) is the belief or attitude behavior, subjective norms and behavioral control. Intention formation can be explained by the theory of planned behavior assumes that humans always have a goal in their behavior (Ajzen, 1991). This theory states that the intention is a function of three basic determinants.

1. Attitude, which is the basis for the formation of intentions. In the attitude toward the behavior, there are two main aspects, namely: the belief that the individual or not to display certain behaviors will result in the consequences or particular outcomes, and an aspect of the individual's knowledge about the attitude object may also be the case that individual opinions do not necessarily correspond with reality. The more positive an individual's belief will result from an attitude object, the more positive the attitude toward the object of the attitude of the individual, and vice versa (Ajzen, 2001). Evaluation will result in behavioral assessment given to each individual result or results obtained by individuals. If the display or not display certain behaviors, evaluation or assessment may be beneficial or detrimental. In some studies entrepreneurship entrepreneurial attitudes operationalized in risk tolerance, and courage to face obstacles.
2. Subjective norms, which will be the norm individual beliefs, and motivations surrounding the individual to follow the norm. In the subjective norm, there are two main aspects, namely: belief in hope, expectation norm reference, constitute the views of others that are considered important by individuals who advise individuals to display or not display certain behaviors and motivations individual's willingness to implement or not implement the opinions or thoughts another that is considered important that the individual should or should not behave.
3. Perceived feasible, which is the basis for the formation of perceived behavioral control. Perceived behavioral control is the perception of the strength of the factors that facilitate or complicate the behavior. In some studies entrepreneurship, control behavior operationalized in the form of self-efficacy

Intentions can be explained by the theory of planned behavior assumes that humans always have a goal in their behavior (Ajzen, 1991). Theory of Planned Behavior states that the intention is a function of three basic determinants of behavior is the belief or attitude (attitude), subjective norms (subjective norm) and self-efficacy. Theory of Planned Behavior focus on the psychological determinants of intention, the attitude and behavior will be influenced also by demographic factors such as age, gender, educational background and experience will also lead to differences in entrepreneurial intentions (Shane, 2003). This study will examine differences in attitudes, subjective norm and self-efficacy between male and female student that affect the formation of entrepreneurial intentions.

### **Methods.**

A total of 100 participants were used in the study. The participants were students at the five largest universities in Malang: Muhammadiyah University, Kanjuruhan University, Macung University, Widyagama University, and Merdeka university. Our choice for a population restricted to business students (economic faculty) can be justified by the specific gender differences. We chose for students with an interest in business that were on the verge of deciding on future employment in order to assure enough variation in the entrepreneurial intentions construct (Krueger et al., 2000). These students were asked to complete a survey instrument. Our data set was evenly composed of men (57%) and woman (43%).

Entrepreneurial intentions were measured by asking participants to rate their perception. Items selected to measure these variables were adopted from previous studies. All the variables were measured using five point likert scale with level 1= strongly disagree and 5=strongly agree.

The researcher employed a cross-sectional survey design in the study and Independent Sample T test were used to analyse the data. Independent sample T test was used to test differences the level of attitude, subjective norm and self-efficacy between male and female student.

**Result and Discussions.**

Based on the results of the descriptive analysis found that male student has a level attitude and self-efficacy were higher than female students, there is the possibility of female students after graduation prefer routine jobs and certainly, not like risk. While male conversely, prefer a life of success, and the notion of entrepreneurship (entrepreneurs) is an opportunity to be successful than working with others. Male students have more support of parents or family, other than that of male students have a sense of confidence and mental maturity higher than female students in terms of entrepreneurial intentions. Students in general are still depend on parents who are considered to contribute to its future. The higher the social support or other person, the higher the entrepreneurial intention (Sarwoko, 2011). Self-efficacy has a role to entrepreneurial intentions of male students, higher self-confidence and mental maturity, the higher its part to raise male student entrepreneurship intentions. According the GEM 2007 indicated that women’s level of optimism and self-confidence with respect to starting a business is lower than that of their male counterparts (Leroy et al., 2009).

**Table 1. Descriptive Statistics**

	Gender	N	Mean
Attitude	Male	51	4.3676
	Female	49	3.8622
			<b>4.1200</b>
Subjective Norm	Male	51	4.1895
	Female	49	3.9796
			<b>4.0867</b>
Self-efficacy	Male	51	4.3725
	Female	49	4.0748
			<b>4.2267</b>

Self-efficacy is the biggest factor that determines the entrepreneurial intentions of students, both men and women, with the largest average value of 4.2267. So male and female student alike have the highest levels of self-efficacy when compared to the attitude and self efficacy. Self-efficacy is a condition in which an individual believes that the behavior of self-employed or can be done easily. Self-efficacy has a role to entrepreneurial intentions of students, higher student self-confidence and mental maturity, the higher its part to raise student entrepreneurship intentions (Sarwoko, 2011)

**Table 2. Independent Sample T Test**

	t	Sig.
Attitude	5.035	0.000
Subjective norm	1.596	0.114
Self efficacy	4.143	0.000

Independent sample T test show that there are differences in attitudes and self-efficacy subjective norms of male and female student, it can be seen from the significant value of 0.000 while subjective norm was no difference between male students and female with the significant value 0.114.

Difference in attitude between male and female play a role in entrepreneurship intentions, showing that male and female have different beliefs that certain behaviors will result in the consequences or particular outcomes, and an aspect of the individual's knowledge about the attitude object may also be the opinion individual things that do not necessarily correspond to reality. It turns out male have individual beliefs are stronger than female thus strengthening entrepreneurial intentions. The more positive an individual's belief will result from an attitude object, the more positive the attitude toward the object of the attitude of the individual, and vice versa (Ajzen, 1991). In some studies entrepreneurship, entrepreneurial attitudes

operationalized in risk tolerance, and courage to face challenges, so male are more courageous to face the risks and it has a tendency to the challenge. Leroy et al., (2009) investigated whether men versus women are different in their career reasons to become an entrepreneur. These results suggest that male and female have different career reasons for becoming an entrepreneur and that these differences should be accounted for in any efforts to understand entrepreneurial intentions.

There were no differences in subjective norms of male and female students, so the male and female students have the same beliefs and motivation for entrepreneurship. Confidence and motivation are generally dependent on the support of parents or relatives, for example, capital support. Views of those who are considered influential role become a handbook for students has entrepreneurial intentions. According to the research by Santos & Linan (2010) that males and females do not have the same entrepreneurial intentions, in spite of the similarity of factors which determine these intentions. Females have lower entrepreneurial intentions than their male counterparts. Also Leroy et al., (2009) found no significant gender differences in the normative opinion of others to become an entrepreneur.

Self-efficacy of male and female differ in which male students have higher levels of self-efficacy. Self-efficacy is a condition in which an individual believes that the behavior of self-employed or can be done easily. So the male students have greater confidence that the entrepreneur is easy and can be done than female students. Self-efficacy has a role to entrepreneurial intentions of students, higher student self-confidence and mental maturity, the higher its part to raise student entrepreneurship intentions. Leroy et al., (2009) investigated gender differences in both internal and external feelings of control. Internal feelings of control are related to personal capabilities, whereas external feelings of control are related to situational characteristics.

The results showed important gender differences in the factors that shape entrepreneurial intentions. There seems to be important difference in the defining features of entrepreneurial male versus female. Male seem to prefer entrepreneurship as a means to get to the front and see the financial restrictions and creativity as an important practical consideration in their decision to become an entrepreneur.

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