

Student Motivation in Business Incubator Doing Business

Puji Prabowo and Santika Syaravina

Entrepreneurship Department, BINUS Business School Undergraduate Program

Bina Nusantara University, Jakarta, Indonesia 11480

puji.prabowo@binus.ac.id, santika.syaravina@binus.ac.id

Abstract

The Business Incubator at the university accepts business students every semester. There are several factors that make them a young entrepreneur today. Special assistance is needed from the Business Incubator so that it can help students desire to become the entrepreneurs they want. The purpose of this study is to find out the reasons for doing business from students so that a mapping of what motives can be used as a reference for them. This study uses an online survey, open-ended question, to 199 business students who are undergoing a program at a business incubator, at a private university in the city of Bandung. Qualitative analysis was carried out by means of first-cycle coding, second-cycle coding, and cross-case analysis. The results of the study show that the reasons for doing business are divided into 4 categories, namely profit, passion, problems, and college graduation requirements. Two categories that dominate are reasons for profit and passion. This research is useful for business incubator managers, especially at universities, to be able to map student motives for providing appropriate facilities and companions. This research is also useful for developing knowledge about entrepreneurship education. The limitation of this research is that the new research object uses one sample business incubator.

Keywords

Entrepreneurship education, business incubator, motivation, students, entrepreneurial intention

1. Introduction

There is an important role for universities to build a desire for entrepreneurship through program activities that increase entrepreneurial abilities (Carey and Naudin, 2006). Entrepreneurs can be formed through entrepreneurship education program activities (Kuratko, 2005). Entrepreneurship education is expected to increase the growth of new entrepreneurs, which can have an impact on increasing the number of jobs (Klapper, 2004). Teaching 'for' entrepreneurship is useful for improving entrepreneurial skills. (Rae, 2005). To develop the capacity of entrepreneurs, it is necessary to provide knowledge, business competencies and entrepreneurial skills (Elia, 2021). There will be an increase in the intention of entrepreneurship education (Nabi et al. 2017).

Business incubators are tasked with increasing new business growth and innovations (Theodoraki & Messeghem, 2018). Business continuity can be assisted by a business incubator with various facilities (Schwartz and Gothner, 2009). Support for business development facilities will motivate business students (Guerrero and Espinoza-Benavides, 2021). Program delivery and support can increase the intention to become an entrepreneur (Shahab, 2019). Entrepreneurship education can help the birth of entrepreneurs (Kuratko, 2005). It is necessary to measure the impact of the curriculum and program implementation of the entrepreneurship program. (Williams and Kluev, 2010).

This study aims to determine the motivation to do business from students who are members of the business incubator. What are the reasons for doing business from students in college or after graduating from college. This research is useful for business incubator managers to provide the right facilities for each participant with various motivations.

2. Literature Review

Entrepreneurial ecosystems can help create impactful innovations that solve social problems (Moore, 1993). In addition, it can be a feeder to help a larger entrepreneurial ecosystem (Field, 2012). Universities have a positive impact on the birth of new companies and entrepreneurs (Novela, 2021). The university helps train entrepreneurs for social and technical skill development through the learning and training process (Lopes, 2021).

There is an important role for entrepreneurial processes in the running of the entrepreneurial ecosystem (Shwetter et al. 2019). The role of universities is important in building new businesses (Haines, 2016). The learning process in

entrepreneurship education can stimulate the desire to become an entrepreneur (Frank et al. 2005). Entrepreneurial intention can be seen from their efforts to see business opportunities and how to see and plan their business (Liu and Chen, 2019; Allan, 2020). Intention here is an indication where someone wants to do or behave in conducting an entrepreneurial journey by building a business (Ajzen, 2001; Yousif et al. 2019).

The learning process can affect the attitudes and skills of students in terms of entrepreneurship (Fayolle et al. 2016). Internal and external factors have a real impact on the process of realizing a successful business (Mujahid, 2019). The incubator is a facility to improve the competence and skills of students (Guenther and Wagner, 2008). Students can use these resources to realize the idea of becoming a company (Souitaris, 2007). There is a better experience than incubator graduates in terms of daring to calculate risk (Douglas, 2000). The hope is that students can become problem solvers for environmental problems (Gamede and Uleanya, 2019).

3. Methodology

The research method used in this study uses a qualitative approach. Data collected online is then processed and analyzed using qualitative data analysis software. Qualitative analysis was carried out by means of first-cycle coding, second-cycle coding, and cross-case analysis. Variable data on intention to become entrepreneur and understanding of business knowledge were analyzed by motivation.

4. Data Collection

This study uses an online survey, open-ended question, to 199 business students who are undergoing a program at a business incubator, at a private university in the city of Bandung. Coding data is quantified to get the most data. Then a cross-case analysis is carried out with the existing variables in order to get deeper and diverse data.

5. Results and Discussion

The Table 1 shows students' motivation in running businesses and how it effects their willingness to continue it after completing the degree. There are 4 student motivations in running a business, namely passion, profit problem, and graduate. Overall, students who motivated by passion expressed the highest willingness to remain their business in existence, whereas students who motivated only to graduate showed no sign of preserving.

Table 1. Motivation and Intention to Become Entrepreneur

Motivation	Intention to Become Entrepreneur							Total
	1	2	3	4	5	6	7	
Passion	0	0	33,3%	61,5%	22,2%	54,0%	56,6%	51,5%
Problem	0	0	0	0	25,9%	15,9%	15,5%	15,6%
Profit	0	0	33,3%	38,5%	51,9%	28,6%	27,1%	30,8%
Graduate	100,0%	0	33,3%	0	0	1,6%	0,8%	2,1%
SUM	100,00	0	100,00	100,00	100,00	100,00	100,00	100,00
N = Documents	2	0	3	10	23	55	117	420

Passion is the biggest reason for passion, one respondent gave his opinion, "Because I want to start and develop a business that I dream of being able to grow, which starts from scratch". There was an addition from other respondents regarding passion as motivation, "wanting to make something different from others and rarely available". In the profit category, respondents gave their opinion, "Making profit without depending on people" and "want to have their own income so they don't bother their parents". And in the problem category, "want to try to fill the opportunities that exist while solving problems experienced by consumers through our sales".

According to the data, the majority of students who are willing to continue their businesses are driven by passion (51.5%). The second category is profit. Students with ability to earn profits shows the number of 30.8%, which double than students who motivated by problem (15.6%). These three categories of motivation clearly stated in confident through high marks on a measurement scale. Unlike previous categories, the minority students who are running their

business to graduate has no intention to continue it after completing the degree. One respondent gave his opinion, “as a condition of graduation only.”

Table 2. Motivation and Intention to Become Entrepreneur

Motivation	Understanding of Business Knowledge							Total
	1	2	3	4	5	6	7	
Passion	0	0	0	44,4%	53,6%	57,6%	38,1%	51,5%
Problem	0	0	33,3%	8,3%	10,7%	19,6%	28,6%	15,6%
Profit	0	100,0%	33,3%	44,4%	34,5%	20,7%	33,3%	30,8%
Graduate	0	0	33,3%	2,8%	1,2%	2,2%	0	2,1%
SUM	0	100,00	100,00	100,00	100,00	100,00	100,00	100,00
N = Documents	0	1	3	32	77	81	16	420

The Table 2 relates students’ motivation in running business and their understanding towards business knowledge. Overall, majority of students who motivated by passion admit having knowledge understanding, whereas students who motivated to graduate show limited knowledge understanding. In contrast with two categories above, students with profit scattered in different understanding. Majority of these students has a low knowledge understanding, while some said to master the knowledge.

6. Conclusion

From this study, it shows that there are various student motivations in doing business in the business incubator. The two biggest reasons are profit and passion. There are 2 other categories that become reasons for doing business, namely problems and college graduation requirements. This research is useful for business incubator managers at universities to map the needs of students based on their reasons for doing business. Business incubators can facilitate their needs with the right target. This research can also develop knowledge about entrepreneurship education, business incubator and entrepreneurial intention. The limitation of this research is that the new research object uses one sample business incubator.

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Biography

Puji Prabowo is a creativepreneur lecturer, and also a sociopreneur who has been working for 10 years. He is also a coach for business incubator at Binus University. He is enthusiastic about the entrepreneurial ecosystem, entrepreneurial skills, innovation, creative ideas, and business development.

Santika Syaravina is a lecturer, entrepreneur, and business mentor. She is a head of business incubator at Binus University, Bandung. She is enthusiastic about creative industries, fashion and sustainable business.