

Education Entrepreneurship, Training Hair Cut of Entrepreneurial Motivation

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ABSTRACT

Unemployed college graduates in Indonesia in the period 2004-2010 from year to year increase needs to find a way out. To reduce the unemployment of college graduates, one way is to increase the motivation to have entrepreneurial intentions. The purpose of this study is to test the effects of entrepreneurship education and training of hair clippers affect on employers. This study uses 117 respondents a number of students who have graduated entrepreneurship courses. Respondent consists of 63 male and 54 female with a regression analysis. The results showed that the entrepreneurial knowledge and training of hair clippers affect the motivation of students to become entrepreneurs. Therefore, it is suggested that more and better entrepreneurship education and training will reduce unemployed college graduate in Indonesia.

Keywords: Education entrepreneurship, Training hair cut, Entrepreneurial motivation.

INTRODUCTION

Governments, businesses, and universities are the institutions most strategic in the task to improve the nation's competitiveness. The role of world universities are expected to become the locomotive of change towards global competitiveness. It is apparently not fully able to challenge the change. Problems that occur at this time is how to change the old mindset about the relevance of the educational process in universities with the needs of the labor market, thus becoming a new mindset to meet the college's ability to produce graduates job creator. Curriculum-based entrepreneurship is an important curriculum that will be a measure of the success of college graduates in order to create high competitiveness in the labor market. Based curriculum development of entrepreneurship should be supported cooperation with

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various parties to improve the competence of graduates, the curriculum includes evaluation, implementation, and curriculum development. Global Entrepreneurship Monitor says that one-third of economic growth generated through entrepreneurial activities. In the United States, every year creates a population of 600 to 800 thousand new employers with permanent employees and approximately 2 million people through independent business. This simple mindset that later became the basis pioneered back in entrepreneurship education. The concept of building entrepreneurship is not an easy task because it can not be separated from the mental, culture, norms, traditions, life principles and values of social views.

Being a Civil Affairs Officer more dignified than being an entrepreneur, this philosophy applies not only to a particular ethnic, but became a philosophy in life. Therefore, to change the mindset of job seekers into job creators need to be done in a systematic and sustainable. From the above explanation it is reasonable if the study of entrepreneurship is very important to be further investigated. Why students who have studied entrepreneurship courses tend less motivated to entrepreneurship independently. The Ministry of Education and Culture of the Republic of Indonesia (2013), explains that the higher the entrepreneurial activity, the higher the level of a country's Entrepreneurship. In 2013, entrepreneurial activity in Indonesia is only 1.56%, lagging behind Malaysia, Singapore, and Thailand were on average above 4% (Indonesian Bankers Association, 2014). Indonesia lags behind the United States (20%), Japan (25%), and Singapore (7%) (Kompas, 14 September 2014).

Entrepreneurship is helpful to poverty. According (Nweze and Ojowu, 2002) argues that poverty can be categorized into three types: absolute poverty, relative poverty and subjective poverty. These three concepts form the basis of the poverty eradication program in Nigeria. Absolute poverty is a situation where an individual or household has the financial resources are limited and as the family's income is said to be unable to meet their basic needs such as food, clothing and shelter and health mentioned by (Miller, 1968), (Wedderburn, 1974), (Plotnick and Skidmore, 1983), (World Bank, 1996), while individual or family is considered in absolute poverty is when they do not have a real source of income, especially to get the kind of subsistence necessary to enjoy some of the standards minimum of living as determined by a society.

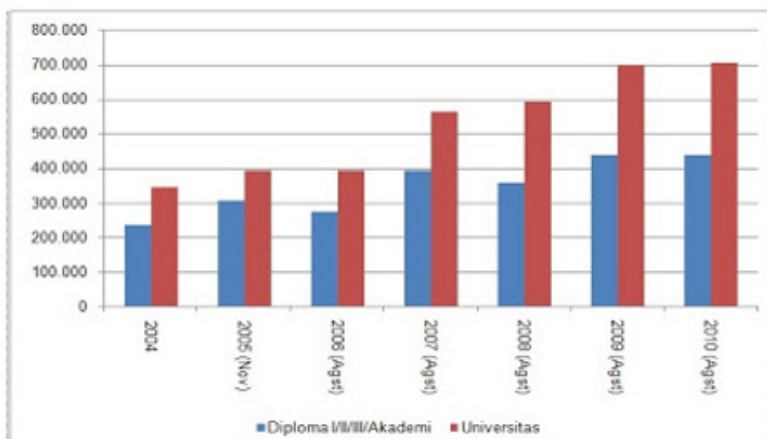
Relative poverty is a situation where an individual or household has an income less than the average income of the population. (Garuba, 2010); Oladuni (1999); (Akeredolu-Ale, 1975), give an example as an individual or household has the goods and services are lower than others in the community. They are in relative poverty has a source of their power is much lower than that of the average individual or household, in that extent, they are basically excluded from ordinary living patterns, customs and activities. Meanwhile, in Indonesia there is a poverty alleviation program through entrepreneurship. It is expected that after graduating, college graduates interested will be interested in becoming entrepreneurs, so it does not add to unemployment.

Education Entrepreneurship, Training Hair Cut and Motivation

In Indonesia from (2004-2010), the most important issue is the increasing unemployment of college graduates. After attending entrepreneurship courses, students are expected to have an entrepreneurial spirit. However, the number of open unemployment associated with students who had graduated college still not decreased. After the student have higher education, it is expected to have an entrepreneurial spirit and they will be more refined because cognition is growing along with the higher levels of education in creativity and sharper memory. The impetus for the development of the entrepreneurial spirit (Morrish and Deacon, 2011), in addition to education, capital, family background, and personality, motivation effort firmly embedded in the psyche of individuals is a requirement that must be met. If within the individual there is no motivation for entrepreneurship, he or she will become civil servants or private employees.

According (Vilathuvahna and Nugroho, 2015) the constraint of students to become entrepreneurs influenced by 3 factors which include: no experience, capital and not able to take risks. Motivation is an inner urge that drives a person to do anything, including being a young entrepreneur (Rahayuningsih, 2010; Nee, 2010; and Lee, 1997). Some one who succeed in the world of entrepreneurship has a strong motivation that encourages innovation actions. They know all too well what his motivation and maintaining motivation in every action. (Baum et al., 2007) states that the motivation to become entrepreneurs covering motivation is directed to the achievement of entrepreneurial objectives. The tendency of some college graduates have not got the job inline with their fields.

Referring to the data of the Central Bureau of Statistics (2012), unemployment in high educated population from 2004-2010 in Indonesia has increased (see figure 1). Some theories of motivation such as motivation needs theory, expectancy theory, equity theory, reinforcement theory, and goal setting theory has been used to explain the problem. However, the theory of entrepreneurial motivation is more suitable expectancy theory and goal setting theory in this case. Maslow's theory of motivation states that the hierarchy of human needs can be used to predict a person's motivation. There are five categories of human needs, namely: physiological needs, safety, social, esteem, and self actualization. If the level needs have been met, then the higher need arises. While goal setting theory (Locke, 1996) stated that theory can be tested in predicting the performance of entrepreneurship.



Source: Sakernas, Badan Pusat Statistik, (2012)

Figure 1 Open Unemployment Rate Of College Graduates In Indonesia Period 2004-2010

(Steinhoff and Burgess, 1993) mentions that motivation theory gives seven reasons a person wishes to become entrepreneurs, namely, the desire for higher income, the desire for a more satisfying career, the desire to be self-directed, the desire for prestige that comes to being a business owner, the desire to run with a new idea or concept, the desire to build long-term wealth, the desire to make a contribution to humanity or to a specific cause. Education entrepreneurship courses lead to entrepreneurial ethos on students and all people without exception, and will have a positive impact on the improvement of the business world and global economy. (Rizwan et al., 2014) found that individual motivation will improve the performance of one's training, where training is more effective way to motivate someone to become entrepreneurs (Henry et al., 2004).

Motivation is an impulse from within oneself to do something and become entrepreneurs (Sarosa, 2005). The tendency of a man who managed to have a strong motivation, encouraging action and know well how to maintain that motivation in every step. (Baum et al., 2007) mention that the motivation of entrepreneurs include an action aimed to achieve goals such as recognizing entrepreneurial business opportunities. A person motivation can be seen through the spirit of trying to reach goals. Research results of (Rusmiati et al., 2015) showed that the attitude and motivation does not affect entrepreneurial intention, because the respondents have not received entrepreneurship courses. Motivation is affecting the behavior that led to meaningful activities, motivation identified as the direction of a person's behavior (Ghayumi, 2006). The research results also showed that there is a relationship between creativity and entrepreneurship to high school students in Shiraz, however, the relationship between the two variables is weak. While the difference between male and female respondents have a significant effect, women have more creativity than that of men (Ghasemi et al, 2011). Personal entrepreneurial skills will distinguish between an entrepreneur and a manager. Entrepreneurial knowledge including covering disciplines, taking risks, being innovative or increasing change, be persistent, and be a visionary leader by Osuagwu (2002). There is general agreement of the researchers in the

field of entrepreneurship, especially more emphasis on entrepreneurship education and training as a complete business education. In Indonesia, the most important issue is unemployment of college graduates. Barriers to entrepreneurship according to Bashir, (2014), entrepreneur experience, do not take risks, training.

Gap between the presentation of the study was the number of students who have studied entrepreneurship is not comparable to the success of student entrepreneurship. Data in Esa Unggul University indicates that students who have studied entrepreneurship from the year 2010 until the year 2011 amounted to 971 students. In 2013 Kopertis Region III implementing Entrepreneurial student program (PKM) which managed to get an amount of 12 people. In 2012 through 2014 the results of student entrepreneurship program implemented Kopertis III which get funding a number of 19 students. If the views of the private universities are Esa Unggul University who had good performance (Table 1).

Table 1 Grant Received for PKM

No	University	PKMK	AMOUNT PKM
1	Institut Teknologi Indonesia	0	11
2	Poltek Manufaktru Astra	0	1
3	STIE Ahmad Dahlan	0	3
4	Sekolah Tinggi Teknik PLN	0	4
5	Binus	0	24 (I)
6	Guna Darma	0	2
7	Esa Unggul	7 (I)	12 (III)
8	Indrprasta PGRI	0	2
9	Atmajaya	0	15 (II)
10	Muhamadiyah Jakarta	2	2
11	Muhamadiyah DR. Hamka	2	3
12	Univ. Nasional	0	3
13	Pancasila	0	7
14	Pelita Harapan	1	4
15	Tarumanagara	1	2
16	Yarsi	1	12 (III)

Source: Simlibtamas DIKTI

Esa Unggul University is a University that has ranked first in Creativity Program Entrepreneurship University Student (PKM) ranked third and 7 students received financial assistance from the Government of Indonesia. While Colleges of Jakarta ranked first, with 12 students received financial assistance from the Government of Indonesia.

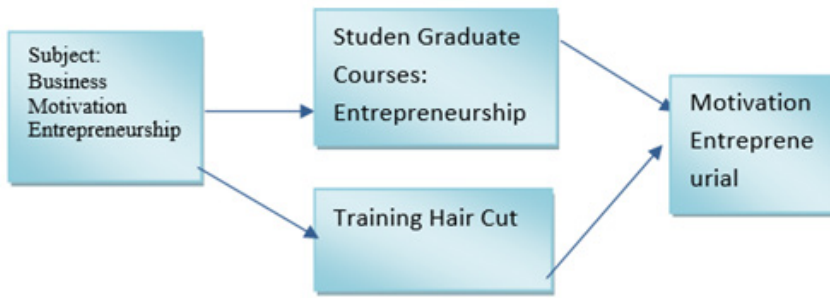


Figure 2 The research framework

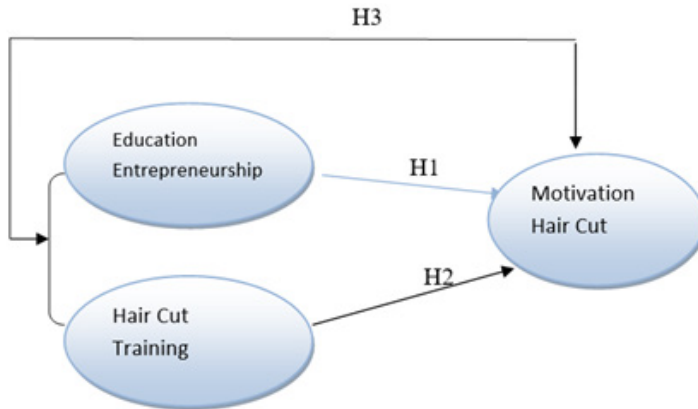


Figure 3 Model studies

Educating students to have an entrepreneurial spirit is not easy, therefore the consequences in a dynamic education system needs to enhance entrepreneurship curriculum is the basis for the creation of self-employment. Identify entrepreneurial whether entrepreneurs are born or created (Lundstrom and Stevenson, 2005), curriculum development entrepreneurship courses basically need to integrate theoretical interest as the knowledge and practical skills such as creative industries skills of hair cut. During the course of entrepreneurship and business motivation with 3 credit-hours, while other subjects such as marketing management, introduction to business, introduction to management and financial management have 12 credit-hours.

The result show that less than 10% of students who want to become entrepreneurs after taking the course. The evaluation is needed in order to avoid a gap in the transfer of knowledge, including knowledge gained in higher education and the impact raises educated unemployment. It is suggested that, the introduction of an entrepreneurial spirit from an early age began to be applied in all countries, from playgroup to higher education level consequences (Hegarty and Jones, 2008). The number of entrepreneurs (Owen, 1993) in England turned out to be dominated by men, entrepreneurship is considered an important mechanism for the development of national economy. Kautz 2001 in (Idogho and Augustine, 2011) confirms that the entrepreneurial learning at the University is essentially seeks to give entrepreneurs the tools and training to learn how to start an independent business.

While (Prabandari and Sholihah, 2014) found that entrepreneurship education does not affect the attitude of entrepreneurship, while the perception of graduate student and entrepreneurial education affects the motivation for entrepreneurship intentions. There are three main things that makes this study conducted to determine the motivation in entrepreneurship. If knowledge of the creative industries has taught hair cut, it is expected that before graduating student has an entrepreneurial spirit. Data Indonesian Institute of Sciences showed that unemployment rate in 2009 rose to 9% of the unemployment rate in 2008 at 8.5%. Central Bank of Statistics said the number of unemployed in February 2012 reached 10.43 million people. While the number of workforce in Indonesia in February 2012 reached 121, 48 million people.

To reduce unemployment, one right way to do is to bring up the entrepreneurial spirit as early as possible. The good indicators in developed countries if the number of entrepreneurs minimum 2% of the population. Indonesia has a population of approximately 225 million, the number of entrepreneurs who exist at 400,000 people (0.18%), which should have amounted to 4,400,000 persons to make it 2%. Harvard University, United States (Akbar, 2000 in Arasti et al. 2012) explains that a person's success is not determined solely by the knowledge and technical abilities (hard skills), but rather by the ability to manage themselves and others (soft skills). The study reveals, success is determined only approximately 20% by the hard skills and the remaining 80% by the soft skills. Even the most successful people in the world can succeed because more soft skills supported by the ability of the hard skills. This suggests that the quality of character education, including character essential to improved student entrepreneurship is very important.

A study of the leading entrepreneurship education, business plan development are most effective in entrepreneurship programs (Honig, 2004). A business plan can be defined as a written document that describes the current state and future of an organization (Arasti et al., 2012; White et al., 2010). Preparing a business plan generating trust and confidence that is needed before the individual creation of new businesses. Business planning is intended to launch a first step toward a specific process known as entrepreneurial, but not as entrepreneurial ektivitas main focus on different ideas (Arthur and Hisrih, 2011; Elyasi et al., 2012; Hisrih et al, 2011). A business plan is created is one of the most important communication tool for an entrepreneur and provide a sense of legitimacy for the company and founder. Personal entrepreneurial skills distinguish entrepreneurs from the manager. Entrepreneurial knowledge included in this classification is the discipline, taking risks, being innovative, improve change, be persistent, and be a visionary leader (Osuagwu, 2002). There is general agreement of the researchers in the field of entrepreneurship, especially more emphasis on entrepreneurship education and training as a complete business education. Consortium entrepreneurship education in 2004, shows that entrepreneurship education is a lifelong learning process includes five stages, namely, basic management, awareness competence, creative applications, start-up and develop themselves.

The absence of a good business plan can be regarded as a lack of intention or commitment. Many entrepreneurs find that the preparation of a well-crafted business plan can be a daunting task. A well-written plan is concise, yet comprehensive and requires a myriad of decisions about all aspects of the new venture creation, from the use of the opportunity to gather resources and

build a top management team. Build a convincing business plan requires a deep understanding of the products, competitive landscape, business models, and prospective financial model. However, understanding the business is not enough: the business plan must also be persuasive (White et al., 2010). Effective methods for teaching skills related to creative industries is generally defined as art, commerce, which requires special skills.

Factors associated with successful entrepreneurs include managerial skills, education, experience and training, social networks and environmental conditions (Benzing et al., 2009). Motivation includes entrepreneurial success factors and common problems entrepreneurs (Benzing et al., 2009). Differences in motivation and problems faced by entrepreneurs can be caused by factors of political, economic, and cultural (McMullen et al., 2008). Understanding what motivates an individual to engage in entrepreneurship (Yalcin and Kapu, 2008) is important in the study of business creation. Kuratko et al (1997) found the process of entrepreneurship must understand the motivation to start and maintain a business venture. Carsrud and Brannback (2011) argues that the motivation is the link between intentions and actions of entrepreneurs (Herron and Robinson, 1993).

Motivational factors can also be classified as an impetus person and include the need to increase family income, problems with finding appropriate job responsibilities and requirements, the need for an independent, self-actualization (Yalcin and Kapu, 2008). The motivation has been used to address the question of what causes a person to take action to entrepreneurship (Carsrud and Brannback, 2011). According (Yalcin and Kapu, 2008), motivation and problems entrepreneurs are two important dimensions to be considered in studying the process of entrepreneurship. Motivation to provide insight into entrepreneurship intentions and issues affecting business growth (Yalcin and Kapu, 2008).

Employers in Romania are motivated by the opportunity to increase their income and provide job security (Benzing et al., 2005), and the main motivation of entrepreneurs Uganda is to make the life (Bewayo, 1995). While many entrepreneurs motivating factor similar across geographic regions and countries, some differences have been found (McMullen et al., 2008) including the regional differences in the growth of new businesses (Armington and ACS, 2002). This may be due to differences in political systems, economic policy, and culture. Therefore, the research hypothesis in this study are:

H1: Education entrepreneurship has significantly positive effect on becoming entrepreneurs.

H2: Training hair cut has significantly positive effect on becoming entrepreneurs.

H3: Education entrepreneurship and training hair cut together have significantly positive effect on becoming entrepreneurs.

This paper is organized as follows : Section 2 provides methodology that lay out the empirical research analysis; Section 3 contains a discussion of the empirical findings; and Section 4 provides conclusions.

RESEARCH METHODOLOGY

This study uses qualitative and quantitative studies, the first study with semi-structured interviews conducted on a sample that has a certain criteria, ie students who have studied entrepreneurship. Interviews were conducted in February 2015 after training hair cut implemented. Interviews took an average time of 10 minutes, the material in question is about the motivation of students to entrepreneurship. The second study was done using a questionnaire respondents numbered 117 students who know hair cut training and then the data were analyzed using SPSS (Ghozali, 2005) by means of multiple regression analysis.

Research sample students are graduated entrepreneurship courses and motivational business with a value above 75. The entrepreneurial knowledge to be measured is self-reliance, creativity, risk taking, follow-up opportunity, the responsibility, the need for achievement (Geri, 2013; Cavus and Cumaliyeva, 2013). Creative industries to be measured is the training (Ogundele et al., 2012), technical education increases student empowerment, my technical skills improved after training hair clippers skills increase student confidence, hair clippers skills that I have to improve the welfare of students, training has been organized benefit students. While the motivation is the spirit of entrepreneurship is measured in yourself, have a goal to be realized, has the soul of a leader, environmental influences and unyielding (Steinhoff and Burgess, 1993). Item statement adopted and adapted to the environmental conditions of the University.

DATA ANALYSIS AND RESULT

The research sample number of 117 respondents of the total population of 971 students, totaling 63 men and women amounted to 54 respondents. Age 19-20, number 27, number 63 people 21-23 and 23-24 = 17 and number. Respondents were selected that have graduated entrepreneurship courses. The research is a cent after the respondent who has been trained in cutting hair and the look of training filled out questionnaires, and then given a questionnaire a number of 16 indicators. Total statement indicator of entrepreneurial knowledge they have a tendency to understand the characteristics of entrepreneurs. Creative industries through training trim the hair with the statement that those who have a tendency to love the hair cutting business will believe if the skill can increase independence con. Fidence entrepreneurship motivation is a tendency that the students have a passion for learning entrepreneurial knowledge and skills can be a hair cutting business, innovation, leadership.

Table 2 SPSS Output Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.623	.271		5.994	.000
	Education	.528	.074	.556	7.177	.000

a. Dependent Variable: Entrepreneurial Motivation

Table 2 shows that the knowledge gained from entrepreneurship education and significant positive motivation, it can be interpreted that knowledge students have learned entrepreneurial influence on entrepreneurial motivation. By studying the motivation of business and entrepreneurial students have been equipped to entrepreneurship. The theory has gained marketing, management and business, making business proposals, discussion of case studies, entrepreneurship practices have extended the motivation for students to business. Findings Prabandari and Sholihah (2014) found that the perception of entrepreneurship affect motivation and motivation stimulating entrepreneurship intentions.

Table 3 SPSS Output Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.433	.231		6.214	.000
	Training Hair Cut	.596	.064	.655	9.303	.000

a. Dependent Variable: Entrepreneurial Motivation

Table 3 shows that by following hair cutting skills training, students become more confident, feel have the expertise to be offered to consumers. Dimiiki skills that will provide motivation for entrepreneurship, (Oren and Bikes, 2011) mentions that entrepreneurial form of education and the environment. Motivation to become entrepreneurs by Karcioglu and Kaygin (2011) indicated having a creative and innovative, risk-taking, responsibility, independence and locus of control. (Isaac et al., 2007) states that education and training is important to motivate someone to become entrepreneurs. Creativity is needed to develop the entrepreneurial system and the concept of innovation (Morris, Kuratko and Covin, 2010).

Table 4 Jointly Coefficient Regression

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	30.491	2	15.245	46.329	.000
Residual	37.514	114	.329		
Total	68.005	116			

a. Predictor (Constant) trainig hair cut and entrepreneurship education

b. Dependent Variable: entrepreneur motivation

Table 4 shows that by following hair cutting skills training, students become more confident, feel have the expertise to be offered to consumers. Dimiiki skills that will provide motivation for entrepreneurship, (Oren and Bikes, 2011) mentions that entrepreneurial form of education and the environment. Motivation to become entrepreneurs by Karcioglu and Kaygin (2011) indicated having a creative and innovative, risk-taking, responsibility, independence and locus of control. (Isaac et al., 2007) states that education and training is important to motivate someone to become entrepreneurs. Findings (Hamali, 2015) showed that proactiveness, leveraging resources, the creation of customer value and intensity have a significant relationship business performance. Need some place to make an opportunity on hair cutting activity.

The most important training results in the short term are to increase awareness of entrepreneurship and entrepreneurial understanding that they already have a stock of practices and concepts. The concept and practice of entrepreneurship in order to help develop skilled individuals on serving consumers, friendly behavior and be willing to take the risk of increasing the impact of personal confidence and skills through the practice of self-employment. To instill the entrepreneurial spirit and practice of entrepreneurs motivation can inspire students in entrepreneurial activities. This has implications in understanding the process of creating a business and develop entrepreneurial competence supported (Hannon, 2006). In addition, students can developing the business and develop personal relationships and skilled to build the network to be ready to be independent. Barriers to entrepreneurship by (Zimmerman et al., 2013) entrepreneurial experience, do not dare to take risks, less training.

While in the long term entrepreneurial education produces a change in attitude, understanding the cultural systems, support and influence on the business to be undertaken students. Entrepreneurial education system actually creat awareness of alternative career options and expanding the horizons of individuals and enable them to understand and developing entrepreneur opportunities. Proper education entrepreneur system can help students to develop qualities for entrepreneurs. Entrepreneurship education can help students create new business and expected as a career option. Entrepreneurship education is an important tool in developing a culture of entrepreneur in the region. Finally, if students understand the characteristics of the entrepreneur have a highly motivated and educated contribution to reduce unemployment.

The motivation of individuals in giving effect to the process of trying, in understanding what motivating individuals to engage in entrepreneurial support the notion (Carsrud and Brannback, 2011). While Yalcin and Kapu, (2008) argue that the motivation is the relation between intention and action is important in the study of entrepreneurial business creation. Where as Kuratko et al (1997) found the process of entrepreneurship should understand the motivation to start and maintain businesses (Herron and Robinson, 1993). Motivational factors can also be classified as an impetus person and include the need to increase family income, problems with finding appropriate job responsibilities and requirements, the need for an independent, self-actualization (Yalcin and Kapu, 2008).

Table 5 Result Hypothesis

No	Education Entrepreneurship, Training and Entrepreneurial Motivation	Significant	Hypothesis
1	Education entrepreneurship and Motivation	.000	Hypothesis 1 recommend
2	Training haircut and motivation entrepreneurial	.000	Hypothesis 2 recommend
3	Education and training haircut of motivation entrepreneurial	.000	Hypothesis 3 recommend

Description Table 5 shows that the H1, H2, and H3 accepted

From Table 5, results of the analysis of a research hypothesis is accepted, that education entrepreneurship that is understood by the students is very helpful in motivation students to entrepreneurship. Moreover, equipped with learning creative industries such as hair cutting further improve the students to have a good motivation from the inside or from the environment. So the motivation of students affected by the theoretical knowledge and training hair cutting will further enhance the independence and increase the confidence of University student .

CONCLUSION

The results of the analysis of a research hypothesis is accepted, that entrepreneur education is understood by the students is very helpful in motivation students to be entrepreneurs. Moreover, equipped with learning creative industries such as hair cutting further improve the students to have a good motivation from the inside or from the environment. So the motivation of students affected by the theoretical knowledge and training hair cutting will further enhance the independence and increase the confidence of University student. Experience the creative industry through skills training hair cutting into a proper method entrepreneur education at the University. Expected creative industry through training hair cutting can be a solution of educated unemployment because most of them need of these services and can be done while in college.

Entrepreneur characteristics of students based on constraints become entrepreneurs 3 factors that influenced them do not have the experience, capital and do not take risks. While the contribution of the academy, this model is expected to be implemented at some universities that educated unemployment be measured and foster the spirit of entrepreneur in the University. Implications for the leadership of the University in recognition of the results of this study is expected that the training hair cutting would prepare the students to increase student motivation in entrepreneurship by providing facilities and infrastructure so that students can implement their skills.

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