Entrepreneurial Fuel for Success: The Influence of Opportunity and Skills on Student Entrepreneurial Motivation

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ARTICLE INFORMATION

ABSTRACT

This research aims to analyze the influence of skills and opportunities on entrepreneurial motivation among Indonesian students. Using quantitative methods, this research collected data from 314 students who were randomly selected through a digital questionnaire. Regression analysis shows that both skills and opportunities have a significant positive influence on entrepreneurial motivation, with skills having a more dominant impact. These results indicate that developing entrepreneurial skills through education or related programs can increase students' entrepreneurial motivation. It is hoped that these findings can contribute to the entrepreneurship literature in the Indonesian context and help develop more effective entrepreneurship programs in higher education.

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INTRODUCTION

Both economically and socially, entrepreneurship is crucial especially in developing countries like Indonesia. Statistics shows that in 2023 the youth unemployment rate in Indonesia is at 13.94%, a stagnant number compared to previous year (Statista, 2023). Compared to other countries in Southeast Asia, it is one of the highest in the region (World Bank, 2020). As the demographic dividend will come in the next 5–10 years, Indonesia has an opportunity to levelling up its economy. Encouraging young entrepreneurs is seen as one way to overcome current youth unemployment as well as a step to build a robust economic growth in the future (SMERU Research, 2021).

Previous Studies have explored the factors that drives motivations in entrepreneurship (Baum et al., 2001; Martin et al. (2013; Faick et al., 2016) but the implications lack generalization that could lead to different findings within geographical difference. Moreover, some researchers do not factor in the interplay of ability and opportunity in the determination of an individual's motivation to invest in entrepreneurship. It is, therefore, important to grasp the determinants of entrepreneurial motivation for appropriate policies to be formulated especially for Indonesian Students. (Nabi et al. 2017).

To find what motivates Indonesian students to start their journey in entrepreneurship, this research strives to bridge the gap of defining the possible factors that drives motivation by evaluating how ability and opportunity in entrepreneurship work together to affect students' entrepreneurial motivation in Indonesia. The implications of this study would be of benefit for startup space / incubation organization, governments, and education institutions where they could effectively define what aspects that should be invested on a student to increase their motivation in entrepreneurship.

LITERATURE REVIEW

Entrepreneurship Ability

Entrepreneurial skills are a set of attributes that are necessary for the success of any entrepreneurial activity; this can be both soft and hard in nature. As per Shekarian and Parast (2021), the components of entrepreneurial skill includes the skill of management, the skill of social interaction, as well as the technical and financial skills. There are soft skills such as communication and leadership that are crucial for team management and networking, but there are also hard skills such as financial management and technical skills that are required to operate the business on a day to day basis and make appropriate decisions.

Iglesias etal and Hill (2024) also further state what entrepreneurial skills are the abilities bundle which one needs so as to perform any self employment activity. They stress on the need for both soft and hard skills in the effective establishment and operation of a venture. Among the soft skills described by Iglesias and Hill, L. Hill are self confidence, leadership, effective communication, emotional understanding, group relations and flexibility. Hard skills comprise skills such as financial management, technical skills, strategic planning and market analysis.

The soft skills delineated by Shekarian and Parast (2021) and Iglesias and Hill (2024) are similar and include leadership, communication, and teamwork. The ability to communicate, lead, and work with others, or in this case, in a panel of engineers in India, was Kumar et al (2022) viewed as essential skills for entrepreneurship. Additionally, it was also important to be able to lead effectively and manage uncertainty and risk.

Hard skills standards formulated by Shekarian and Parast (2021) and Iglesias and Hill (2024) include financial and technical edges. Also speaking from the perspective of entrepreneurship education in the Middle East and North Africa region, Garcia et al. (2022) also pointed out financial management and technical competencies as relevant entrepreneurial competencies as well.

Entrepreneurial skills are seen as important as they help an individual gain employment and can be motivation to be an entrepreneur. Self-efficacy or an individual's self-belief, which Shekarian and Parast (2021) notes may have considerable effect on project performance, is vital. Project based learning is, therefore, quite useful since it provides realistic and active learning that may improve students' entrepreneurial skills.

Iglesias and Hill (2024) similarly underlined that this, as well as other entrepreneurial skills, can be developed by different means, such as education or training, mentorship or experience. They pointed out the need to combine soft and hard skills in education in order to encourage the students to practice entrepreneurship.

As Garcia and his colleagues (2022) explain, the region MENA should place emphasis on acquiring competencies that are practical for present and future job opportunities. The other or additional competencies or extra-curricular ones are critical in enhancing the employability of graduates as well as sustaining them in a fast paced and ever changing world.

Entrepreneurship Opportunity

Entrepreneurship, which has been extensively written about in different scholarly works, can be summarized in one word – opportunity. There is a need to recognize the complexity of the definition of opportunity in entrepreneurship as it has been viewed through a number of lenses. One might define opportunity as a dynamic and complex event, perceivable by an entrepreneur as an unutilized market need that can be not only profitable but also socio responsible (Rubleske & Berente 2017). With this definition, it can be seen that opportunities are not static and exist in the minds of entrepreneurs who find them potential market gaps that can be tapped.

As Short et al. (2009) assert, there are several defining facts about the opportunity concept in entrepreneurship research, mostly thanks to the big amount of literature concerned with how this concept should be understood and what is its core potential. Smith et al. (2009) expand on this topic as well by presenting the idea of tacit and codified entrepreneurial opportunities and placing opportunity management along the knowledge management processes in great particulars – the processes of opportunity identification. From these

points, it is understood that the concept of opportunity is an important premise in all forms of entrepreneurial activities.

Further, Ratten (2023) also cites Shane and Venkataraman who define entrepreneurship with opportunity recognition as its central structure. Such a formulation underscores the turning that occurs in searching for, assessing and utilizing opportunities to provide goods and services in the future, thus portraying entrepreneurship in a progressive, creative and active manner. Mean while, Hansen et al. (2016) sought the operationalization of entrepreneurial opportunity for the purpose of disentangling the concepts and processes relative to the opportunity in the context of entrepreneurship.

Leong (2023) presented an idea of the opportunity as a hologram which is meant to combine the several opportunities definition variants in entrepreneurship and it thus forms a coherent perspective of this essential aspect of entrepreneurial activity. According to Hansen et al. (2011), even though opportunity is a crucial pillar in the entrepreneurship domain, it is quite a pity that there are no clear and conceptual definitions addressing the issue in the entrepreneurship literature. Such lack calls for further need for defining and understanding of the entrepreneurial opportunity with a different perspective.

The examples of how the resource-based view has been adopted by corporates, and its application made by its managers are highlighted by Dissanayake et al. as cited in 2017 (Carlisle et al. P12-L34). In this regard, an understanding of opportunity recognition as a resource for enhancing competitiveness becomes important. In this narrative, opportunities are viewed through a new lens, that of sustainable business – or creating and pursuing new business ideas with the intention to protect nature, life support and ecosystems, bringing new technologies and new services as Shepherd & Patzelt (2011) put it. The role of sustainability in its broadest sense is starting to become more important, and this cuts across the opportunities.

Equally, Clark and Harrison (2018) argue that when defining who an entrepreneur is, it becomes imperative to include an opportunity in order to stay consistent with real-life developments and practices. It should be noted that Kahn (2022) makes a distinction between innovation and entrepreneurship by describing the creation of a new business as an opportunity, and 'the ability to recognize' opportunities is in fact a key role in the scope of entrepreneurship. Hammerschmidt et al. (2022) present entrepreneurship as a process whereby people seek to discover new opportunities and are able to utilize them, stressing the newness aspect in enhancing entrepreneur's activities.

Entrepreneurship Motivation

Two categories of entrepreneurship have been identified in the Entrepreneurship Survey by Reynolds et al. (2002): need entrepreneurship and opportunity entrepreneurship. Need entrepreneurship suffices the situation, whereby an individual decides to start a business because he is either unable to find any other alternative employment or is dissatisfied with the existing job

opportunities. Opportunity entrepreneurship, on the other hand, is when an individual sees a gap in the market and undertakes to gratify it (Ribes-Giner et al., 2018).

Social entrepreneurship is different in that it offers a different mode of motivation to individuals. The work of Petrovskaya and Mirakyan (2017) shows that social entrepreneurs want to earn money, but not only, because they want to do something good and help others This selfless motive is important because it sets social entrepreneurship apart from business as usual Petrovskaya & Mirakyan argues, social entrepreneurship can also be explained through concepts like servant leadership that argue for good business with good social impact P.59

Alongside that, Ghalwash et al. (2017) stress that social entrepreneurs are concerned with social issues, everyday life, social influence, and motivation, and therefore, all these are self driven. All these different motives make social entrepreneurship and its driving factors complicated and many actors who influence social entrepreneurs' entrepreneurial decisions are present. Ghalwash et al. (2017).

Engaging women entrepreneurs, Dhar (2022), pointed out the factors that push and pull towards their self employment activities. A pull factor may be defined as able to provide to women wanting to enter entrepreneurship: economic liberty, higher income, self satisfaction and self growth whereas job frustration and poor career opportunities can be some of the push factors which can drive women to take up business ownership (Dhar, 2022).

RESEARCH METHODS

This study employs quantitative techniques that are consistent with the definition offered by Creswell (2014). He argues that quantitative research is an approach in which the statistical relationships between variables measured are tested. When the numerical data are available, explanatory and descriptive qualitative methods are further used to explain and give a broad overview of the outcomes of the quantitative study.

The primary data was gathered through a self-designed questionnaire that in this instance employed a 1-5 Likert Scale focusing on level of competencies and opportunities possessed by students and the role of these attributes on their motivation towards entrepreneurship. The study population consisted of 314 volunteer students from different disciplines from higher learning institutions, universities, and colleges across Indonesia. The subjects were picked at random, and the elicited Questionnaire was issued online via Google Forms to facilitate students of different backgrounds in terms of location.

In the checklist, elements that were competencies measured include technical knowledge of how things are done, how managerially oriented one is, and level of individuals' social skills while opportunities were measured by availability such as access to resources; personal and professional social connections and existence of an entrepreneurial supportive environment (Gundry et al., 2014).

Statistical test used for this research includes normality and validity test

through alpha cronbach test, followed by pearson correlation test to examine if each variables has correlations, and then a linear regression analysis is carried out to explore how each independent variables could predict the given dependent variables. Lastly, we will test the data for its confidence and multicollinearity issue through VAR score.

Research Design

The research is designed to determine the correlation between students entrepreneurship skill and entrepreneurship opportunity toward their motivation dive into entrepreneurship. Based on ltierature review, there are 4 hypothesis that this research will try to answer. The given hypothesis are :

H1 : Entrepeneurship Ability directly influence Entrepeneurship Motivation

H2 : Entrepeneurship Opportunity directly influence entrepreneurship Motivation

H3 : Entrepreneurship Ability and Opportunity simultanously influence Entrepreneurship Motivation

H4 : Entrepreneurship Ability and Entrepeneurship Opportunity is correlated positively.

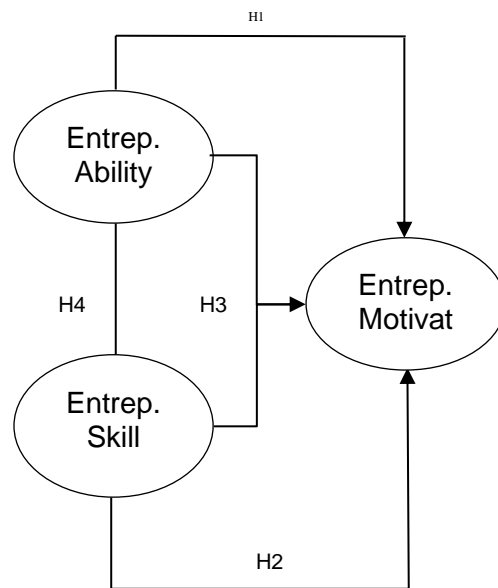Based on the hypothesis, the research model is mapped as the graph below :

Figure 1. Initial Research Model
Source: Data processed by Author (2024)

RESULTS AND DISCUSSION

The participants of this research are students from different areas in Indonesia, indicating a broad coverage of the student population. A sum of 313 respondents took part in this study, making it quite easy to obtain a considerable dataset for analysis. A large part of these students has some experience in business, which boosts their motivation, skills and perceptions of the opportunities available in business and doing such activities. Such experience in the field of business could also shape their general attitudes and goals in relation to that particular field. Hyphothesis test is carried out as follows :

Figure 2. Initial Variable Reliability Test

Variable Name	Alpha Cronbach Value
Entrepreneurship Motivation	0.893
Entrepreneurship Skill	0.873
Entrepreneurship Opportunity	0.866

Source : Data process by author (2024)

The Cronbach's Alpha value from testing each constituent variable is 0.873 for Ability, 0.866 for Opportunity, and 0.893 for Entrepreneurial Motivation. These values demonstrate acceptable to excellent reliability, indicating that the items used to measure each contruct are consistent. Then, a reliability test was also carried out with the Cronbach's Alpha value for the reliability of all variables, where the questions (total N) that composed each variable were made into one new composite variable to become X1, X2, and Y1. The following are the results of the reliability test analysis of the 3 composite variables.

Figure 3. Composite Variable Reliability Test

Cronbach's Alpha	N of Items
.910	3

Source: Data process by author (2024)

The results of the reliability test show that overall, the variables Ability (X1), Opportunity (X2), and Entrepreneurial Motivation Y1 are reliable with Cronbach's alpha 0.910. If alpha > 0.90 then reliability is perfect. If alpha is between 0.70 – 0.90 then reliability is high. If alpha is 0.50 – 0.70 then reliability is moderate. If alpha < 0.50 then reliability is low. If alpha is low, it is likely that one or more items are unreliable. Based on the results of the analysis above, the Cronbach's Alpha value of 0.910 > 0.70 indicates that the reliability of these three variables has a perfect level of reliability. Statistically it could be said that all of the three variables are reliable to be carried out on further data analysis on their correlation.

Figure 4. Descriptive Statistics

Variable	Mean	Std. Deviation	N
Motivasi Wirausaha	3.4995	0.54163	313
Keterampilan	3.4652	0.53383	313
Kesempatan	3.4569	0.52741	313

Source: Data process by author (2024)

Descriptive statistics reveal the average value for Entrepreneurial Motivation (Y1) is 3.4995, for Ability (X1) is 3.4652, and for Opportunity (X2) is 3.4569. Intepretation of the Mean is that from a likely 5-point scale, respondents mostly agrees to the questions given as each of the mean is above 3. The standard deviations for these variables are relatively low, indicating that the data points are highly clustered around the mean, indicating a low level of variability in the sample.A pearson correlation test is carried out as the next step of the analysis.

Figure 5. Pearson Correlation Test

		E. Motivation	E.Skill	E. Opportunity
Pearson Correlation	Entrepreneurship Motivation	1.000	.758	.746
	Entrepreneurship Skill	.758	1.000	.808
	Entrepreneurship Opportunity	.746	.808	1.000
Sig. (1-tailed)	Entrepreneurship Motivation	.	.000	.000
	Entrepreneurship Skill	.000	.	.000
	Entrepreneurship Opportunity	.000	.000	.
N	Entrepreneurship Motivation	313	313	313
	Entrepreneurship Skill	313	313	313
	Entrepreneurship Opportunity	313	313	313

Source: Data process by author (2024)

Pearson correlation calculations were carried out to evaluate the relationship between dependent and independent variables. Pearson correlation is denoted in the form of an r value which has a range between +1 to -1, with +1 having a perfect positive correlation, -1 a perfect negative correlation, and 0 having no correlation at all. Based on the results of the Pearson correlation calculation above, the Pearson correlation coefficient shows a significant positive correlation

between Entrepreneurial Motivation (Y1) and Ability (X1) with a value of r = 0.758, between Entrepreneurial Motivation (Y1) and Opportunity (X2) with a value of r = 0.746. These correlations indicate a strong relationship between these variables, with Ability and Opportunity highly correlated with Entrepreneurial Motivation. From this interpretation, H4 is accepted as entrepreneurship ability correlate positively with entrepreneurship opportunity, indicating that individuals with greater skills are likely to have more opportunities related to entrepreneurship, or vice versa.

Tabel 6. Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	.791ᵃ	.626	.624	.33229	1.897

a. Predictors: (Constant), Opportunity, Ability
b. Dependent Variable: Entrepeneurship Motivation

Source: Data process by author (2024)

Regression analysis aims to determine the predictive power of Ability (X1) and Opportunity (X2) on Entrepreneurial Motivation (Y1). The results of the model summary show an R-value of 0.811, R² of 0.658, Adjusted R² of 0.653, and Standard Error of the Estimate of 0.38667. The R-Value measures the correlation between the dependent and independent variables, where the R-Value must be> 0.4 to be declared significant. X1 and X2 have an R-Value of 0.811, which means that these two variables have a significant positive effect on student entrepreneurial motivation. Meanwhile, R-Square shows the total variation for the dependent variable that can be explained by the independent variable. R-Square value >0.5 indicates that the model is effective enough to explain the relationship, then this research model is significant because the R-Square value is 0.658 > 0.5 Durbin-Watson statistic is 1.897, which is close to the value of 2, indicating there is no significant autocorrelation in the residuals.

Tabel 7. ANOVA Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	57.298	2	28.649	259.454	.000ᵇ
Residual	34.230	.310	.110		
Total	91.528	.312			

a. Dependent Variable: Entrepeneurship Motivation
b. Predictors: (Constant), Opportunity, Ability

Source: Data process by author (2024)

The ANOVA shows an F value of 259.454 with a significance level of p < 0.000. The model is considered statistically significant if the P value

is <0.05, indicating that the null hypothesis will be rejected. The ANOVA test results show that this model is statistically significant with a p value of 0.000 < 0.05. This states that ability and opportunity together have a significant effect on entrepreneurial motivation, **so H3 that state entrepeneurship ability and opportunity influence motivation is accepted**. From this result, a significance test will be carried out using the regression coefficient method to show that the strength of each independent variable in predicting the dependent variable.

Tabel 8. Significance Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.562	.130		4.306	.000
Ability	.453	.060	.447	7.570	.000
Opportunity	.396	.061	.385	6.532	.000

Source: Data process by author (2024)

The regression analysis results show that both Ability (X1) and Opportunity (X2) have a significant and positive influence on Entrepreneurial Motivation (Y1). The constant value of 0.562 with a standard error of 0.130 is significant at the p < 0.000 level, indicating that the average value of Entrepreneurial Motivation is 0.562 when the value of Ability and Opportunity is zero. Ability has an unstandardized regression coefficient of 0.453 with a standard error of 0.060, and is significant at the p < 0.000 level, with a standardized beta coefficient of 0.447. This indicates that every one unit increase in Ability will increase Entrepreneurial Motivation by 0.447 units. Likewise, Opportunity has an unstandardized regression coefficient of 0.396 with a standard error of 0.061, and is significant at the p < 0.000 level, with a standardized beta coefficient of 0.385. This indicates that every one unit increase in Opportunity will increase Entrepreneurial Motivation by 0.385 units. The beta value indicates that Ability has a slightly stronger impact on Entrepreneurial Motivation than Opportunity. From this Interpretation, the hyphotesis that entrepreneurship ability directly influence motivation (H1) and entrepreneurship opportunity directly influence motivation (H2) is accepted.

Tabel 9. Confidence Level and Multicollinearity Test

Variabel	95.0% Confidence Interval for B		Collinearity Statistics	
	Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	.305	.818		

Opportunity	.335	.571	.347	2.884
Ability	.276	.515	.347	2.884

Source: Data process by author (2024)

The 95% confidence interval for Skill is between 0.335 and 0.571, and for Opportunity between 0.276 and 0.515, indicating a high level of confidence for both variables. The VIF (Variance Inflation Factor) value of 2.884 for both predictors indicates that although there is a correlation between Skills and Opportunities, multicollinearity is not a serious problem as the VIF value is below the threshold of 10. Overall, this regression analysis concludes that Skills and Opportunities contribute significantly and positively to Entrepreneurial Motivation, with the influence of Skills being slightly more dominant.

CONCLUSION

The results of the research analysis show that students' skills and opportunities affect their interest in entrepreneurship. Students' skills in Indonesian entrepreneurship such as managerial skills, finance, and technical knowledge of business development have a significant positive impact on entrepreneurial motivation. Likewise, opportunities have a significant positive impact on entrepreneurial motivation in Indonesian students. The opportunities that students get, whether they get the opportunity to learn about entrepreneurship, entrepreneurial development platforms, and directing students about entrepreneurial abilities, affect how entrepreneurial motivation is formed in students. Skills have a more significant impact on influencing entrepreneurial motivation than opportunities. The research implications emphasize that the development of entrepreneurial skills through education or entrepreneurship programs has a positive impact on the development of student motivation in entrepreneurship. The opportunity to develop entrepreneurial skills and get direction in developing their business also has a positive impact on their motivation, so assistance by experts such as lecturers or practitioners during student business development has a significant effect on how they will continue to be motivated to be entrepreneurs.

For future research, researchers can explain in more detail what skills have the most significant effect on students who have or want to become entrepreneurs. This is to further measure what skills most strengthen student motivation in entrepreneurship. In addition to skills and opportunities, of course there are many other basic factors that influence entrepreneurial motivation such as student attitudes towards entrepreneurial potential, subjective norms, and perceptions of student self-control. Researchers can conduct further research related to these factors to measure what factors affect student motivation beyond skills and opportunities. The focus of this research is students in Indonesia, so researchers can conduct comparative research with samples outside Indonesia to strengthen the results of this study.

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