

# Taking/receiving and giving (TRG): A comparison of two quantitative pilot studies on students' entrepreneurial motivation in Indonesia

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## Abstract

The objective of this study is to understand university students' entrepreneurial motivation between two groups with different backgrounds. The authors examines whether taking/receiving and giving (TRG) motivation is applicable. A qualitative study was conducted to explore ideas relating entrepreneurial motivation and the results were adapted into quantitative indicators. To validate the quantitative instrument, the authors chose two different groups: the first group consists of students with entrepreneurial education and the second group consists of students without an entrepreneurial education. For the qualitative study, data were collected using projective technique and analyzed using content analysis. For the quantitative studies, data were collected through online surveys and analyzed using exploratory and confirmatory (structural equation model) analyses. As a result, TRG motivation works on samples with an entrepreneurial education whereas intrinsic and extrinsic motivation works for samples without an entrepreneurial education.

**Keywords:** entrepreneurial motivation; projective technique; exploratory and confirmatory factor analyses; structural equation model; Indonesia

## **Taking/receiving and giving (TRG): A comparison of two quantitative pilot studies on students' entrepreneurial motivation in Indonesia**

### **1. Introduction**

The objective of this study is to explore university students' entrepreneurial motivation between two groups with different backgrounds (with and without an entrepreneurial education) in Indonesia. By knowing this, universities, government, or other parties who have a concern on entrepreneurial education, may design an entrepreneurial programs to attract students to be a young entrepreneur. Many studies showed that entrepreneurial education increased students' motivation and intention to be an entrepreneur (Bellotti et al., 2014; Duval-Couetil, 2013; Karimi, Biemans, Lans, Chizari, & Mulder, 2014; Piperopoulos & Dimov, 2014; Solesvik, 2013).

According to the Bureau of Statistics (2012), up to 2012, there were 56.534.592 micro, small, and medium sized enterprises in Indonesia. This number is considered low comparing to the total population. Therefore, the government promotes entrepreneurship and encourages housewives, employees, and particularly university students to be an entrepreneur. Generally, the promotion includes courses, seminars, workshops, and competitions. Using data from two quantitative pilot studies, the aim of this study is to understand students' entrepreneurial motivation using two groups of samples: first group was those who had entrepreneurship education and second group was those who had not have entrepreneurship education.

### **2. Literature review**

In conducting studies on students' entrepreneurial motivation, researchers used and resulted different approaches including pull and push (De Silva, 2010), achievement (Gamage, Cameron, & Woods, 2003; Shane, Locke, & Collins, 2003; Ullah, 2011), employed and self-employed (Berthold & Neumann, 2008; Jones, Beynon, Pickernell, & Packham, 2013), and extrinsic and intrinsic (Kauanui, Ashley-Cotleur, & Solomon, 2003) motivations. Extrinsic motivations are inner motivations that are influenced by individuals whereas intrinsic motivations are motivations that are influenced by outer of those individuals (Kompf, 2012).

Another approach that has never been applied in entrepreneurial study is taking/receiving and giving (TRG) motivation. TRG motivation was applied by Suhud (2014) on volunteer tourism. Based on his findings, motivation is not a single variable. Using a mixed-methods study, he found that motivation should be divided into taking/receiving motivation and giving motivation variables. Suhud (2014) mentioned that to be involved in volunteer tourism, volunteer tourists and potential volunteer tourists were motivated by taking/receiving motivation, as representative of motivation in tourism and giving motivation, as representative of motivation in volunteerism and volunteer tourism.

The authors are interested in applying this TRG as there are found indicators on entrepreneurial motivation indicating taking/receiving motivation variable, such as "to increase my income", "to prove I can do it", and "to be my own boss" (Benzing, Chu, & Kara, 2009; Keat & Ahmad, 2012; Robichaud, Cachon, & Haq, 2010; Stefanović, Ranković, & Prokić, 2011). This variable shows individuals' egoistic and self-interest aspects. On the other hand, some other indicators, such as "to provide jobs for family members" and "to provide employment" (Fatoki & Patswawairi, 2012; Robichaud et al., 2010; Samuel, Ernest, & Awuah, 2013; Zimmerman & Chu, 2013) indicate to be part of giving motivation variable. This variable shows individuals' altruistic aspects.

### 3. Methodology

This is a mixed-methods study with the qualitative approach was in the first step and followed by two pilot studies.

#### 3.1 The qualitative study

For the qualitative study, data were collected using a projective technique (Catterall & Ibbotson, 2000; Donoghue, 2000). The authors asked a question about participants' motivation to be an entrepreneur and they wrote down the answer on sticky note paper for each idea of answers. On the wall, the authors hung a giant poster of human anatomy. Furthermore, the participants stucked the sticky note paper on the poster and adjusted to the parts of the anatomy – head, breast, stomach, legs, hands, and genital area. This activity stimulated participants to be more productive resulting ideas of answers. In total, there were 65 (38 female and 27 male) university students who had an entrepreneurial education who joined the research. This qualitative step was conducted in September 2013.

#### 3.2 The quantitative pilot studies

For the quantitative pilot studies, data were collected using online surveys. The authors invited participants into a computer room and through an email gave them a link to the web-based online questionnaire. The participants filled in the questionnaire and the authors obtained the feedbacks right away in the room. All data collections were conducted within November 2013. Of the first pilot study, 68 university students who had an entrepreneurial education participated, consisted of 46 female and 22 male students. In addition, 65 participants were Muslims, 14 of them ran a business, and 23 of them had a parent ran a business. Of the second pilot study, 185 (130 female and 55 male) students who had no an entrepreneurial education responded the invitation to join the research. Again, Islam was the predominant religion of the participants (170) and 59 of all ran their own business and 57 of them had a parent ran a business. A question relating religion was intentionally addressed as inspired by the qualitative findings.

### 4. Findings

#### 4.1 The qualitative study findings

The authors obtained 202 keywords relating to students' entrepreneurial motivation and adapted each of them into an indicator for the quantitative study instrument. As mentioned earlier, the authors used only indicators produced by the qualitative study. However, after observing the results and literature, the authors found that some indicators are similar with indicators used by many researchers before. These indicators include "to be my own boss", to realise my dream", and "to increase my social status". Furthermore, these similar indicators below are included in many studies undertaken by Gray, Foster, and Howard (2006), Osman et al. (2010), Samuel et al., 2013, Neneh (2014), Gray et al. (2006), Stanley (1987), Keat and Ahmad (2012), Singh (1993), Zimmerman and Chu (2013), Benzing et al. (2009), Fatoki (2010), Fatoki and Patswawairi (2012), (Basu and Altinay (2002), Karimi et al. (2014), Ullah (2011), and Zhu and Chu (2010).

**Table 1**

*Indicators that similar with the ones that have been used by other researchers*

Adapted indicators	
Cannot work for others.	Opportunities in the market
Encouraged by a friend.	Opportunity to offer employment to others To allow for early retirement.
Family business.	To be innovative by developing new ideas.
I like taking risk.	To be my own boss.
Interest in subject.	

**Table 2 ... continued**

	Adapted indicators
To become independent.	To obtain my personal growth.
To become wealthy.	To prove I can do it.
To build a business to pass on.	To provide employment.
To compete with others.	To provide job security.
To reduce poverty.	To pursue my own interest.
To develop new ideas.	To realise my dream.
To earn a reasonable living	To respond to change.
To earn more money.	To result of my financial security.
To gain public recognition.	To support my family.
To have my personal freedom.	To take advantage of my creative talent.
To increase my social status.	To use the skill learned in the university.
To meet the challenge.	

Furthermore, the Table 2 below shows some unique indicators that have never been used by other researchers.

**Table 2**

*Unique indicators that never have been used by other researchers*

	Adapted indicators
Being an entrepreneur is cool.	To have many friends.
Don't have to work for other people.	To get my financial freedom at the age of 30.
Don't look for a job but provide a job.	To give other people.
Don't want to be managed by other people.	To go to the pilgrimage of hajj using my own money.
For the wealthy of the society.	To have a better future.
Inspired by my parent.	To have a vision and mission.
To be an entrepreneurial motivator.	To employ people.
To be discipline with time.	To make my live be more stable.
To be like Mohammad the prophet having own business.	To make my parent proud.
To be proud by having my own business.	To make my parent/family happy.
To be successful more than my parent.	To motivate people to be a successful entrepreneur.
To be useful for others.	To obtain a proper life.
To buy my parent a house.	To obtain a good name.
To continue studying overseas.	To promote the good name of Islam.
To contribute to my country.	To realise my hope.
To decrease the number of jobless people.	To realise my pray.
To ease other people's lives.	To share with street kids.
To enjoy my later life with a financial problem.	To socialise with other people.
To enrich myself with experiences.	To stimulate my brain to get brilliant ideas.
To exercise to be more creative.	To support government's programs.
To get a wide business network.	To take advantage of my background.
To get everything I want.	To take my parent to the pilgrimage of hajj.
To have flexible time.	To travel overseas.
To get married in the young age.	

#### 4.2 The quantitative pilot study #1

**Exploratory factor analysis** - Exploratory factor analysis is used in this work as a way to validate the indicators, dimensions, and variables (Holmes-Smith, 2010). As a result, 40 indicators retain during the analysis. These indicators survive under 11 dimensions, including 'safety' (factor loadings ranging from 0.646 to 0.806), 'family' (factor loadings ranging from 0.687 to -0.902), 'religious' (factor loadings ranging from -0.561 to -0.995), 'independent' (factor loadings ranging from 0.701 to 0.887), 'public service' (factor loadings ranging from 0.549 to 0.889), 'self-development' (factor loadings ranging from 0.800 to 0.862), 'creative' (factor loadings ranging from 0.493 to 0.834), 'parent' (factor loadings ranging from -0.675 to -0.797), 'nationalistic' (factor loadings ranging from 0.605 to 0.619), 'hope' (factor loadings ranging from 0.802 to 0.914), and 'time

flexibility' (factor loadings ranging from 0.430 to 0.782) motivations (please see Table 3). In general, Cronbach's alpha score of the first pilot study from all dimensions ranging from 0.630 (family motivation dimension) to 0.943 (religious motivation dimension) (please see Table 3) and all dimensions are considered reliable. According to Nunnally and Bernstein (1994), the acceptable score for a reliability test should be 0.6 and greater.

**Table 3**

*Results of exploratory factor analysis of the first pilot study and reliability tests*

Indicators		1	2	3	4	5	6	7	8	9	10	11
<b>1</b>	<b>Safety motivation</b>											
Q7-30	To increase my social status.	0.806										
Q8-22	To result of my financial security.	0.761										
Q8-24	To make my live be more stable.	0.732										
Q9-4	To provide job security.	0.646										
	Cronbach's alpha	0.881										
<b>2</b>	<b>Family motivation</b>											
Q3-40	To make my parent proud.		-0.902									
Q3-29	To support my family.		-0.850									
Q3-32	To buy my parent a house.		-0.821									
Q3-16	To be successful more than my parent.		-0.779									
Q5-9	To have a better future.		-0.743									
Q7-26	To enjoy my later life without a financial problem.		-0.687									
	Cronbach's alpha		0.630									
<b>3</b>	<b>Religious motivation</b>											
Q6-2	To take my parent to go to the pilgrimage of hajj.			-0.995								
Q9-11	To go to the pilgrimage of hajj using my own money.			-0.977								
Q3-9	To be like Muhammad the prophet having own business.			-0.851								
Q6-25	To promote the good name of Islam			-0.817								
Q10-28	The Prophet's 'sunnah'.			-0.561								
	Cronbach's alpha			0.943								
<b>4</b>	<b>Independent motivation</b>											
Q10-12	Can't work for other people.				0.887							
Q10-13	Don't want to be managed by other people.				0.885							
Q10-18	Don't have to work for other people.				0.718							
Q10-17	Don't search, but provide a job.				0.701							
	Cronbach's alpha				0.835							
<b>5</b>	<b>Public service motivation</b>											
Q6-1	To ease other people's lives.					0.889						
Q7-8	To eliminate poverty.					0.762						
Q12-25	To share with street kids.					0.639						
Q3-36	To support my country.					0.549						
	Cronbach's alpha					0.797						
<b>6</b>	<b>Self-development motivation</b>											
Q3-2	To obtain my personal growth.						0.862					
Q3-4	To be useful for others.						0.800					
	Cronbach's alpha						0.708					
<b>7</b>	<b>Creative motivation</b>											
Q3-20	To exercise to be more creative.							0.834				
Q3-21	To stimulate my brain to get brilliant ideas.							0.791				
Q6-3	To be a business motivator.							0.493				
	Cronbach's alpha							0.707				
<b>8</b>	<b>Parent's role motivation</b>											
Q12-4	Get inspired by my parent.								-0.797			
Q12-5	Being an entrepreneur is cool.								-0.675			
	Cronbach's alpha								0.650			
<b>9</b>	<b>Nationalistic motivation</b>											
Q7-19	To reduce poverty.									0.619		
Q3-24	To build a business to pass on.									0.610		
Q12-3	For the wealthy of society.									0.605		
	Cronbach's alpha									0.781		
<b>10</b>	<b>Hope motivation</b>											
Q10-21	To realise my hope.										0.914	
Q8-5	To be my own boss.										0.802	
	Cronbach's alpha										0.721	
<b>11</b>	<b>Time flexibility motivation</b>											
Q10-25	To take advantage from my life background.											0.782
Q10-7	I like taking risk											0.697
Q5-21	To have flexible time.											0.526
Q12-29	To be discipline with time.											0.470
Q7-6	To use the skill learned in the university.											0.430
	Cronbach's alpha											0.782

4.3 Confirmatory factor analysis

Hair Jr. et al. (2006) mention that to calculate structural equation modelling, it requires at least 150 sample to avoid failure in calculation. However, even though in this first pilot study only 68 samples involved, the authors insisted to use this tool to examine the data. As a result, two fitted constructs were succeeded to be developed. The first construct illustrates the first variable of motivation and it considers as taking/receiving motivation. This variable owns three dimensions – ‘safety’ with four indicators, ‘creativity’ with two indicators and ‘time flexibility’ with four indicators. This construct fits with probability score of 0.399, CMIN/DF of 1.044, CFI of 0.996, and RMSEA of 0.026.

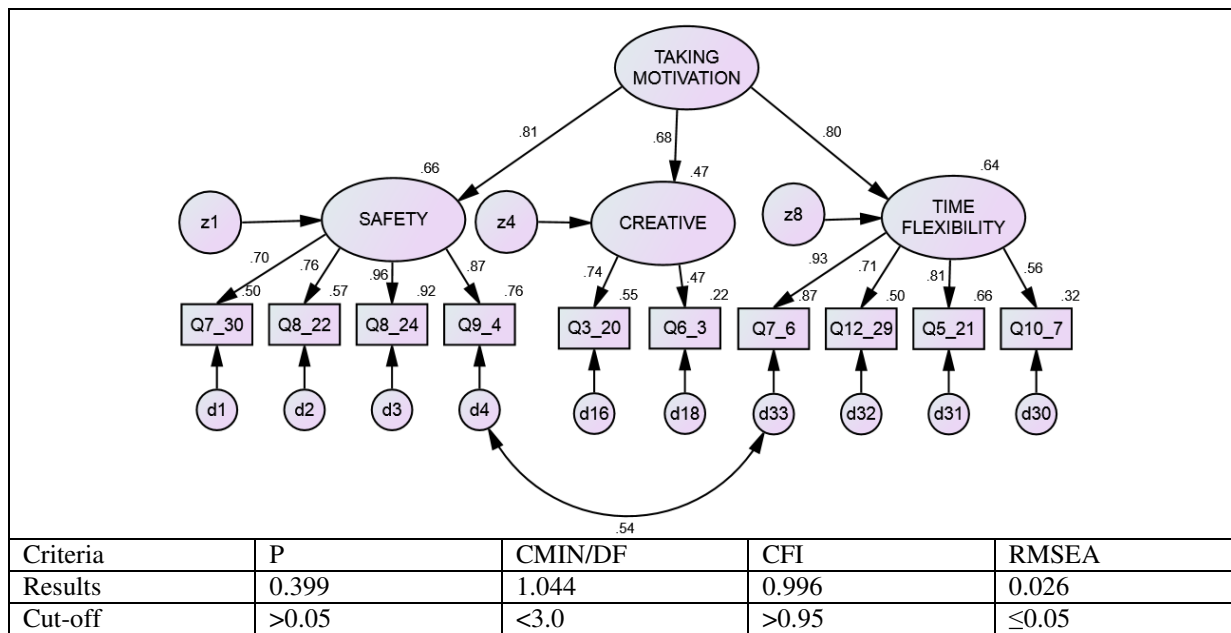


Figure 1. The fitted construct of taking/receiving motivation

The second construct below shows giving motivation variable with three dimensions – ‘public service’, ‘nationalistic’, and ‘family’ motivations. This construct fits with probability score of 0.327, CMIN/DF of 1.991, CFI of 1.105, and RMSEA of 0.040.

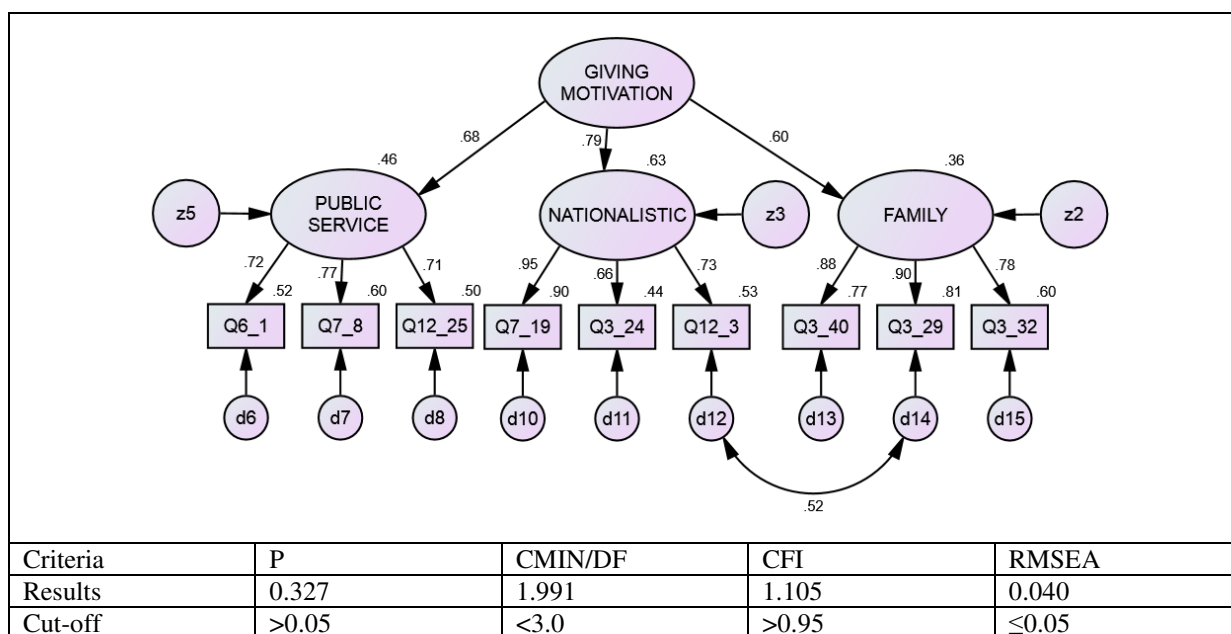


Figure 2. The fitted construct of giving motivation

4.4 The quantitative pilot study #2

The following tables and figures show the results both of the factor analyses and the confirmatory factor analyses.

**Exploratory factor analysis** - In total, 40 indicators under nine dimensions retained during exploratory factor analysis including 'innovative' (factor loadings ranging from 0.556 to 0.906), 'hope' (factor loadings ranging from 0.699 to 0.836), 'ambitious' (factor loadings ranging from 0.522 to 0.841), 'parent' (factor loadings ranging from 0.602 to 0.730), 'networking' (factor loadings ranging from 0.415 to 0.682), 'altruism' (factor loadings ranging from -0.571 to 0.774), 'religious' (factor loadings ranging from 0.674 to 0.889), 'raw model' (factor loadings ranging from -0.422 to 0.789) and 'devotion' (factor loadings ranging from 0.417 to 0.759) motivations (please see Table 4). For the second pilot study, the Cronbach's alpha scores are ranging from 0.622 (innovative motivation dimension) to 0.932 (devotion motivation dimension). Therefore, all dimensions are reliable (Nunnally & Bernstein, 1994) and included for further analysis.

**Table 4**

Results of exploratory factor analysis of the second pilot study and reliability tests

Indicators		1	2	3	4	5	6	7	8	9
<b>1</b>	<b>Innovative motivation</b>									
A5-1	To obtain my personal growth.	0.906								
A5-2	To be innovative by developing new ideas	0.891								
A5-3	To achieve a goal.	0.853								
A5-4	To use the skill learned in the university.	0.820								
A5-6	To obtain a proper life.	0.556								
	Cronbach's alpha	0.932								
<b>2</b>	<b>Hope motivation</b>									
A8-13	To take advantage from my education background.		0.836							
A8-12	To realise my hope.		0.817							
A8-11	To realise my pray.		0.813							
A8-14	To realise my dream.		0.779							
A8-9	Don't search a job but provide it.		0.699							
	Cronbach's alpha		0.869							
<b>3</b>	<b>Ambitious motivation</b>									
A4-7	To travel overseas.			0.841						
A4-9	To get everything I want.			0.790						
A3-5	To get a financial freedom at the age of 30.			0.700						
A5-16	To enjoy my later life without a financial problem.			0.643						
A5-14	To get married in my young age.			0.609						
A2-6	To get solid vision and mission.			0.581						
A3-17	To get many experiences.			0.522						
	Cronbach's alpha			0.821						
<b>4</b>	<b>Parent motivation</b>									
A1-17	To make my parent/family happy.				0.730					
A1-11	To be successful more than my parent.				0.637					
A1-12	To become independent.				0.602					
	Cronbach's alpha				0.786					
<b>5</b>	<b>Networking motivation</b>									
A3-3	To build a wide business network.					0.682				
A3-2	To have many friends.					0.643				
A4-13	To support government's programs.					0.630				
A4-14	To continue my study abroad.					0.579				
A6-1	To increase my social status.					0.455				
A3-4	To be proud by having my own business.					0.415				
	Cronbach's alpha					0.835				
<b>6</b>	<b>Altruism motivation</b>									
A3-16	To employ other people.						-0.774			
A3-15	To motivate others to be a successful entrepreneur.						-0.722			
A3-10	To own an achievement.						-0.720			
A4-15	To take advantage of my creative talent.						-0.571			
	Cronbach's alpha						0.794			
<b>7</b>	<b>Religious motivation</b>									
A4-2	To take my parent to the pilgrimage of hajj.							0.889		
A7-8	To go to the pilgrimage of hajj using my own money.							0.690		
A1-24	To give other people.							0.446		
	Cronbach's alpha							0.674		

**Table 4 ... continued**

Indicators		1	2	3	4	5	6	7	8	9
9	Raw model motivation									
A2-5	Being an entrepreneur is cool.								-0.789	
A2-4	Inspired by my parent.								-0.769	
A5-10	To build my good name.								-0.422	
	Cronbach's alpha								0.643	
10	Devotion motivation									
A1-3	To compete with other people.								0.759	
A1-4	To socialise with other people.								0.607	
A1-18	To build a business to pass on.								0.451	
A1-23	To buy my parent a house.								0.417	
	Cronbach's alpha								0.622	

Note. Indicators in italic were dropped during confirmatory factor analysis later

**Confirmatory factor analysis** - Furthermore, observing the dimensions produced by exploratory factor analysis, the authors consider not using TRG for the second pilot study. The most appropriate grouping for this is intrinsic ('innovative', 'hope', and 'ambitious') and extrinsic motivations ('parent', 'networking', 'altruism', 'devotion', 'religious', and 'social interaction'). Using confirmatory factor analysis, the construct of intrinsic motivation achieves a fitted model with three dimensions retain: 'innovative' – four indicators; 'ambitious' – four indicators; and 'raw model' – two indicators. This construct has probability score of 0.244, CMIN/DF of 1.161, CFI of 0.995, and RMSEA of 0.030.

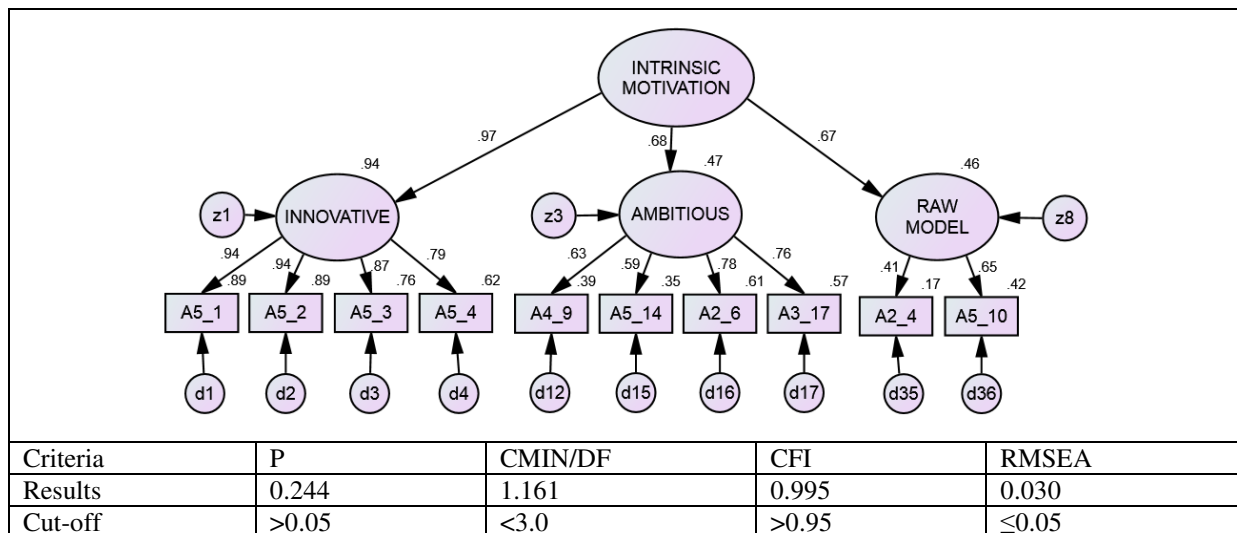


Figure 3. Confirmatory factor analysis of intrinsic motivation

The extrinsic motivation construct has five survival dimensions including 'parent' (two indicators), 'networking' (three indicators), 'altruism' (two indicators), 'devotion' (two indicators), and 'religious' (two indicators). The construct fits with probability score of 0.105, CMIN/DF of 1.292, CFI of 0.982, and RMSEA of 0.046.

### 5. Discussion and conclusion

This study carries out some innovations. Firstly, the findings carry out a clear insight that different samples might have different findings. In the first pilot test, samples with an entrepreneurial education are motivated by taking/receiving and giving aspects. The taking/receiving motivation variable consists of three dimensions, i.e. 'safety', 'creativity', and 'time flexibility'. Amabile (1997) mentioned that entrepreneurial creativity exists and is a part of motivation. Furthermore, the giving motivation consists of 'public service', 'nationalistic', and 'family' dimensions. As mentioned earlier, this taking/receiving and giving (TRG) motivations approach is adapted from a study undertaken by Suhud (2014). The first pilot study supports Suhud's even though in two different study fields. With these two evidences the authors conclude that TRG motivations might work if samples have an experience relating to the research topic.



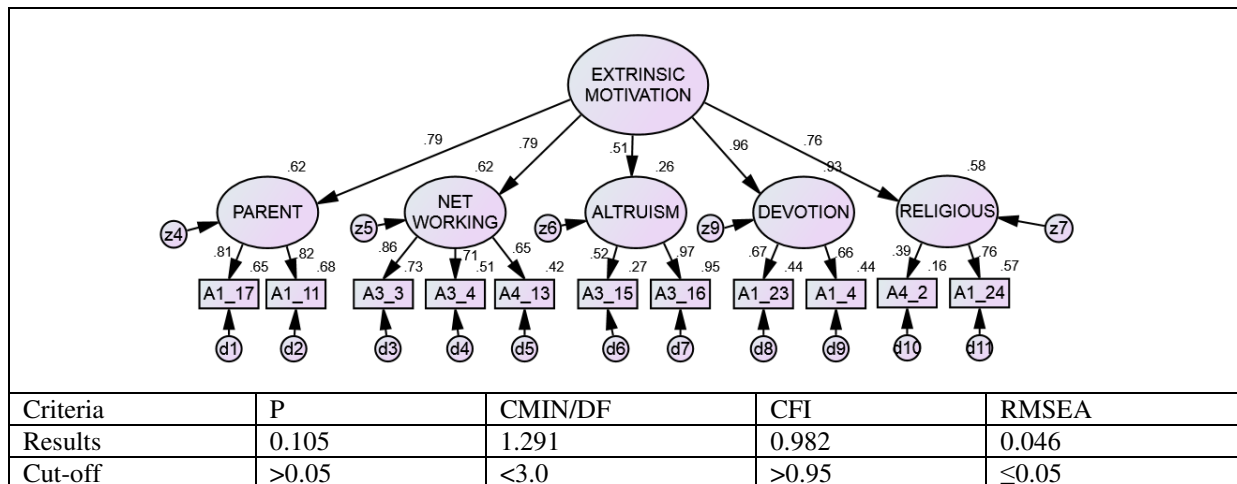


Figure 4. Confirmatory factor analysis of extrinsic motivation

Secondly, the second pilot study involved samples without an entrepreneurial education. Based on the findings, students' motivations indicate intrinsic and extrinsic motivations. These findings were supported by previous researchers like Amabile (1997), Carsrud and Brännback (2011), Cachon et al. (2013), and (Kuanui et al. (2003).

Thirdly, the two quantitative pilot studies show that motivation is not a single variable. This finding also support the previous study conducted by Suhud (2014). Contrary, most researchers in the entrepreneurial field, for example, Moses (2014), Aziz, Friedman, and Sayfullin (2012), Fatoki (2010), and Yusof et al. (2014) who applied motivation in their works treated motivation as not multiple variables. This makes sense because in this work, the authors utilised structural equation model so that there was an opportunity to analyse data as far as they could.

Fourthly, looking at the indicators resulted both in the qualitative and quantitative studies, there is a typical portrait of Indonesia as the most Muslim populated country: religious motivation. Religious value or motivation may be included by existing researchers, for example, Nwankwo and Gbadamosi (2013), Balog, Baker, and Walker (2014), and Dougherty et al. (2013) in their studies. However, what makes this study different with others that the findings include “the Prophet’s *sunnah* (anything that was suggested and recommended by the Prophet Muhammad)”, “to be like Mohammad the Prophet having own business”, “to promote the good name of Islam”, “to realise my pray”, “to go to the pilgrimage of hajj using my own money”, and “to take my parent to go to the pilgrimage of hajj”.

Future studies may apply the separation of motivation as not a single variable and consider them to be included in existing theories, such theory of reasoned action and theory of planned behaviour. For academic entrepreneurs – those who teach and/or organize an entrepreneurial-based institutions – government entrepreneur, Ciputra (2007) or any parties who have a concern on entrepreneurial education for students, knowing and understanding these kind of students' motivation would lead to a strategy how to attract students to be a young entrepreneur. The strategy may include applying the right promotional tools, such as advertising, public relations/publicity, exhibition, and electronic word of mouth (Belch & Belch, 2003; Kotler & Keller, 2013).

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