

Effect of Locus of Control and Need for Achievement Results of Learning Through Entrepreneurial Intentions (Case Study on Student Courses Management, Faculty of Economics University of Makassar)

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Abstract: This study is a type of associative studies causality is ex-post facto by using the technique of path analysis (path analysis). This research was conducted in the courses of Management Faculty of Economics with a limited number of population amounted to 278 students. Further sampling technique implemented in a manner proportional random sampling, so the sample of 164 respondents was obtained. The results showed that locus of control, positive and significant effect on entrepreneurial intentions of students of management courses, State University Makassar Economics Faculties, locus of control and a significant positive effect on student learning outcomes management courses, State University Makassar Economics Faculties, need for achievement is not positive and significant effect intentions towards entrepreneurship students management courses, state university Makassar economics faculties, need for achievement is not positive and significant effect on student learning outcomes management courses, State University Makassar Economics Faculties, learning outcomes and a significant positive effect on entrepreneurial intentions of students of management courses, State University Makassar Economics Faculties, locus of control indirect effect on entrepreneurial intentions through learning outcomes, need for achievement is not the direct and indirect effect on entrepreneurial intentions through learning outcomes. In this study, variations in locus of control, need for achievement and the learning outcomes are able to explain the variation in entrepreneurial intentions by 63.4% and the remaining 36.6% is explained by variables outside the model study. In line with the findings of the research that has been raised and then in an effort to increase entrepreneurial intentions, it is advisable to understand the importance of growing and optimizing the characteristics of students who are oriented locus of control as one of the internal factors in the learning process of entrepreneurship courses, so that students can change the mindset of job seekers into job creators.

Key words: Locus of control, need for achievement, learning outcomes and entrepreneurial intentions, mindset, job creators

INTRODUCTION

The global crisis has created a multi-crisis effect that makes many companies to downsize the organization in the form of Rights Termination of Employment (FLE) unilaterally and impact is the increasing number of educated unemployed, both graduates, high school and its equivalent or who have not attended formal education. However, based on reports BPS (Central Bureau of Statistics, 2012) said that the unemployment rate in Indonesia has decreased from 6.80% in February 2012 to 6.32% in February 2012, however, the government must continue to make steps and efforts smart to tackle the educated unemployment rate is not only oriented to find work but create jobs.

Observer states that most of the entrepreneurial university graduates more as a job seeker (job seekers) rather than creators of jobs (job creators). This is due to

the learning system is applied in various universities at this time is generally more focused on passing accuracy, speed and marginalize employment readiness to create jobs. In addition, the magnitude of the potential of the Indonesian economy has not been supported by the number of entrepreneurs in Indonesia. A state will advance if there are entrepreneurial at least 2% of the total population while Indonesia has the entrepreneur 1.89%. The amount is still relatively low when compared with other countries her entrepreneur growing number also so that Indonesia still needs more entrepreneurs to be able to drive the economy and work opportunities-opportunities that exist (BPPS and Entrepreneur Network, 10 April 2012).

According Winarno (January 6, 2012), a lecturer in entrepreneurship said that the level of entrepreneurial intentions are owned by the students of management courses, State University Makassar Economics Faculties

relatife still low. This is supported by observations made by looking at various factors such as low levels of seriousness of the students in the following subjects of entrepreneurship, lack of feedback given students when talking about the future entrepreneurial career choice and lack of seriousness in applying the practice of entrepreneurship. Facts above are one reason to find out more about the intentions of entrepreneurship students in the courses of management. Based on the above, paying attention research is conducted to examine the effect of locus of control and need for achievement against the intentions of entrepreneurship through student learning outcomes in the management courses, State University Makasar Economics Faculties.

Fishbein and Ajzen in Wijaya (2007, 2008) states that the intention is a predictor of success of behavior because it bridges the attitudes and behavior. Intention is seen as a change in the closest of the individual to perform the behavior, then the intention can thus be viewed as a special case of the belief that the object is always individual and attribution are always behaviors (Ajzen, 1991). Furthermore, entrepreneurial activity certainly not immune from the risks facing the business. Thus the variation of business risk, the never give up attitude, patient and tenacious need to be owned by an entrepreneur. Soemanto in Sudarniati (2008) suggests six mental attitude must be owned by namely:

- Has a strong will
- Believes on his own strength
- Honest and responsibilities
- Physical and mental resistance
- Diligent and tenacious
- To think creatively and constructively

Based on theoretical and empirical studies above, it can be concluded that entrepreneurship is the desire or intention in a person's intention to perform actions entrepreneurship. Entrepreneurship intention was measured with a Likert scale with indicators:

- To determine the confidence of knowledge entrepreneurship
- Beliefs actualize entrepreneurial creativity
- Views of the people around him about entrepreneurship
- Conviction to start a business plan

According to Rotter in Karia (2006) says that individuals vary in many ways and on personal responsibility to understand and accept the behavior and its consequences. Koh, Riipinen, Hansemark in Karia

(2006) that individuals with an external locus of control believe in circumstances beyond their control such as luck, fate and the affect their performance in various activities. Individuals with an internal locus of control believe that they are personally in control of events and consequences in their lives. According Karia (2006) it is believed that entrepreneurs have an internal locus of control that businesses are always looking for new opportunities and believe in its ability to control events in their lives. For example, Gilad in Karia (2006), locus of control can be used to distinguish a successful business owner and not a success. Similarly in a study Shapero in Karia (2006) that entrepreneurs have an internal locus of control are relatively higher than those who are not entrepreneurs. In addition, the results of research in Pillis *et al.* (2007) proved that internal locus of control effect on a person's desire to entrepreneurship.

The concept of locus of control was first proposed by Rotter in Raffiany (2009) that is an expert on social learning theory (social learning theory). The choice entrepreneurial is made by a person from a wide variety of potential existing behavior. A person will learn to make a decision based on the potential that exists within him and also based on the opportunities that exist. Locus of control is a personality variable (personality) which is defined as an individual's belief on whether or not capable of controlling their own destiny. According Aji (2010) that the characteristics of individuals who have an internal locus of control are: control (individual has the belief that the events of his life are the result of internal factors/personal control), independent (individuals in an attempt to achieve a goal or outcome, believe in their own abilities and skills), responsibility (individual has a willingness to accept everything as a result of their own behavior or attitude as well as trying to improve the attitude or behavior in order to achieve better results again), expectancy (or the individual has a subjective assessment belief that positive consequences will be obtained in certain situations as reward behavior). While individuals who have an external locus of control tend to assume that their life is mainly determined by the strength of outside themselves such as fate, destiny, luck and other people in power.

Theory Mc. Celland in Alma (2007) explains that behavior oriented to achievement (achievement, oriented behavior) which is defined as behavior directed toward achieving the standard of excellence. According to this theory, a person who has a high need for achievement always have a certain mindset when he planned to implement something, it will consider whether the work to be done it quite challenging or not. McClelland in Indarti and Rostiani (2008) asserted that the need for

achievement as one of the characteristics of one's personality that will encourage someone to have entrepreneurial intentions. Based on the research Zain *et al.* (2010) proved that one of the factors that influence entrepreneurial intentions someone is need for achievement. However, do not rule out the need for achievement may also have no effect on entrepreneurial intentions, it can be seen in research Scapinello (1989) and Indarti and Rostiani (2008), shows that a person with a level of high need for achievement are less able to accept failure than those with a low need for achievement. While, a person who has the entrepreneurial spirit should be ready to face the risk of failure. According to McClelland in Syed and Zeffane (2011), the need for achievement or N-ach is the concept of motivation is believed to directly affect the willingness of individuals to improve their performance, consistently appearing or confidence, strive for success and take greater responsibility for the knowledge base and learning.

According to Winkel in Rangga and Naomi (2007), learning is a mental activity that can not be seen from the outside and learning outcomes can not be seen directly without someone to do something that shows the learning results through learning achievement. So, the achievement of learning outcomes will be visible. The result of learning is a term used to indicate the level of achievement of business success that has been done. When linked with the concept of learning will lead to an understanding reached in the study. Likewise Degeng (2001) and Armiati (2010) stated that the definition of learning outcomes are all effects that can be used as an indicator of the value and the desired results. Knowledge of entrepreneurship also be obtained through learning. An entrepreneur needs to have skills in addition, it should also be supported by sufficient entrepreneurial knowledge. However in this study only limited entrepreneurial knowledge from lectures alone. That is that the students primarily entrepreneurial knowledge gained from lectures. Thus, it can be said that a person's success in entrepreneurship is one indicator of entrepreneurial knowledge. This knowledge can then be used as a stepping-stone to a career in the field of entrepreneurship. Basic education is more focused on the placement of the values of personality by using repetition and training on mental attitude, way of thinking and acting (Soemantono in Armiati, 2010).

MATERIALS AND METHODS

This research is a kind of associative studies causality is ex-post facto. This study aims to look at the influence between variables of locus of control and need

for achievement to entrepreneurial intentions through learning outcomes with the scope of the testing is a student.

This research was conducted in the courses of Management Faculty of Economics, State University of Makasar with a limited number of population is students courses of Management Faculty of Economics who has taken entrepreneurship courses 2011/2012 year, amounting to 278 students. Further sampling technique implemented in a manner proportional random sampling so that the sample is 164 students. The variables of this study consisted of:

- The independent variable, the locus of control and need for achievement were predicted as the causes that affect the dependent variable
- The moderator variables predicted learning outcomes that give effect to alter the relationship of independent variables and the dependent variable
- The dependent variable (critical variables), the entrepreneurial intentions are predicted to arise as a result of the independent variables

The data analysis technique used in this study is the analysis of the path (path analysis).

RESULTS

The first stages of the analysis is to identify the influence of the variable locus of control and need for achievement on learning outcomes (Table 1).

The latter stages of the analysis is to identify the influence of the variable locus of control, need for achievement and learning outcomes of the entrepreneurial intentions (Table 2).

The results of the hypothesis testing:

Hypothesis 1; H_{01} ; locus of control does not significantly influence entrepreneurial intentions of students of management courses, state university Makasar economics faculties. Based on the known t count $6.416 > 1.96$ t table and sig. $0.000 < \alpha 0.05$ level. Thus, H_0 is rejected meaning that the locus of control and a significant positive effect on entrepreneurial intentions of students of management courses, state University Makasar Economics Faculties.

Hypothesis 2; H_{02} ; locus of control had no significant effect on learning outcomes of students of management courses, State University Makasar Economics Faculties. Based on the known $5,270$ t count $> t$ -table 1.96 and sig. t $0.000 < \alpha 0.05$ level. Thus, H_0 is rejected meaning that the locus of control and a significant positive effect on

Table 1: Results of regression analysis of effect of X1 and X2 to Z coefficients^a

Models	Unstandardized coefficients		Standardized coefficients		Sig.
	B	SE	β	t	
Constant	64.430	2.941	-	21.904	0.000
LOC	0.501	0.095	0.428	5.270	0.000
Nach	0.091	0.083	0.088	1.089	0.278

^a = Dependent variable: learning outcomes

Table 2: Results of regression analysis X1, X2 and Z to Y coefficients^a

Models	Unstandardized coefficients		Standardized coefficients		Sig.
	B	SE	β	t	
Constant	-14.937	5.151	-	-2.900	0.004
LOC	0.580	0.090	0.447	6.416	0.000
Nach	0.104	0.074	0.092	1.420	0.158
learning outcomes	0.366	0.069	0.331	5.294	0.000

^a = Dependent variable: intensive entrepreneurship

Table 3: Summary of results of impact analysis between variables

Effect of variables	Causal influence			Sig.	Conclusion
	Direct	Indirect	General		
X1~Y	0.447	0.142	0.589	0.000	H ₀ rejected
X1~Z	0.428	-	-	0.000	H ₀ rejected
Z~Y	0.331	-	-	0.000	H ₀ rejected
X2~Y	0.092	-	-	0.158	H ₀ accepted
X2~Z	0.088	-	-	0.278	H ₀ accepted

(Processed data, 2012)

learning outcomes of students of management courses, State University Makasar Economics Faculties.

Hypothesis 3; H₀₃; need for achievement is not positive and significant effect on entrepreneurial intentions of students of management courses, State University Makasar Economics Faculties. Based on the known t count 1.420 < 1.96 t table and sig. 0.158 > 0.05 α level. Thus, H₀ means no need for achievement and a significant positive effect on entrepreneurial intentions of students of management courses, State University Makasar Economics Faculties.

Hypothesis 4; H₀₄; need for achievement is not positive and significant effect on learning outcomes of students of management courses, State University Makasar Economics Faculties. Based on the known t count 1.089 < 1.96 t table and sig. t 0.278 > 0.05 α level. Thus, H₀ means no need for achievement significantly affect student learning outcomes management courses, State University Makasar Economics Faculties.

Hypothesis 5; H₀₅; learning outcomes are not positive and significant effect on entrepreneurial intentions of students of management courses, State University Makasar Economics Faculties. Based on the known t count 5.294 > t table 1.96 and sig. 0.000 < 0.05 α level. Thus,

H₀ is rejected it means learning outcomes significantly influence entrepreneurial intentions of students of management courses, State University Makasar Economics Faculties. Based on the results of path analysis and hypothesis testing can be made on the decomposition model causal influences among variables as follows (Table 3).

DISCUSSION

The results showed that there is a direct and indirect influence between locus of control on entrepreneurial intentions through learning outcomes. From the analysis, it can mean that the learning outcomes act as a moderating variable or the variable amplifier that lies between the variables of locus of control and entrepreneurial intentions, so variable learning outcomes strengthen influence of locus of control on entrepreneurial intentions. The magnitude of the coefficient of the indirect effect of locus of control on entrepreneurial intentions through the results of a large study is 0.142 and the direct influence of locus of control on entrepreneurial intentions is 0.447 while the views of the total effect is 0.589 or 58.9%, indicating that the locus of control owned student makes entrepreneurship intention becomes stronger, especially after obtaining the results of learning.

Someone with an internal locus of control when faced with a career choice, he will attempt to explore the search form information about careers as well as trying to identify the capabilities it possesses, so that he is able to obtain accurate information which can be used as a consideration in the decision-making entrepreneurship. This according to the Aji (2010) that individuals with an internal locus of control, having a greater effort to obtain information from the environment. Similarly, someone who has an internal locus of control, then he will strive to achieve high academic achievement. The high internal locus of control is affected by the development process of students, who are in the formal operational stage of development. According to Shaw and Costanzo in Aji (2010), at this stage, adolescents are able to think abstractly to test hypotheses and consider what opportunities are available to him. At the stage of formal operational thinking, adolescents will better understand all the events experienced and responsible to your self for what happened. Adolescents become more convinced that life is determined by himself. Someone who has a high internal locus of control has always believed in him that everything was able to do if he tried, they have the power of thought which is effective in solving the problem, so that someone will realize the ability to be able to take advantage of opportunities in entrepreneurship.

In addition, the increase in student entrepreneurship intentions will be stronger when accompanied by the success of learning, because the learning process is to be obtained on the knowledge of entrepreneurship that will affect the willingness of students in entrepreneurship. An entrepreneur needs to have skills in addition, it should also be supported by knowledge of entrepreneurship. This knowledge can be obtained in various ways, both in and outside the lecture lectures. Thus, it can be said that a person's success in entrepreneurship is one indicator of entrepreneurial knowledge that can be seen from the results of one's learning. This knowledge can then be used as a stepping-stone to a career in the field of entrepreneurship. Basic education is more focused on the placement of the values of personality, using repetition and training on mental attitude, way of thinking and acting (Soemantono in Armiami, 2010). This is consistent with the results of Pure (2009) research that in order to improve student readiness for entrepreneurship can be realized through a good understanding of entrepreneurship. Therefore, the exposure of some of the above, it can be seen that the learning outcomes are variable both between locus of control with entrepreneurial intentions.

Broadly speaking to improve locus of control and learning outcomes of the entrepreneurial intentions can be done several things including an educator to be creative in presenting a structured entrepreneurship courses and curriculum elements that are designed to be used as a reference in the implementation of the course students can spur entrepreneurial skills of students so that positive impact on learning outcomes and entrepreneurial intentions. Although, a person is motivated by the existing surrounding environment but without a willingness in yourself to change its view of the reality of life that entrepreneurship can help foster economic growth, especially of national stability, it is the intention to entrepreneurship will not be realized. In general, people are still the dominant view that a person should be vying to become a civil servant. Therefore, there needs to be a program that can trigger one's awareness of the need for entrepreneurship for the future.

According PERPRES No. 8 In 2012 that the Indonesian National Qualifications Framework (KKNI) is a competency framework of qualifications sequence can reconcile, equalize and integrate the fields of education and job training as well as field work experience in order granting recognition of competence. The program aims to change the mindset of students from job seekers into job creators. In addition, the program can encourage students in shaping entrepreneurial intentions are real work-effort class where students as prospective entrepreneurs

provided the ability, skills, management skills, the adoption of technological innovation, expertise managing finance/capital and marketing expertise through direct experience in the business world. Lecture real work-effort (CCN) is applied to the business activities of SMEs will be very helpful for students to be more confident in the ability to recognize themselves in entrepreneurial practice directly. Sutabri research results in Siswoyo (2012), says that there are three dominant factor in motivating scholars to be an entrepreneur is a chance factor, the factor of freedom and life satisfaction factor. The third factor that makes them become entrepreneurs. According Siswoyo (2009) that this research was to help the college in providing information to students that being an entrepreneur will get some opportunities, freedom and life satisfaction. The delivery process should be conducted so that students are more motivated to start entrepreneurship. Because many students are afraid to face business risks that may arise which makes them cancel a business plan early on. Sufficient motivation, courage trigger students to start trying experience in the field of entrepreneurship. With the increasing number of students from the college to start a business, it is possible that after graduation to continue their businesses. So, it can create jobs and work is expected to help reduce the number of unemployed.

Based on testing of several hypotheses of this study, there were no significant pathways that indirectly influence the need for achievement against the intentions of entrepreneurship through the study results can not be interpreted, so that it can be said that the need for achievement is not a good variable to explain the intentions of entrepreneurship through learning outcomes. Need for achievement that earned the student does not make the entrepreneurial intentions become stronger, even though the student has had a good learning outcomes. This is presumably because some things such as the more dominant external factors influencing entrepreneurial intentions, judging from the characteristics of the respondents the number of women more than men as has been noted that the results of research Sarwoko (2011) says that the ability of the higher business risk within men than women. However in the study, Sarwoko not described in detail the things that cause the difference in the ability of entrepreneurs who owned both men and women. It is also reinforced by the theory proposed Alma (2007) that there are some differences between female and male entrepreneurs women entrepreneurs that have a medium level of self confidence self her confidence whereas men are higher than most women. According to Alma (2007) that there are some things that hinder women entrepreneurship, namely:

- The female factor where as there are stairs home mother during pregnancy, lactation, it will interfere with the course of business
- Social and cultural factors where women are responsible fully in the affairs of the household and the way business is done by women is not as free as men do
- The emotional factors of women in addition to beneficial can also be detrimental. For example in decision making because there is an emotional factor, then the decision will lose rationality

From the explanation above it can be seen that the characteristics of the respondents in the study were different, so that in this study only compares nature only and is expected to be one of the factors so that there is no influence of need for achievement to entrepreneurial intentions as well as the need for achievement on learning outcomes. Also in leading employees, appeared emotional elements that affect employee relations man or woman who is not rational anymore. In addition, it can also be caused by the research methodology such as the statement of the need for achievement variables were less variable, causing no effect on learning outcomes of entrepreneurship courses.

In research Ariani (2008), McClland said himself that the actual individuals with a high need for achievement does not require the preparation of a difficult task as described by Steers *et al.* (1996). This is due to those who have a high need for achievement just want a standard of achievement that shows that the work they have achieved the target. Targets are difficult and can not be achieved easily even make individuals with a high need for achievement is frustrating since it seems far from the target which means they can not do a good job. In Mc. Clland's need theory disclosed that the need for achievement means a desire to achieve something. Individuals who have a high need for achievement would prefer a task that requires expertise and clear is the size of the achievement (Steers *et al.*, 1996). This is supported by Chacko (1990) which states that individuals with a high need for achievement for the task and the level of difficulty being properly managed.

Based on the above it can be seen that one of the obstacles that make students interested in starting a business is not expected because they do not feel motivated that he is able to do so and indications of self-doubt in the students' need for achievement that they have. One of the things that can cause disinterest it is the lack of support from the people around him or a high desire to become job seekers. In addition from some research that states that a person with a high need for

achievement prefer moderate work only with a clear goal achievement (Steers *et al.*, 1996). Moreover in terms of learning, sometimes a person has to deal with tasks that are difficult to solve and thus, require coordination with competent people with it. Based on these findings, it can be seen that in the end results of learning to be less appropriate variables as intermediate variables between the need for achievement and entrepreneurial intentions. Allegedly, there are other variables that are more appropriate to be intermediate variables, so as to provide a more powerful influence and positive impact on entrepreneurial intentions.

CONCLUSION

Based on the analysis related to the purposes of this study, it can be some of the conclusion of the study as follows:

- Locus of control, positive and significant effect on entrepreneurial intentions of students of management courses, State University Makasar Economics Faculties
- The locus of control and a significant positive effect on learning outcomes of students of management courses, State University Makasar Economics Faculties
- Need for achievement no significant effect on entrepreneurial intentions student management courses, State University Makasar Economics Faculties
- Need for achievement no significant effect on student learning outcomes of management courses, State University Makasar Economics Faculties
- Learning outcomes and a significant positive effect on entrepreneurial intentions of students of management courses, State University Makasar Economics Faculties
- The locus of control of direct and indirect effect on entrepreneurial intentions through student results management courses, State University Makasar Economics Faculties
- Need for achievement no direct or indirect effect on entrepreneurial intentions through learning outcomes

Based on the results of the study, the researchers put forward some suggestions to interested parties, namely:

- The lecturer of the Faculty of Economics, especially in the courses of Management Faculty of Economics, State University of Makasar are encouraged to design a curriculum that is directed to establish a student's internal locus of control

- To students as potential entrepreneurs need to be given the ability, skills, management skills, the adoption of technological innovation and marketing expertise through direct experience in the business world
- The application program that can form self-awareness in order to spur their students to entrepreneurship such as:
 - Feasibility studies
 - Games and competitions
 - Make a testimonial to bring a successful entrepreneur (guest lecturer)
 - The study visit

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