

FOSTERING CHILDREN'S
ENTREPRENEURIAL ATTITUDE
ORIENTATION:
INVESTIGATING THE ROLE OF
UPBRINGING PATTERN AND CREATIVE
TEACHING METHOD
AT ELEMENTARY SCHOOL

Background

- Entrepreneurship can be taught and entrepreneurial characteristics can be created
- Mother, as a parent, can help their children to grow with entrepreneurial characteristics through early education at home, with entrepreneurial upbringing pattern.
- Attitude can be best at predicting one's intentions the future

- Entrepreneurial Attitude Orientation was widely studied and has empirically supported as a potential precursor of one's intentions to engage in entrepreneurial activities in the future.
- This study investigated how attaching entrepreneurial based activities on upbringing pattern performed by a mother together with creative teaching method applied by the teacher at elementary school will create high Entrepreneurial Attitude Orientation among the children.

Research Questions

- How is the children's entrepreneurial attitude orientations in elementary school?
- Do children with entrepreneurial attitude orientations also experiencing entrepreneurial upbringing pattern at home from their mother?
- How does creativity applied in teaching methods at elementary school?

Literature Review

- Factors affecting people behavior on entrepreneurship include individual, social, and environmental factors (Gurol and Atsan, 2006).
 - ▣ Social factors are individual, family, and career path background of entrepreneurs (Alstete, 2002; Green *et al*, 1996), life experiences and living environment (Gibb, 1993).
 - ▣ Environmental factors are contextual factors such as wealth value, tax reduction and indirect income, opportunity at the time of career process, and market influences (Alstete, 2002).

- Individual factors, also known as trait model, focused on self characteristics of entrepreneur (Koh, 1996) : entrepreneurs should have unique characteristics, traits, and values, which differentiate them from other individuals (Koh, 1996).

- Entrepreneurial attitude orientation (EAO) have been investigated extensively mostly in its relationship with entrepreneurial characteristics (Robinson *et al*, 1991; Venkatapathy, 1992; Shanmugavelan, 1993; Yuvaraj, 1993; Carter, Gartner, Shaver dan Gatewood, 2003; Florin, Karri dan Rositter, 2007; Harris *et al* 2008; Tamizharasi dan Panchanatham, 2010).

- Robinson *et al* (1991) first acknowledged EAO with 4 dimensions :
 - achievement orientation
 - Innovation
 - self esteem
 - Internal locus of control (personal control)
- Entrepreneurs have higher EAO level compared to non entrepreneurs

Research Hypotheses

- H1: There are different levels of Entrepreneurial Attitude Orientations between children in elementary school
- H2: Children with higher EAO levels received entrepreneurial upbringing patterns from their mother at home
- H3 : Creative teaching methods have positive correlations with children EAO levels

Methodology

- Sampel : 300 children from 5 elementary school in Jakarta
- These children were observed whether they have entrepreneurial attitude orientations or not.
 - Collecting data at this stage was conducted by teachers who nurture students who become the subject of research through an interactive approach for teaching and learning process.
- We then jumped into a survey of mother's upbringing pattern. Here, each children's mother were observed about their upbringing pattern at home.



□ The four dimensions of EAO :

□ achievement motivation

□ personal control

□ self esteem

□ and innovation

were used as a main measurement of entrepreneurial upbringing pattern and children's entrepreneurial attitude orientations

- Creative teaching method was measured on how intense does the teacher
 - create meaningful and fun learning
 - using simulations,
 - games,
 - and role playingin delivering teaching materials











Results

EAO Dimensions		N	Mean	Std. Deviation	Std. Error Mean
Innovativeness	entrepreneurial	178	5.4439	.31739	.02379
	nonentrepreneurial	100	5.4369	.33814	.03381
Achievement motivation	entrepreneurial	178	5.4152	.27925	.02093
	nonentrepreneurial	100	5.3731	.32294	.03229
Personal control	entrepreneurial	178	5.3848	.36738	.02754
	nonentrepreneurial	100	4.9000	.87617	.08762
Self esteem	entrepreneurial	178	5.4101	.36096	.02706
	nonentrepreneurial	100	4.2350	.97301	.09730

t-value and significance

Entrepreneurial Attitude		t-value	Significance (2-tailed)
Innovativeness	Entrepreneurial	0.173	0.863
	Non-entrepreneurial	0.170	0.865
Achievement motivation	Entrepreneurial	1.139	0.256
	Non-entrepreneurial	1.093	0.276
Personal control	Entrepreneurial	6.449	0.000
	Non-entrepreneurial	5.279	0.000
Self esteem	Entrepreneurial	14.455	0.000
	Non-entrepreneurial	11.636	0.000

Correlations

		Upbringing	Entrepreneurial
Upbringing	Pearson Correlation	1.000	.822**
	Sig. (2-tailed)		.000
	N	178.000	178
Entrepreneurial	Pearson Correlation	.822**	1.000
	Sig. (2-tailed)	.000	
	N	178	178.000

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Upbringing	Creative Methods
Creative Methods	Pearson Correlation	1.000	.768**
	Sig. (2-tailed)		.000
	N	178.000	178
Entrepreneurial	Pearson Correlation	.768**	1.000
	Sig. (2-tailed)	.000	
	N	178	178.000

** . Correlation is significant at the 0.01 level (2-tailed).

- Research found high correlations between entrepreneurial upbringing pattern and children's EAO level.
- Children with high EAO level were entertained by high attachment of entrepreneurial activities from their mother.
- We found that all teachers perform creative teaching intensively.
- Both entrepreneurial upbringing pattern and creative teaching fabricate children's EAO.

Conclusions

- From first 6 hypotheses proposed, our research found 2 hypothesis (hypothesis 1 and 2) are not supported. Overall, the following 4 hypothesis (hypothesis 3 until 6) are supported.
- Thus, parents and schools must put stress on developing children with high innovativeness and need for achievement characteristic.

- There is no guarantee that children with entrepreneurial characteristics at their childhood will really become an entrepreneur one day. For a better conclusion in the future we suggested that the research is done in a more longitudinal study.
- Among previous studies in EAO, this research contribute mainly on how important is building positive attitude in entrepreneurship among children at their early age, in and out of school environment.

- As the Government of Indonesia is pursuing on increasing the number of entrepreneurs steadily, and since EAO can be best in predicting one's entrepreneurial activities in the future, this research has pointed out the importance of orchestrating entrepreneurship education during the childhood.