


# The Role Of Supportive Leader And Entrepreneurial Motivation In Fostering Entrepreneurial Spirit

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Article Info	ABSTRACT
<p><b>Keywords:</b> Human Resources, Entrepreneurial motivation, Supportive leader, Entrepreneurial spirit.</p>	<p>The entrepreneurial spirit, which encompasses creativity and innovation, is linked to competitiveness and is essential in higher education to encourage innovative teaching methods. This study investigates the relationship between leadership behaviour, entrepreneurial motivation, and entrepreneurial spirit among teaching and education staff at Universitas Negeri Manado. This research novelty examines the relationship between entrepreneurial spirit and efforts to develop innovative learning methods for educators and education personnel in the higher education sector, a topic that has been largely overlooked in previous research. The creative destruction (CD) theory underpins this research, which describes how innovation drives economic restructuring and growth. Leadership, especially supportive, and motivation, both intrinsic and extrinsic, are critical in nurturing entrepreneurial spirit. This study employed a quantitative survey methodology with 92 respondents from teaching and education staff at Universitas Negeri Manado. Data analysis indicated that supportive leadership and entrepreneurial motivation significantly encourage entrepreneurial spirit. The findings indicated that the supportive leader and motivational factors have a notable impact on innovation, which in turn can foster an entrepreneurial spirit. This study emphasises the necessity for higher education leaders to recognise their role in fostering entrepreneurial spirit to drive institutional advancement and efficiency.</p>
<p>This is an open access article under the <a href="https://creativecommons.org/licenses/by-nc/4.0/">CC BY-NC</a> license</p> 	<p><b>Corresponding Author:</b> Grace Jenny Soputan Universitas Negeri Manado <a href="mailto:gracesoputan@gmail.com">gracesoputan@gmail.com</a></p>

## INTRODUCTION

The maintenance and development of productive human resources are essential for the continued success of any organisation. The ability to manage these resources, particularly human knowledge resources, is a key factor in determining the organisation's overall success (Nonaka & Toyama, 2015). Those who possess the requisite knowledge, expertise, and competence will be more trusted by their colleagues to perform both individual and team work (Nikolas Fajar Wuryaningrat, Paulus, Rantung, & Mandagi, 2024).

The entrepreneurial spirit is a quality that is inherent in individuals who are creative and innovative. Consequently, those who possess an entrepreneurial spirit will be more competitive as individuals (Emami-Langroodi, 2018; Schumpeter, 1947). In essence, any discourse pertaining to entrepreneurship is inextricably linked to the concept of innovation (Tidd & Bessant, 2021; Wuryaningrat, Mandagi, Tumbelaka, & Lalengboto, 2024). An

entrepreneurial workforce is a necessity for any organisation, particularly in the context of higher education, where the capacity to educate and serve is of paramount importance. Educators must cultivate an entrepreneurial spirit to provide students with knowledge in novel and contemporary ways. In order to serve stakeholders effectively, education personnel must adopt a more innovative approach. Previous studies have indicated that staff in higher education who are more innovative are those who are able to engage with students as colleagues (Hall, 2021).

Previous studies have demonstrated that the growth of entrepreneurial spirit within organisations is contingent upon the behaviour of leaders who are cognizant of the fact that their workforce constitutes an asset that must be cultivated on an ongoing basis (Anggraeni & Shobirin, 2024; Ariyani & Zuhaery, 2021; Syamsiyah, 2021), in particular, the study focused on transformational leadership (N.F. Wuryaningrat et al., 2024). Furthermore, entrepreneurial motivation is also thought to influence the development of entrepreneurial spirit (Gultom, 2021; Prayetno & Ali, 2020; Su, Liu, Zhang, & Liu, 2020; Tuzzahrok & Murniningsih, 2021). Consequently, the fostering of an entrepreneurial spirit necessitates the role of supportive and motivational entrepreneurial leaders.

The present study was conducted on teaching and education staff at Universitas Negeri Manado. As previously stated, universities are educational institutions that require innovative personnel to operate effectively. In order to deliver the latest materials, more innovative ways of learning and innovative prompt services, it is necessary to employ innovative staff. This research offers a novel contribution to the field by examining the relationship between leadership behaviour and entrepreneurial motivation and their impact on the entrepreneurial spirit of teaching and education staff. Despite the growing interest in this topic, there is still a paucity of studies that have investigated these relationships.

The theory employed in this study is theory of creative destruction (CD). CD theory elucidates the manner in which innovation can remodel economic structures, thereby engendering dynamic growth and competitive development (Schumpeter, 1947). This theory posits that less efficient organisations will be replaced by new and more productive ones, thereby initiating an unavoidable cycle of renewal. The DC theory posits that change and innovation are essential for sustainable economic progress and competitiveness (Johannessen, Olsen, & Lumpkin, 2001). This theory closely related to the entrepreneurial spirit, which can be defined as the ability and courage to create change through innovation and risk-taking. The entrepreneurial spirit encourages individuals to seek new opportunities, develop innovative ideas, and create new value, despite the potential for uncertainty and failure. In the creative destruction process, individuals with a strong entrepreneurial spirit are those who are willing to take risks and venture beyond their comfort zone (see, De Castro et al., 2018). This necessitates the capacity for vision, creativity and determination to surmount obstacles and perceive the potential for change, thereby propelling the economy towards progress and enhanced efficiency.

The concept of leader is a general variable that can affect a multitude of organisational situations and conditions (Aggarwal, 2022; Yukl, 2008). Consequently, the leader is a pivotal figure in the advancement or regression of the organisation. A number of studies have

demonstrated that leaders play a pivotal role in the development of educational institutions (Muktamar & Pinto, 2023; Windasari, Roesminingsih, & Trihantoyo, 2022). In addition, leaders are instrumental in guiding the implementation of change across various organisational divisions (Pertwi & Atmaja, 2021). Innovative leaders who are able to foster an entrepreneurial spirit will also greatly support an innovative learning environment (Ariyani & Zuhaery, 2021). In light of the aforementioned observations, it can be posited that a supportive leader can facilitate the growth of the entrepreneurial spirit among their employees, or in this case, the growth of the entrepreneurial spirit among educator and education staff at Universitas Negeri Manado (hypothesis 1).

Motivation can be defined as an individual's internal drive or energy that influences the level of persistence and enthusiasm in carrying out an activity. This can be intrinsic, originating from within the individual, or extrinsic, originating from external sources. The strength of an individual's motivation can significantly impact the quality of their behaviour, both in the context of learning, working, and other aspects of life (Peters, 2015).

The field of entrepreneurship is concerned with the study of motivation, with a particular focus on understanding how motivation drives the start-up, growth, and exiting of businesses (Murnieks, Klotz, & Shepherd, 2020). A review of the literature reveals that there are seven dimensions that drive entrepreneurial motivation. These are: achievement motivation, challenge and learning, independence and autonomy, income security and financial success, recognition and status, family factors, the presence of dissatisfaction factors, and community and social motivation (Stephan, Hart, & Drews, 2015). Motivation can encourage employees in an organisation to take initiative and develop their skills. Motivated employees are more likely to come up with new ideas, face challenges, and seek innovative solutions (Gódány, Machová, Mura, & Zsigmond, 2021). This proactive attitude helps to foster innovation among educator and education personnel, thereby enabling them to provide their best for the organisation. Furthermore, motivation also builds perseverance and a strong work ethic among employees. Motivated employees are willing to work hard, overcome obstacles, and stay committed to their goals. Such dedication ultimately leads to enhanced performance, which in turn contributes to the overall success and growth of the organisation. It can be hypothesised that motivation has a significant effect on the growth of entrepreneurial spirit (Hypothesis 2).

## METHODS

This research employs a quantitative approach utilising a survey method. The survey method entails sampling data from a population and utilising questionnaires as the primary data collection instrument (Blumberg, Cooper, & Schindler, 2014). By integrating these two approaches, it is anticipated that an understanding of the behaviour and factors that influence the entrepreneurial spirit of education and teaching staff at Universitas Negeri Manado will be achieved.

This research was conducted over a three-month period (collecting data, analysis, and reporting). In this study, the variables employed include Entrepreneurial Spirit, as the dependent variable, and variables of supportive leader and entrepreneurial motivation as

independent variables. The population in this study were members of the State Civil Apparatus (ASN), comprising teaching and education personnel at Universitas Negeri Manado. The total number of ASN population is 1068.

The Slovin formula, with a 10% margin of error, yielded a target sample size of 92 respondents, comprising educators and educational staff from all Faculties at Universitas Negeri Manado. With regard to the sampling method, convenience sampling was employed, with a 50% proportion allocated to lecturers and educational staff. This resulted in a target sample of 46 respondents for teaching staff (lecturers) and 46 respondents for educational staff. In this study, data collected over a one-month period were analysed from 76 respondents whose questionnaire responses were complete and accurate. The remaining respondents were excluded from the analysis due to the presence of missing data, which exceeded 15% (Hair, Black, Babin, & Anderson, 2010).

Subsequently, the data was subjected to a series of tests to ascertain its validity and reliability. Once the data has been validated and deemed reliable, the hypothesis is tested using multiple regression analysis with SPSS 22 software. The validity test was conducted using the Pearson product moment method and Cronbach alpha for the purpose of reliability testing. The rule of thumb is that when the R count is greater than the R table, the data is deemed valid. Furthermore, the Cronbach alpha value is considered reliable and acceptable when it is greater than 0.600 (Hair et al., 2010; Joe F Hair, Page, & Brunsveld, 2020).

The supportive leader was measured by 13 statement items, 15 entrepreneurial motivational items and entrepreneurial spirit was measured by 15 statement items (see table 1). The results of the validity test for the 13 supportive leader items indicated that no items were dropped. However, one item had to be deleted for motivational entrepreneurship because the R-count value was smaller than the R-table. Nevertheless, the entrepreneurial spirit of all items was declared valid. In testing the reliability of all research constructs, it can be stated that they are reliable because all Cronbach alpha values are above the value of 0.800. This indicates that the reliability of all constructs has reached the ideal value (Nunnally, 1975).

**Table 1.** Item of questionnaire

Variable	N of item	Remarks
Supportive leader	13	Valid
Entrepreneurial Motivation	15	Valid
Entrepreneurial spirit	15	Valid

## RESULTS AND DISCUSSION

The results of multiple regression tests indicate that supportive leaders exert a positive and significant influence on the nurturing of the ASN Entrepreneurial Spirit at Universitas Negeri Manado. This can be observed from the output of multiple linear regression calculations, with a significance value of 0.002 that is lower than 0.05 and a t-count value of 2.709 that is higher than the t-table value of 1.669. It can therefore be concluded that the greater the leader's support, the more significant the impact on the development and growth of the ASN entrepreneurial spirit at Universitas Negeri Manado.

The results of this study also indicate that entrepreneurial motivation plays a significant role in fostering the ASN Entrepreneurial Spirit at Universitas Negeri Manado. This is evidenced by the results of multiple linear regression calculations, which yielded a significance value of 0.001 and a t value of 3.525. When viewed from the significance level of 0.05, the motivation variable significance value is lower than 0.05 and the t count 3.525, which is greater than the t table (1.671). Therefore, it can be said that entrepreneurial motivation affects the fostering of the entrepreneurial spirit. It can be concluded that entrepreneurial motivation has a very positive effect on fostering the ASN entrepreneurial spirit at Universitas Negeri Manado. In other words, when motivation is higher, the ASN entrepreneurial spirit is also higher.

The findings of this study, which indicate that supportive leaders facilitate the development of an entrepreneurial spirit, are consistent with previous research results. For instance, supportive leaders facilitate the capacity for initiative, creativity, and innovation among their subordinates (Staub, Nart, & Dayan, 2019). Furthermore, other studies have indicated that the transmission of entrepreneurial spirit in small businesses is influenced by the role of leaders (Ribeiro Soriano & Manuel Comeche Martínez, 2007). In the field of education, teachers play a pivotal role in fostering an entrepreneurial spirit among students (Muhaimin, Herachwati, Hadi, Wihara, & Wardhana, 2023). Previous studies have also identified motivation as a key factor in fostering entrepreneurial spirit and enhancing the performance of civil servants (Purwanto & Wibisono, 2023).

## CONCLUSION

This research aims to contribute to the existing body of knowledge on the entrepreneurial spirit of ASN in the higher education sector. It is hypothesised that supportive leadership and entrepreneurial motivation will influence the development of entrepreneurial spirit at Universitas Negeri Manado. The results of the study are in accordance with the conjecture that has been submitted. Consequently, if the higher education sector is to become more innovative in the delivery of higher education services, such as teaching and education administration, the role of leaders and entrepreneurial motivation is likely to be pivotal. Therefore, it is essential that leaders are aware of their role and are motivated to encourage the entrepreneurial spirit of ASN..

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