

**THE IMPACT OF ENTREPRENEURSHIP EDUCATION AND FAMILY SUPPORT
TOWARD STUDENT ENTREPRENEURIAL INTENTION****DAMPAK PENDIDIKAN WIRUSAHA DAN DUKUNGAN KELUARGA TERHADAP NIAT
BERWIRUSAHA MAHASISWA**

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Abstract: Planting entrepreneurial values is very important given to people who live in the 21st century the importance of entrepreneurship for the country it can cover the economic problems that exist in Indonesia. Entrepreneurship is one of the important inputs, in the economic development especially in developing country. The purpose of this research is to analyze the impact of Entrepreneurship Education and Family Support towards Student Entrepreneurial Intention. This research use quantitative research method. The data obtained by distributing questionnaires to 100 students of IBA Student of UNSRAT that are completed entrepreneurship classes. The results of the study were processed using SPSS version 26. The data is analyzed by using multiple regression analysis. Validity test in this research is using Pearson correlation while the reliability in this research is using Cronbach's Alpha. The findings revealed Entrepreneurship Education have positive relationship and significant influence toward the Student Entrepreneurial Intention, and Family Support have positive relationship and no significant influence toward the Student Entrepreneurial Intention. To be successful entrepreneur, student need to learn by doing. Which means, student have to learn, practice, and implement it into real life because entrepreneurship has positive effect in order to develop soft skill on entrepreneurial intention.

Keywords: entrepreneurship education, family support, entrepreneurial intention

Abstrak: Menanamkan nilai-nilai kewirausahaan sangat penting diberikan kepada orang-orang yang hidup di abad ke-21. Pentingnya kewirausahaan bagi negara dapat menutupi masalah ekonomi yang ada di Indonesia. Kewirausahaan adalah salah satu input penting, dalam pembangunan ekonomi terutama di negara berkembang. Tujuan dari penelitian ini adalah untuk menganalisis dampak Pendidikan Kewirausahaan dan Dukungan Keluarga terhadap Niat Kewirausahaan Mahasiswa. Penelitian ini menggunakan metode penelitian kuantitatif. Data diperoleh dengan membagikan kuesioner kepada 100 mahasiswa Universitas Sam Ratulangi (IBA) yang menyelesaikan kelas kewirausahaan. Hasil penelitian diolah menggunakan SPSS versi 26. Data dianalisis dengan menggunakan analisis regresi berganda. Uji validitas dalam penelitian ini menggunakan korelasi Pearson sedangkan reliabilitas dalam penelitian ini menggunakan Cronbach's Alpha. Temuan mengungkapkan bahwa Pendidikan Kewirausahaan memiliki hubungan positif dan pengaruh signifikan terhadap Niat Wirausaha Mahasiswa, dan Dukungan Keluarga memiliki hubungan positif dan tidak ada pengaruh signifikan terhadap Niat Kewirausahaan Mahasiswa. Untuk menjadi pengusaha sukses, kita perlu belajar sambil melakukan. Yang berarti, kita perlu belajar, berlatih, dan menerapkannya dalam kehidupan nyata. Karena kewirausahaan memiliki efek yang sangat positif untuk mengembangkan soft skill pada niat kewirausahaan.

Kata Kunci: pendidikan wirausaha, dukungan keluarga, niat berwirausaha

INTRODUCTION

Research Background

Is it better to work or to become an entrepreneur? Give a salary or receive a salary? These words are often seen in various mass media or are heard and become a common topic of conversation. In the era of industry 4.0 where Indonesia has imposed free trade such as the ASEAN China Free Trade Agreement (ACFTA), the ASEAN Economic Community (AEC), and the ASEAN Free Trade Area (AFTA), which is an indicator of a country's economic progress that will create prosperity, therefore entrepreneurship is the best way to realize all these things. Planting entrepreneurial value is very important for the people who live in the 21st century. It is important because it can help to solve the economic problems that exist in Indonesia. Entrepreneurship has been identified as a critical driving force of economic growth and prosperity to fulfill the utility (Praag and Versloot, 2007). In order to be prosperous, the nation must have at least 2% of the population that are entrepreneurs. It means that at least Indonesia must have 2% of the population to practice entrepreneurship value. But in terms of quantity and quality, it is not appropriate like developed countries. The number of entrepreneurs in some of the biggest countries in South East Asia shows that Indonesia has the least amount of entrepreneurs compares to other countries. The number of Indonesian entrepreneurs only reached 3.1 percent of the total population. This ratio is still lower than in other countries such as Malaysia 5 percent, Singapura 7 percent, and Thailand 4,5 percent.

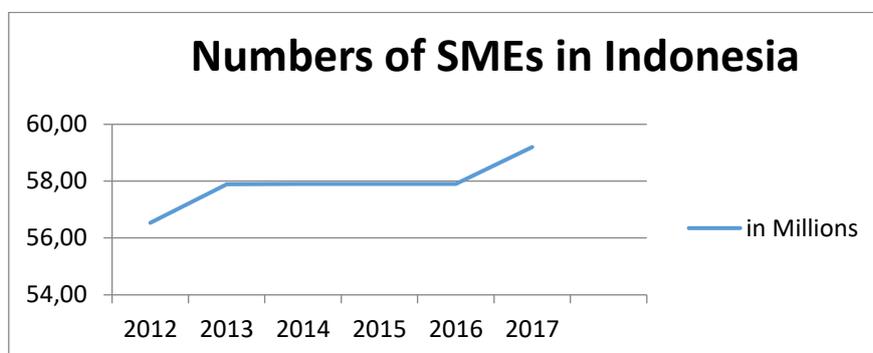


Figure 1. Numbers of SMEs in Indonesia

Source: BPS, 2018

In Figure 1 the data from BPS shows that the numbers of SMEs in Indonesia increasing year by year with steady growth of SMEs. Which means that Indonesia have a significant growth. The importance of entrepreneurship for the country is that it can covers the economic problems that exist in Indonesia. According to a records from the middle of 2018, entrepreneurs contribution to the Gross Domestic Product (GDP) from 57.84% to 60.34% in the last five years and according to the Central Statistics Agency Data (BPS) it is noted that the amount unemployment at the end of February 2018 reached 6.87 million people and it is down from August 2014 of 7.24 million people. The unemployment rate dropped to 5.13% from the previous 5.94%. Unemployment is a problem faced by every country, especially in developing countries like Indonesia. One of the factors where the unemployment rate in Indonesia is fairly large is the lack of jobs available. There is a high growth of employment but not balanced by employment opening. Which will cause it to aggravate the unemployment rate. Ironically, the amount of unemployed people who have a high education background (bachelor and diploma) is quite large in contributing numbers unemployed in Indonesia. The number of unemployed people with high education background who have completed undergraduate and diploma education until February 2017 reached 856,644 people. In percentage, unemployed with a bachelor and diploma education background accounted for 12.22% of the unemployment rate in Indonesia (BPS 2017). This phenomenon shows that the lack of entrepreneurial interest in students which might be caused by a learning system that is applied in various universities in Indonesia is more focused in how to prepare students to quickly graduate and get job right away, rather than creating graduates who will be ready to create jobs.

Factors that can influence entrepreneurial intentions is entrepreneurship education and family support Prianto (2017) and Muhammad (2017). Entrepreneurship education is important to the development of entrepreneurial capabilities and entrepreneurship education also generally contains materials and activities to building an entrepreneurial intention. Education can improve creativity, skill, and knowledge of entrepreneurship.

Education also can help the student see the needs to become an entrepreneur. Family support is also considered as a resource that can protect the entrepreneurial intentions of individuals. The contribution of family support to the intention of entrepreneurship is to convince the individual's intention to become an entrepreneur.

The lack of student and fresh graduate intentions in creating job is one factor that have impact in increasing the number of unemployment in North Sulawesi. Based on the description and explanation mentioned above, the researcher would like to conduct a study titled "The Impact of Entrepreneurship Education and Family Support toward Student Entrepreneurial Intention".

Research Objective

The research objectives are to identify the influence of:

1. Entrepreneurship education and family support toward student entrepreneurial intention simultaneously.
2. Entrepreneurship education towards student entrepreneurial intention partially.
3. Family support towards student entrepreneurial intention partially.

THEORETICAL REVIEW

Entrepreneurship

Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction (Hisrich Peters and Sheperd, 2010:8). Entrepreneurship is one of the important inputs, in developing country. Entrepreneurship affects all organizations regardless of size, or age, whether they are considered a private or public body, and independently of their objectives. "Entrepreneurs are individuals who create welfare for others, find new ways to use resources, reduce unemployment, and open a business.

Entrepreneurial Intention

Entrepreneurship intention is a process of information seeking to achieve business goals. Entrepreneurial intention is a state of mind that people wish to create a new firm or a new value driver inside existing organizations. Entrepreneurial intentions important to understand the process entrepreneurship, because the intention is always preceding every effort in entrepreneurial behavior. Entrepreneurship intentions can be interpreted as the first step of a process of establishing a business that is generally long-term.

Entrepreneurship Education

Entrepreneurship education is providing student knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting Fatoki (2014). Entrepreneurship education is important to the development of entrepreneurial capabilities and entrepreneurship education also generally contains materials and activities to building an entrepreneurship.

Family Support

Family support is instrumental and affective support to individuals, and family support will enhance individual feelings related to the intention to open a business. Periera, Mashabi and Muhariati. (2017) said that family support such as emotional support, giving useful information, giving awards and instrumental or financial support. The contribution of family support to the intention of entrepreneurship is to convince the individual's intention to become an entrepreneur.

Previous Research

Ambad, and Damit (2015) investigated the determinants of entrepreneurial intention among undergraduate students. Since most literature agreed that entrepreneurial intention can be determined by using Theory of Planned Behavior (TPB), this theory is used as a theoretical framework in this study. The independent variables of this study consist of perceived educational support, perceived relational support, perceived structural support, personal attitude, and perceived behavioral control. This theoretical framework is verified on 351 undergraduate students in one of the Public University in Malaysia. The results found that personal attitude, perceived behavioral control, and perceived relational support are the predictors to entrepreneurial intention.

Shen, Osorio and Settle (2017) the purpose of this study is to test an expanded entrepreneurial intention model to identify the factors that shape the entrepreneurial attitudes and the intentions of college students while considering the effect that entrepreneurship education has on these students. entrepreneurial intention model to

identify the factors that shape the entrepreneurial attitudes and the intentions of college students while considering the effect that entrepreneurship education has on these students. The results of this analysis indicate that perceived university support is not significantly related to perceived desirability and feasibility entrepreneurial intentions. The results indicate that perceived desirability and feasibility of entrepreneurial action remain significant predictors of college students' entrepreneurial intentions. Findings also show that the new variable - perceived family support - is positively related to perceived desirability and feasibility of starting a business. Perceived structural support in terms of economic and political support for entrepreneurs positively influences perceived desirability and feasibility to start a business.

Buana et al. (2017) Investigated the pattern of relationships in the model is focused on the aspect to know the entrepreneurial intentions. It is important to know the intentions of a nascent entrepreneur to start up the business ventures persistently if experts and policy makers' attentions are drawn on how to arouse interest in starting a business. Quantitative approached was used in this research to examine the influence of entrepreneurship education, social norms and self-efficacy on intentions to pursue business ventures by adopting Linan model of intention-behavior. The model was addressed to the students who participated in entrepreneurship education program during the mid of study in Bina Nusantara University.

Conceptual Framework

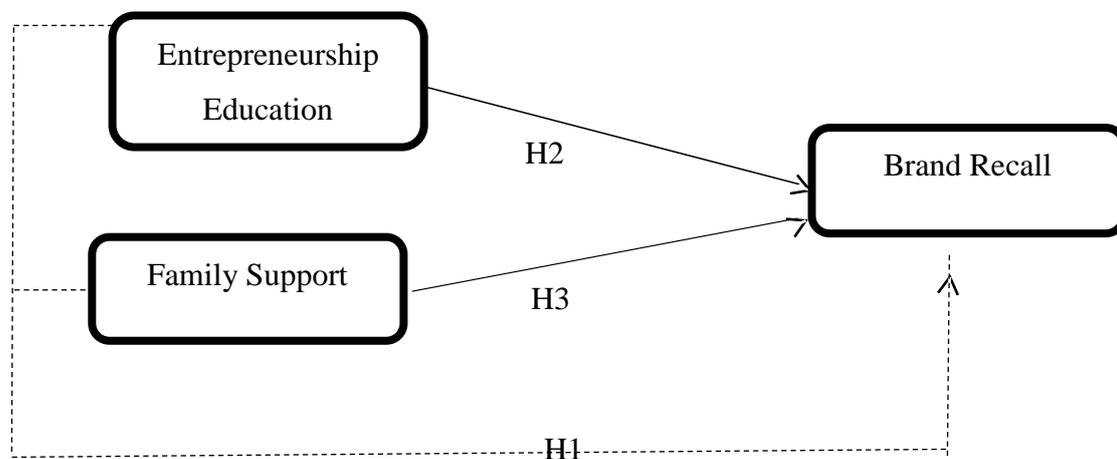


Figure 2. Conceptual Framework

Source: Data Processed, 2019

Research Hypothesis

H₁: Entrepreneurship education and family support have significant effect on student entrepreneurial intention simultaneously.

H₂: Entrepreneurship education has significant effect on student entrepreneurial intention simultaneously partially

H₃: Family support has significant effect on student entrepreneurial intention partially.

RESEARCH METHOD

Research Approach

Quantitative research is methods that emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon.

Population, Sample Size and Sampling Technique

The population in this research is 389 students of the Faculty of Economics and Business majoring in IBA. Sample refers to a part of number and characteristic possessed by population. The type of sampling used in

this study is purposive sampling. The sample of this research is 100 active students who has completed entrepreneurship courses in FEB Unsrat.

Data Collection Method

To collect the research data, primary data collection was used through questionnaires. A questionnaire is a research instrument consisting of a series of questions (or other type of prompts) for the purpose of gathering information from respondents. The use of questionnaires is intended to obtain primary data from respondents of the Faculty of Economics and Business students majoring in IBA Unsrat Manado, regarding the variables to be measured.

Operational Definiton and Measurement of Research Variable

Table 1. Variable Definition

Variable	Definition	Indicators
Entrepreneurship Education (X ₁)	Entrepreneurship education is methods of encouraging entrepreneurship by enabling them to perceive more opportunities and provides the knowledge for individuals to use in developing new business opportunities.	<ol style="list-style-type: none"> 1. Entrepreneurial skills 2. Entrepreneurship curriculum/courses 3. Entrepreneurial workshop/training 4. Business opportunities 5. The risk managing mind
Family Support (X ₂)	Family support is instrumental and affective support to individuals, and family support will enhance individual feelings related to the intention to open a business.	<ol style="list-style-type: none"> 1. Emotional Support 2. Intellectual Support 3. Economic Support 4. Assessment Support 5. Encouragement
Entrepreneurial Intention (Y)	Capabilities and willingness of individuals to initiate new entrepreneurship activities.	<ol style="list-style-type: none"> 1. Self-Confident 2. Capabilities 3. Plan 4. Entrepreneurial behavior 5. Career

Source: Author's Note, 2019

Validity and Reliability

Validity test use to see the validity of the questions, whether the questions within the questionnaire are valid and in-line with the research. Reliability test refers to the degree to which a test is consistent and stable in measuring what it is intended to measure. Most simply put, a test is reliable if it is consistent within itself and across time.

Multiple Linear Regression

Multiple linear regression (MLR), also known simply as multiple regression, is a statistical technique that uses several explanatory variables to predict the outcome of a response variable. The goal of multiple linear regression (MLR) is to model the linear relationship between the explanatory (independent) variables and response (dependent) variable. The formula of linear regression (multiple linear regressions) in general as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Description:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Y = Dependent Variable (Entrepreneurial Intention)

X₁ = Entrepreneurship Education

X₂ = Family Support

α = Constant

β_1 and β_2 = The regression coefficient of each variable

ε = Error

RESULT AND DISCUSSION**Result****Validity and Reliability**

The Validity test of Entrepreneurship Education (X1), and Family Support (X2) and Entrepreneurial Intention (Y) are greater than 0.3 and below the significant level of 5% (0.05) which means all the indicators are valid The data is considered as reliable since the value of Cronbach's Alpha is 0.743 and are above the minimum value which is 0.5.

Result of Multiple Linear Regression Analysis**Table 2. Multiple Linear Regression Result**

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.887	3.171		2.172	.032
	Entrepreneurship Education	.372	.135	.277	2.755	.007
	Family Support	.273	.138	.173	1.716	.089

a. Dependent Variable: Entrepreneurial Intention

Source: SPSS Output, 2019

Multiple regression analysis is used to determine the effect of the independent variables on dependent variable. The multiple linear regression equation can be interpreted as follows:

1. Constant value of 6.887 means that in a condition of ceteris paribus, if all independent variables equal to zero, then Entrepreneurial Intention (Y) as dependent variable will be 6.887.
2. X1's coefficient value of 0.372 means that if there is one unit increase in Entrepreneurial Education (X1) then the Entrepreneurial Intention (Y) will improve and increase by 0.372.
3. X2's coefficient value of 0.273 means that if there is one unit increase in Family Support (X2) then the Entrepreneurial Intention (Y) will improve and increase by 0.273.

Testing the Goodness of Fit: Coefficient of Correlation (R) and Coefficient of Determination (R²)**Table 3. Result of R and R²****Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.375 ^a	.141	.123	2.978

a. Predictors: (Constant), Entrepreneurship Education, Family Support

Source: Data Processed, 2019

The value of R is 0.375; it means there is a strong relationship between independent variables with dependent variable. The value of R² is 0.141 which shows that the variation of all independent variable explains 14.1% of variation in the entrepreneurial intention (Y), while the remaining 85.9% is explained by other factors outside the model or not discussed in this research.

Multicollinearity**Table 4. Multicollinearity Statistics**

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Entrepreneurship_Education	.873	1.145
	Family_Support	.873	1.145

a. Dependent Variable: Entrepreneurial Intention

Source: Data Processed. 2019

Table 4 shows that the tolerance value of Entrepreneurship Education is 0.873, and Family support is 0.873 meaning that the tolerance value of each variable is more than 0.1. The VIF value of Entrepreneurship Education is 1.145 Family support is 1.145 meaning that the VIF value of each variable is less than 10. Since all the tolerance values are more than 0.1 and VIF value of each independent variable is less than 10, this research is free from multicollinearity.

Heteroscedasticity

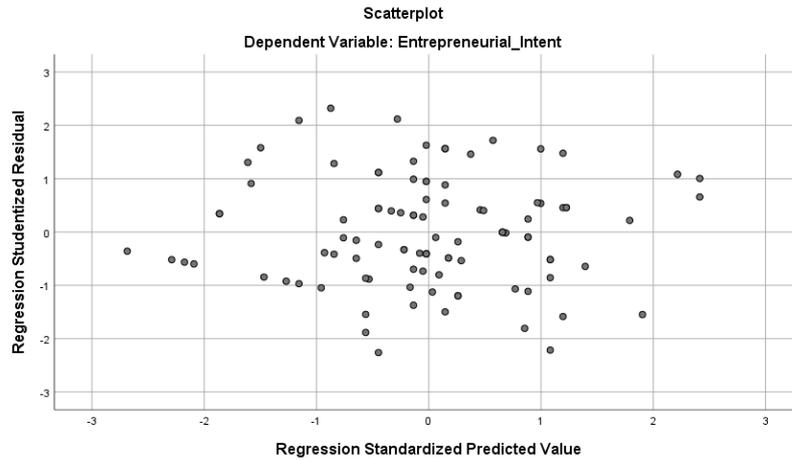
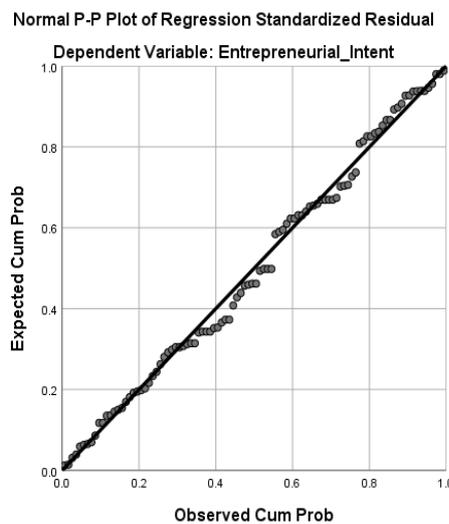


Figure 3. Heteroscedasticity Test
 Source: Data Processed, 2019

Figure 3 shows that the dots are spreading above and below the number zero (0) in the Y axis. This proves that there is no heteroscedasticity in this regression.



Normality

Figure 4. Normality Test
 Source: Data Processed, 2019

Figure 4 shows that the dots are spreading near to the diagonal line and follow the direction of the diagonal line. Therefore, the normality test is accepted which means the data of this research is normally distributed.

Hypothesis Testing**f-test****Table 5. Simultaneous Test (f-test Output)**

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	141.217	2	70.608	7.959	.001 ^b
	Residual	860.493	97	8.871		
	Total	1001.710	99			

a. Dependent Variable: Entrepreneurial Intent

b. Predictors: (Constant), Family_Support, Entrepreneurship_Education

Source: Data Processed, 2019

Table 5 shows the value of f_{count} is 7.959. The value of f_{table} is found on the f Distribution Table by determining the degree of freedom 1 (numerator) is 2 and degree of freedom 2 (denominator) is 97 with level of significance is 0.05 ($\alpha = 0.05$) and the level of confidence is 95% then F_{table} is 3.09. The result is f_{count} (7.959) > f_{table} (3.09). Therefore, since f_{count} is greater than f_{table} , Hypothesis 1 is accepted which means the independent variables simultaneously influence the dependent variable significantly.

t-test**Table 6. Partial Test (t-test Output)**

Variable	t_{count}	t_{table}	Description
Entrepreneurship Education (X1)	2.755	1.664	Accepted
Family Supprt (X2)	1.716	1.664	Accepted

Source: Data Processed, 2019

The interpretations are:

1. The value of t-count of X1 is 2.755 with the level significant of 0.007. Since the value of $t_{count} = 2.755 < t_{table} = 1.664$ meaning that H1 is accepted. Sig <0.05 means that the confidence of this prediction is above 95% and the probability of this prediction errors is below 5%. The result of this declares that X1 (Entrepreneurship Education) partially has a significant effect on Entrepreneurial Intention (Y).
2. The value of t-count of X2 is 1.716 with the level significant of 0.089. Since the value of $t_{count} = 1.716 > t_{table} = 1.664$ meaning that H2 is accepted. Sig level 5% or <0.05 means that the confidence of this prediction is above 95%. The result of this declares that that X2 (Family Support) partially does not have a significant effect on Entrepreneurial Intention(Y).

Discussion

Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction. To build Indonesia to become a more advanced country, it takes a lot of entrepreneurship. Entrepreneurial intentions important to understand the process entrepreneurship, because the intention is always preceding every effort in entrepreneurial behavior (Alfonso and Cuevas 2012).

For this reason, the major contribution of this study is to explore the effect of Entrepreneurship Education and Family Support as the independent variable on Entrepreneurial Intention as the dependent variable. In this research the data was collected from 100 respondents which are the students Faculty of Economics and Business, IBA Department, Sam Ratulangi University. The result of this research shows that based on hypothesis testing by using F-test, it is proven that there is linear relationship between independent and dependent variable simultaneously. It is also showing that based on hypothesis testing using t-test, from the significance value it can be seen that not all variables individually have a significant effect. Variables that have a positive and significant effect are Entrepreneurship Education on the Entrepreneurial Intention, while Family Support have positive and do not have significant effect on Entrepreneurial Intention. Muhammad (2017) who found that entrepreneurship education and family support were significantly correlated, and entrepreneurship education more corelated to student entrepreneurial intention.

CONCLUSION AND RECOMMENDATION

Conclusion

After examining the findings and discussing the result, the conclusions based on this research can be formulated follows:

1. Entrepreneurship education and family support has significant effect toward student entrepreneurial intention simultaneously.
2. Entrepreneurship education, with entrepreneurial skills, entrepreneurship curriculum, entrepreneurial workshop/training, inspiration and adequate knowledge as indicators, partially have positive relationship and significant effect on student entrepreneurial intention.
3. Family support, with emotional support, intellectual support, economic support, assessment support, and encouragement as indicators, partially have positive relationship and no significant effect on student entrepreneurial intention.

Recommendation

First, students should pay more attention to entrepreneurship education and practice it or implement it into real life. It is because entrepreneurship education has a very positive effect on entrepreneurial intention. It can also affect the future of students who want to become an entrepreneur and to improve intention and enthusiasm of entrepreneurship for students.

Second, the universities in Mando can give some input to the development in order to improve entrepreneurship education in university to be more concrete. This way, the fresh graduates can be more encouraged to choose careers as entrepreneur.

Third, the government should be more pro-active in maintaining and giving more space for new entrepreneur. Also, the government should step in and provide a training for the new entrepreneur in order to improve intention and enthusiasm of entrepreneurship.

Fourth, the entrepreneurship training activities needed to be more optimized in all faculties. Therefore, the students are more familiar with the business world. As the result above shows that entrepreneurship education has a more significant impact rather than family support. Likewise, with family support as human beings, we do have weaknesses and strengths. But to achieve success, family support is more important because family is our number one support system that will always stand behind us. So, we can have a spirit when we need support to create an entrepreneurship atmosphere that is able to support new Indonesian entrepreneurs. Because based on this research, we need a factor that support us to achieve good Entrepreneurial Intention results for the study program of IBA.

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