International Journal of Engineering & Technology, 7 (3.30) (2018) 469-473

International Journal of Engineering & Technology

Website: www.sciencepubco.com/index.php/IJET

Research paper

Gender as a Moderator of the Influence Entrepreneurial Education and Entrepreneurial Characteristics on Entrepreneurial Intention

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Abstract

The Indonesian government continuously strives to increase the number of entrepreneurs, and universities are expected to play an active role in fostering entrepreneurial spirit among students. This study was aimed to analyze the role of gender as a moderator of entrepreneurial education influence and entrepreneurial characteristics on entrepreneurial intention. Population of the study was the students of the State Polytechnic of Malang who have involved in the Student Entrepreneurial Program in 2015 and 2016. The study used judgment sampling technique to select the respondent and the data collected through questionnaires distribution. Data analysis used descriptive statistics and moderation regression analysis. The results of study show that gender does not moderate the influence of entrepreneurial education and entrepreneurial characteristics on entrepreneurial intention. The result can be interpreted as nothing difference in the intention of opening new business in the future for male and female students who have followed entrepreneurship lecture, entrepreneurship seminar, entrepreneurship expo, and business practices. Furthermore, there is not difference in the motivation of opening new business in the future for male and female students who have characteristics : self-efficacy, need for achievement and social networking. Self-efficacy contributed the highest in supporting the entrepreneurial characteristics.

Keywords: *Entrepreneurial Education; Entrepreneurial Characteristics; Entrepreneurial Intention; Gender*

1. Introduction

Entrepreneurship is now widely recognized as a powerful driving force behind economic growth and prosperity (1). Entrepreneurship has now become one of the career choices. The proportion of entrepreneurs in Indonesia has now reached 3.1% of the total population (Public Relations, Ministry of Cooperatives and SMEs, 2017). McClelland (2) states that a country will achieve prosperity if the number of entrepreneurs has reached at least 2% of the total population. However, the number of Indonesian entrepreneurs is still lower than that in other Southeast Asian countries. For instance, the proportion is 5% in Malaysia, 10% in China and 7% in Singapore. Therefore. The Ministry of Cooperatives and SMEs is working towards increasing the number of entrepreneurs in Indonesia to reach 4 percent of the total population. It has also pointed out that universities should play an active role in developing entrepreneurial spirit among students. It is also striving to create entrepreneurial ecosystems for beginners. Therefore, college graduates are being trained not only to meet the needs of employees, but also become individuals who can open and create new business opportunities.

Intention is a behavioral tendency that is looking out for the right time and opportunity for action (3). Fini et al., (4) define entrepreneurial intention as a cognitive representation of the actions one would undertake to establish a new business or create new value in an existing company. Mazzarol et al., (5) state that environmental factors and personal factors determine the entrepreneurial intentions. This study examines the relationship between gender, entrepreneurial education and three of the several important personal traits were identified for entrepreneurs, namely need for achievement, social networking and self-efficacy.

Entrepreneurial education involves an assortment of teaching and learning activities related to entrepreneurship, that includes developing knowledge, skills, attitudes and personal character according to the age and development of students (6). This study examines entrepreneurial education as practiced at State Polytechnic of Malang. Galloway et al. (7) have suggested that both students who study entrepreneurship and those who specifically take entrepreneurship programs are more likely to become entrepreneurs. Byabashaija et al., (8) stated that entrepreneurial education that merely emphasizes theory does not increase the student intentions to establish businesses. Lorz (9) states that entrepreneurial education can be a source of inspiration that enhances entrepreneurial intentions. Kusmintarti et al., (10) opine that entrepreneurship training and business practices can improve the entrepreneurial characteristics of students. Further, it strengthens their entrepreneurial intentions.

Clearly, entrepreneurial education is one of the factors driving entrepreneurial intentions of youth. It can be a source of inspiration for individuals intending to set up a new business. A point that is particularly worthy to note is that entrepreneurial education must emphasize entrepreneurship training and business practice in a manner that is capable of enhancing entrepreneurial characteristics. Down the road, this will help strengthen students' entrepreneurial intentions.

A number of psychological attributes have been suggested as predictors of entrepreneurial behavior (11). Specifically, this study examines the need for achievement, social networking and self-

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efficacy. The need for achievement is a character that is based on expectations of doing something better or faster than others or better than their own achievements or previous others' achievements (2). Individuals who have a strong need for achievement often look for situations where they can get achievement satisfaction. Yusof et al.,(12) stated that need for achievement has a positive and significant effect on entrepreneurial tendency. Other researchers such as (13-14) have observed that need for achievement correlates with entrepreneurial intention. Furthermore, need for achievement is important behind one's motivation of starting a business (15).

Social networking refers to the tendency to relate and interact with others. It is significantly correlated with motivation to start a business (15). Chen, et al. (16) found that several entrepreneurial models have confirmed the high value of social networking.

Self-efficacy is defined as one's belief in the ability to complete a job (17). Individuals who had higher levels of self-efficacy in entrepreneurship in the early days of their careers usually have stronger entrepreneurial intentions (18). This paper examines the relationships underlying entrepreneurial characteristics, namely the need for achievement, social networking, and self-efficacy, with entrepreneurial intention.

Gender is one of the background factors that affects a person's desire to become an entrepreneur. Kolvereid (19) and (5) have observed that men usually have higher entrepreneurial intentions than women. Indarti (20) have however stated that gender is not a proven predictor of entrepreneurial intention.

Based on the above discussion, it can be stated that entrepreneurial education can improve the entrepreneurial characteristic of students. It can also inspire one to strive towards creating a new business. However, research findings concerning the relationship between gender and entrepreneurial intentions gave different results. Therefore, this study seeks to examine the relationships between entrepreneurial characteristics, gender, and entrepreneurial intention.

2. Literature Review

2.1. Entrepreneurial Intention

Intention is an indication of how hard people are willing to engage in a certain behavior, and of of how much of an effort they are perform the behavior (21). Ajzen (3) stated that intentions refer to the forms of action to be undertaken at the right time and opportunity. It can be interpreted as an indication of how much effort one is prepared to put in displaying a specific behavior, until the right time and opportunity will be realized in the form of action.

Bird (22) states that entrepreneurial intention refers to an action-oriented desire to create a new business or create new values in existing ventures. Fini et al., (4) view entrepreneurial intention as a cognitive representation of the actions to be implemented by individuals to either establish a new independent venture or to create new value within existing companies. Bird (22) suggests that individuals and environments determine the entrepreneurial intention. Mazzarol et al., (5) point to a range of environmental and personal factors that can be considered as determinants of entrepreneurial intention.

2.2. Entrepreneurial Education

Entrepreneurship is a discipline that, like other disciplines, can be learned. Along with the emergence of entrepreneurship as a discipline, entrepreneurship education has been receiving attention from a number of researchers, thus achieving significant growth world-wide. Entrepreneurial education is made up of teaching and learning activites needed for the development of knowledge, skills, attitudes and personal character for the practice of entrepreneurship in accordance with one's age and development (6). Entrepreneurial education aims to raise the awareness that entrepreneurship as a career choice needs one to understand the process of establishing and managing new business ventures (23). Creativity, innovation and entrepreneurial competence are essential for would be entrepreneurs.

The relationship between entrepreneurial education and entrepreneurial intention has been studied by several scholars. Chen, et al. (16) noted that students need to be trained such that they become more confident about their ability to become an entrepreneur. Byabashaija et al., (8) argue that, since it is purely theoretical based, entrepreneurial education in Uganda has not been able to increase student intention to establish business. Lorz (9) stated that entrepreneurship education needs to be be a source of inspiration that enhances entrepreneurial intention.

2.3. Entrepreneurial Characteristics

Characteristics are special traits that distinguish one from another. Entrepreneurial characteristics refer to the inherent nature or entrepreneurial characters. This study specifically examines three entrepreneurial characteristics: need for achievement, social networking and self-efficacy.

2.3.1. Need for Achievement

Need for achievement refers to the expectation of doing something better or faster than others, better than what one or someone else had achieved before (2). Greenberg (24) define need for achievement as the power of individual's desire to be the best or to succeed in various tasks. This study utilizes the definition proposed by McClelland.

Need for achievement is important in starting a business (15). Yusof et al.,(12) suggest that it has a positive and significant effect on the tendency to engage in entrepreneurial activity. Suan et al. (13) have noted that need for achievement is positively correlated with entrepreneurial intention.

2.3.2. Social Networking

Networking is an activity that enables entrepreneurs to get information about new entrepreneurial ideas and opportunities. Taormina (15) view social networking as a tendency to relate and interact with others. Zafar et al., (25) argue that social networking plays an important role in developing entrepreneurial intention to make a business successful. Since this study examines the entrepreneurial intention for students, it sees social networking as the ability to relate and interact well with others to obtain information and advice.

There is a significant correlation between social networking and motivation to start a business (15). Chen, et al. (16) suggest that the value of social networking for students is lower than what has been stipulated in several entrepreneurial models because they have less social experience and do not pay attention to social networking.

2.3.3. Self-Efficacy

Self-efficacy is a person's belief in one's own ability to complete a job (17), It describes one's personal opinion in relation to the selection process and career adjustment (26). Furthermore, Betz and Hacket state that, the higher the level of self-efficacy of a person in entrepreneurship in the early days of a person in the career, the stronger is his/her entrepreneurial intention. Self-efficacy can be a determining factor of one's entrepreneurial intention.

2.3.4. Gender

Gender is one of the most frequently analyzed demographic factors related to a person's desire to become an entrepreneur. Kolvereid (19) finds that men have higher entrepreneurial intentions than women. Mazzarol et al., (5), comes to a similar

conclusion and states that women are less likely to open new businesses than men. Schiller(27) find a significant difference in terms of entrepreneurial spirit between women and men. This research seeks to contribute to this discussion by examining the effect of gender on the entrepreneurial intentions of the students of State Polytechnic Malang.

3. Methodology

The sample of the study were all students who secured working capital loan from Entrepreneurial Student Program. Judgment sampling technique was used. Data collection was through questionnaires, and the responses were measured on a 5-point Likert scale where 1 = strongly disagree and 5 = strongly agree. Data obtained from 90 questionnaires were analyzed. Data were analyzed using descriptive statistics and moderation regression analysis. In this case, the gender variable is a dummy variable with code 0 for females and 1 for males. Data was processed using SmartPLS software.

Validity test results showed that all items has a factor loading value greater than 0.6. The results showed that all question items are valid. Then, the results of the validity test showed that the coefficient of cronbach's alpha is greater than 0.60. These results indicated that all statement items of all variables are reliable.

4. Results and Findings

The results of descriptive analysis showed that 90 respondents completed the questionnaires out of which 60 respondents (66.67%) were women and 30 (33.33%) were men. This shows that the majority of respondents were women. Then, the entrepreneurship education background of the respondents indicated that all respondents followed entrepreneurial lectures; 60 respondents (66.67%) have conducted business practices; 57 respondents (63.33%) followed the entrepreneurial expo; 47 respondents (52.22%) had attended entrepreneurship training; and 65 respondents (72.22%) had attended an entrepreneurship seminar. Thus, most of the respondents followed more than one type of entrepreneurial education.

As seen from the Table 1, each loading score for each indicator is above 0.6. The result shows that all indicators of entrepreneurial education variable support the entrepreneurial education. Furthermore, the average score of students' responses on all items of entrepreneurial education statement reaching 4.11 (Table 1). This could mean that the students who had attended entrepreneurial lectures, entrepreneurial seminars, entrepreneurship training, business practices and entrepreneurial exhibitions tend to understand the concept of entrepreneurship, their entrepreneurial characteristics are increasing, have knowledge of business plans, understand business opportunities and have the skills to manage the business.

Table 1: Loading Scores and average of entrepreneurial education indicators

Indicators	Loading Estimate	Average
The ability to generate business ideas	0.718	4.33
The ability to choose a viable business idea	0.864	4.11
Improvement on their knowledge of business plan	0.745	4.14
Improvement on their knowledge of business opportunities	0.758	4.01
Improvement on skills in managing business	0.648	4.11
Average value of entrepreneurial education indicators		4.11

Entrepreneurial characteristics are the number of characteristics inherent to the nature of an entity known as entrepreneurs. The variable of entrepreneurial characteristics was the second order having three dimensions. The results showed that need for achievement, social networking, and self-efficacy significantly support entrepreneurial characteristics. The dimension of self-efficacy has greater contribution than other entrepreneurial characteristics, namely need for achievement and social networking

As for the need for achievement, the analysis showed that each score of loading for each indicator is above 0.6 (Table 2). The result can be interpreted as all indicators of need for achievement support the need for achievement. Furthermore, the average score of students's response on all items related to level of need for achievement reaching 4.11 (Table 2). This could mean that most of the students have the need for achievement, hence, motivate him/her-self to reach better performance than the achievements he/she had previously achieved, better than those achieved by others. In addition, they are also responsible to complete their job

Table 2: Loading Scores and average of need for achievement indicators

Indicators	Loading Estimate	Average
Motivation to reach present achievement	0.814	4.42
Motivation to reach future achievement	0.923	4.54
Motivation to do a job	0.697	4.37
Motivation to reach more achievement than other	0.728	4.19
Average value of need for achievement indicators		4.11

Social networking is defined as the ability to relate and interact well in order to obtain information and advice. Table 3 also showed that each score of loading for each indicator is above 0.6. The result can be interpreted as all indicators of social networking have contributed to support social networking. Furthermore, the average score of students's response on all items related to level of social netwoking reaching 4.19 (Table 3). Thus, the most students displayed social networking character, which was characterized by a tendency to believe that building social relationships is beneficial for their success, to make friends, and gather information.

Table 3: Loading Scores and average of social networking indicators

Indicators	Loading Estimate	Average
The ability to establish social networking	0.758	4.37
The ability to make friends	0.635	4.14
The ability to ask for help and suggestions	0.617	3.97
Maintaning social networking	0.804	4.26
Average value of social networking indicators		4.19

Furthermore, self-efficacy is a person's belief in one's ability to complete a job. The results showed that each score of loading for each indicator is above 0.6. From the results you can see that all indicators of self-efficacy contributed to support self-efficacy. In addition, the average score of students' response on all items of self-efficacy reaching 4.27 (Table 4). This could mean that most of the students display self-efficacy, which indicates that they have leadership skills, entrepreneurship knowledge, and entrepreneurial characteristics

Table 4: Loading Scores and average of self-efficacy indicators

Indicators	Loading Estimate	Average
Believed in leadership skills	0.678	4.28
Believed in entrepreneurship knowledge	0.835	4.24
Believed in entrepreneurial characteristics	0.829	4.30
Average value of self-efficacy		4.27

Entrepreneurial intention is a cognitive representation of the actions to be implemented by individuals in order to either establish a new independent venture or create new values within the existing companies. The analysis showed that each score of loading for each indicator is above 0.6 (Table 5). The result can be interpreted as all indicators of entrepreneurial intention support the

entrepreneurial intention. Then, an analysis of entrepreneurial intention showed that students who participate in the Entrepreneurial Student Program will tend to realize their business ideas into new business in the future after securing enough capital. These results are supported by the average score of students' response on all items of entrepreneurial intention reaching 4.2 (Table 5). Thus, the most students have entrepreneurial intentions that are characterized by a tendency to realize their business ideas in the future after graduation and collecting capital by means of social networking.

Table 5: Loading Scores and average of entrepreneurial intention indicators

Indicators	Loading Estimate	Average
Intention to establish a business after graduation	0.698	3.4
Intention to start a business in the future	0.872	4.20
Intention to realiaze a business idea	0.768	4.14
Intention to start a business after collecting capital	0.716	4.21
Intention to establish a business through social networking	0.821	4.51
Average value of entrepreneurial education indicators		4.2

Furthermore, the result of the path analysis showed that entrepreneurial education significantly affects entrepreneurial intention with a coefficient of 0.270 (Table 6 and Figure 1). Path coefficient marked positive can be interpreted as the effectiveness of entrepreneurial education to motivate student entrepreneurial intention. The students who have attended entrepreneurship education will be able to realize their business idea and start a new business in the future after collecting capital through social networking. Thus, the research findings can be interpreted as the students who have attended entrepreneurship education being able to understand the concept of entrepreneurship, their entrepreneurial characteristics will increase, become knowledgeable of business plan, understand business opportunities and have the skills to manage the business and intend to establish new business in the future after having enough capital. The findings of this research indicate that entrepreneurship education is effective, meaning teaching and learning activities in the form of entrepreneurship lectures, entrepreneurial activities, entrepreneurship seminars, following the entrepreneurial expo and business practice can motivate students to realize their business idea into a new business in the future, after gathering enough capital.

The gender influence on entrepreneurial intention is not significant with a coefficient of -0.156 (Table 6 and Figure 1). The results show that there is no difference between male and female students in terms of successfully realizing their business ideas into a new business in the future. Furthermore, gender does not moderate the influence of entrepreneurial education on entrepreneurial intention (negative coefficient of -0.204. See Table 6 and Figure 1). So, there is no real difference in the intention of the students to realize their business idea into a new business, both for male and female students after they attend entrepreneurship courses, entrepreneurial activities, entrepreneurship seminars, entrepreneurial expo and business practices.

Table 6: Results Of Path Analysis

Independent Variables	Dependent Variables	Path coefficient	P	Note
Entrepreneurial education	Entrepreneurial intention	0.270	0.022	Significant
Entrepreneurial characteristic	Entrepreneurial intention	0.448	0.005	Significant
Gender	Entrepreneurial intention	-0.156	0.091	Not Significant
Interaction's Gender and Entrepreneurial Education	Entrepreneurial intention	-0.204	0.158	Not Significant
Interaction's Gender and Entrepreneurial Characteristics	Entrepreneurial intention	0.240	0.068	Not Significant

Significant at the $p < 0.05$ level

Furthermore, the results show that the entrepreneurial characteristics significantly affects entrepreneurial intention with coefficient of 0.448 (Table 6 and Figure 1). That is, the level of entrepreneurial characteristics have a positive and significant impact on improving student entrepreneurial intentions. The Students who have entrepreneurial characteristics—the need for achievement, social networking, and self-efficacy tend to establish a new business in the future, by realizing the business idea. The gender influence on entrepreneurial intention is not significant with a coefficient of -0.156 (See Table 6 and Figure 1). The result can be interpreted as having no difference in the tendency of male and female students in realizing their business ideas into a new business in the future. The interaction of gender and entrepreneurial characteristics are positively correlated (the path coefficient of 0.240 with p value 0.068. See Table 6 and Figure 1). This means gender does not moderate the influence of entrepreneurial characteristics on the entrepreneurial intention. So there is no real difference in the intention of students to realize their business idea into a new business, both for male students and women who have the entrepreneurial characteristics, namely need for achievement, social networking and self-efficacy.

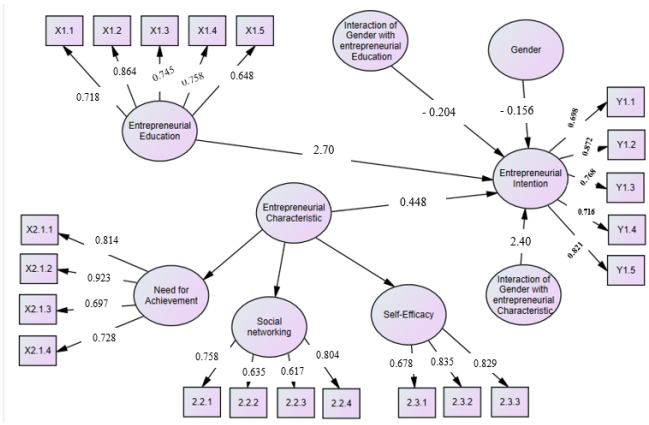


Fig. 1: Diagram of Analysis Path

5. Conclusion

As presented in the findings, entrepreneurial education significantly affects entrepreneurial intention. Entrepreneurial education followed by students of Entrepreneurial Student Program can increase students' knowledge about entrepreneurship concept, improve entrepreneurial characteristics, improve understanding of business plan and business opportunity, and provide entrpreneurial skill to manage business. This result can be interpreted as entrepreneurial education is being implemented effectively. Furthermore, it can motivate students' intentions incorporated in the Students Entrepreneur Program in establishing new business in the future after having enough capital. Entrepreneurial education which involves placing more emphasis on the practice approach can encourage students to open a new business in the future

The results of this study support previous studies. Galloway et al. (7) stated that students who learn about entrepreneurship are likely to be entrepreneurs; (9) suggested that entrepreneurial education is a source of inspiration for improving entrepreneurial intentions; (10) stated that student entrepreneurial intentions can increase if entrepreneurial education such as entrepreneurship lectures, entrepreneurial activities, entrepreneurial seminars, following the en-

trepreneurial expo and business practices are effectively implemented

The gender influence on entrepreneurial intention is not significant, The interaction of gender and entrepreneurial education has negative correlation (correlation coefficient = -0.204. See Table 6 and Figure 1). Thus, gender does not moderate the influence of entrepreneurial education on entrepreneurial intention. So, there is not a real difference in the intention of all students who had been getting working capital loan from Entrepreneurial Student Program to realize their business idea into a new business, both for male and female students after they attend entrepreneurship courses, entrepreneurial activities, entrepreneurship seminars, entrepreneurial expo and business practices.

The results of this study do not support the findings of previous researchers, suggesting that men have a higher entrepreneurial intention than women (5,19). However, this finding support previous study, that gender is not proven as a significant predictor of entrepreneurial intentions (20). The difference in this study is due to the research sample of both men and women getting equal opportunity in entrepreneurial education such as entrepreneurship lectures, entrepreneurial activities, entrepreneurship seminars, following the entrepreneurial expo, and business practices. Then in the global era that includes feminist entrepreneurs, they are entrepreneurs are soft, emotional and caring, and nurturing (28). This is evidenced by data from (29), Indonesian women tend to have small businesses. Survey results reveal that 52.9% of micro businesses, 50.6% small businesses and 34.0% of medium-sized enterprises in urban areas are owned by women.

The research findings show that the entrepreneurial characteristics have a positive and significant impact on the entrepreneurial intention. The results of this study strengthen the results of research (12), the need for achievement has a positive and significant impact on the entrepreneurial intention. Also similar to (13-15), the need for achievement is positively correlated to entrepreneurial intentions. The gender influence on entrepreneurial intention is not significant. The results show that the interaction of gender and entrepreneurial characteristics are positively correlated, but this is not significant. Thus, The gender does not moderate the influence of entrepreneurial characteristics on entrepreneurial intentions. So there is no difference in the intention of all students who had been getting working capital loan from Entrepreneurial Student Program to realize their business idea into a new business, both for male students and women who have the entrepreneurial characteristics, consist of: needs for achievement, social nerworking and self- efficacy.

Acknowledgement

This research was supported by State Polytechnic of Malang. We thank our colleagues from accounting department of State Polytechnic Malang who provided insight and expertise that greatly assisted the research.

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