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Determinants of Students Entrepreneurial Intentions in North Sulawesi: A Study of Personality and Contextual Aspects

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Abstract:

This research aims to analyze the existence of positive significant needs for achievements, self-efficacy, education support, relational and structural support toward students' entrepreneurial intentions in North Sulawesi. Population is the whole college students in North Sulawesi and the sample is amounted to 150 college students. The sampling technique used 2 parts questionnaire, firstly part contains the respondents characteristics and secondly contains parts that each of which has six (6) statements. Each statement is measured with the Likert scale, which consist as follow: strongly agree for 7, agree for 6, somewhat agree for 5, neutral for 4, somewhat disagree for 3, disagree for 2 and strongly disagree for 1. Sampling technique used the multi-stage sampling method, whereas in choosing college sampling, the researcher used convenient sampling technique and the accidental sampling technique in selecting students' samples. This research used descriptive quantitative technique for data analysis while for quantitative analysis, a multiple regression technique is used. A descriptive analysis technique is used to describe the condition if each of the research variables. The result shows that the self-efficacy, relational and structural supports had a significantly positive effect toward the entrepreneurial intention for college students in North Sulawesi. In turn, the needs for achievements and educational support, both, had negatively non significant toward the students' entrepreneurial intension.

Keywords: Needs for achievement, self-efficacy, educational support, relational support, structural support, entrepreneurial intention

1. Introduction

1.1. Background

Unemployment has become one of many central problems facing many countries in the world, including Indonesia. This is resulted from the increase in labor force is greater than the availability of employment demand. Unemployment has a negative impact on the economic, social and psychological conditions of a country's people. The economic impact of unemployment is an increase in poverty because people become unproductive and do not contribute to the increased governmental tax revenues. In addition, the social impact of unemployment is the rise of acts that generate social vulnerabilities such as theft, robbery, violence, suicide or other security disorders. Whereas, the psychological impact of unemployment is the loss of confidence, anger, stress or other psychiatric disorders.

BPS data (2016) shows that the number of unemployed in Indonesia is still relatively large around 7 million people. If we observe it further there was a slight downward trend amounted to 5.77 percent, where in February 2015 as many as 7,454,767 people and in February 2016 as many as 7,024,172 people. As for the unemployment of university graduates (Colleges and Universities) there was an increase as much as 14.88 percent, in February 2015 was 819,714 people, while in February 2016 it increased to 941,666 people. This large unemployment rate poses a challenge in Indonesia's development, particularly the provision of jobs. One way to tackle unemployment is through entrepreneurship development, especially for the younger generation (including college students). The development of entrepreneurship for the young generation is important because they are the ones who will live the future life and as the backbone of nation building.

Observing the unemployment rate of college graduates in Indonesia which in quantity is still quite high, then this indicated a gap of competence graduates with the competencies required by business world. Collins et al (2004) argues that as a result of the challenges of the global economy and rapid technological advances today, higher education no longer guarantees for employment opportunities. This fact should be a trigger for the management of universities to adapt the

education curriculum so that graduates are able to create jobs or entrepreneurship rather than just looking for jobs. Education offered by universities largely affects student career choices and wrong one option is to become a prospective entrepreneur. Tawal (2014) in his research on the students of the Faculty of Economics and Business of Sam Ratulangi University found that entrepreneurship occupies only the second most in their career choices, while his first choice being a civil servant.

At this time some universities began to make entrepreneurship as part of its education curriculum. Entrepreneurship education is an effective way to promote and develop entrepreneurial intentions among students. The attitudes, behaviors and knowledge of students about entrepreneurship will shape their intention to open up new ventures in the future. According to wider concepts, Linan (2004) defines education entrepreneurship as a whole set of educational and training activities - within the educational system or not - that tries to develop participants' intentions to engage in entrepreneurial behavior, or some elements that affect the intention, such as entrepreneurial knowledge, the desire for entrepreneurial activity, or feasibility.

Entrepreneurship plays an important role for economic growth, job creation, source of innovations, productivity, solutions to social problems and the problem of unemployed college graduates. Therefore, it is important to know the determinants of student intention to entrepreneurship. The results of the literature review indicate that there are so many factors that determine the intentions of students (including non students) for entrepreneurship. Broadly speaking, research on entrepreneurship intentions is done by looking at three aspects: personality characteristics, demographic characteristics and environmental / contextual characteristics. Some researchers have found that personality factors such as achievement needs, risk-taking, proactive personality and / or self-efficacy are significant predictors of entrepreneurial intentions (Indarti, 2004; Indarti & Rostiani, 2008; Nwankwo et al., 2012; Mat et al., 2015; Paul et al., 2017). Demographic factors such as age, gender, educational background and / or one's work experience are taken into account as determinants of entrepreneurial intentions (Wang & Wong, 2004; Linan, 2004; Indarti & Rostiani, 2008; Indarti et al., 2010; Nwankwo et al., 2012; Khuong & An, 2017). Furthermore, environmental / contextual factors such as access to capital, availability of information, social relations, physical and institutional infrastructure, culture, educational support, family / relational support, and / or structural support may affect the entrepreneurial intentions (Kristiansen, 2001, 2002, Indiarti, 2004, Indarti & Rostiani, 2008; Denanyoh et al., 2015; Khuong & An, 2016; Paul et al., 2017). An operational explanation of the determinants of entrepreneurial intention by researchers when closely examined occasionally overlapping, e.g. educational background and educational support or work experience and family support.

This study examines the determinants of student entrepreneurship intentions in North Sulawesi, which from the literature review has not been done. Owing to the many factors determining the intentions of entrepreneurship, this research only limits it to personality factors and contextual factors. Personality factors studied include two variables, namely: 1) Need for achievement, 2) Self-efficacy; while contextual factors include three variables: 1) Educational support, 2) Relational support, 3) Structural support.

1.2. Research Purposes

This study aims to analyze whether or not there is a significant influence on the need for achievement, self efficacy, educational support, relational support and structural support to student entrepreneurship intentions in North Sulawesi.

2. Literature Review

2.1. Entrepreneurship

A literature review shows that there is no single definition of entrepreneurship since various authors have defined it differently. One of the main reasons for this is that the authors come from different fields such as sociology, psychology, management, practitioners and government (Matlay, 2005). According to Dollingers (2003), entrepreneurship is the creation of businesses in risky and uncertain environments with creativity and innovation, resource utilization, and the introduction and exploitation of opportunities. Rigema and Venter (2004) define entrepreneurship as a process of conceptualizing, organizing, launching and through innovation, maintaining business opportunities into high-potential growth businesses in complex and unstable environments. Furthermore, Stam (2008) says entrepreneurship is combining resources in several new ways and showing some changes in the marketplace. From various opinions above it can be concluded that entrepreneurship is the process of business creation arising from the introduction and utilization of opportunities, the courage to take risks, creativity and innovative in managing resources to produce new or superior goods or services in changing environment.

2.2. Intentional Entrepreneurship

According to Pihie (2009), entrepreneurship can be measured in two ways: actual entrepreneurship (i.e. people who have actually started a business) and entrepreneurial intentions (i.e. people eager to start a business). Peng et al. (2012) defines the intentions of entrepreneurship as a mental orientation such as wishes and expectations that affect their entrepreneurial choices. Furthermore, Tanveer et al (2013) says entrepreneurial entrepreneurship is the mood of an individual to run a new business and bring some innovations within the existing company. The entrepreneurial intentions and actual entrepreneurial behaviors have strong relationships. Choo & Wong (2006) states that intentions can serve as a

reasonable basic approach to understanding who will become entrepreneurs. A person with an intention to start a business will have more readiness and progress both in a business run rather than someone without the intention to start a business.

2.3. *The Need for Achievement and Entrepreneurship Intention*

One of the three human needs put forward by David McClelland is the need for achievement. Robbins and Coulter (2002: 429), Robbins and Judge (2009: 214) say the need for achievement is the drive to excel, to perform on a set of standards, to strive for success. Tong et al. (2011) in their study to students from four universities in Malaysia found that the need for achievement is one of the predictors of entrepreneurial intentions. Joseph (2017) in his research on international students in Malaysia found similar results with Tong's research above

- Hypothesis 1: The need for achievement affects entrepreneurial intentions.

2.4. *Self-Efficacy and Entrepreneurial Intentions*

Self-efficacy shows an individual's belief in his ability to do his job (Robbins & Judge, 2009: 222). Or in other words, a person's motivational condition is more based on what they believe than what is objectively true. This personal perception plays an important role in the development of one's intentions. Similarly, Cromie (2000) explains that self efficacy affects a person's confidence in achieving or at least defined goals. A number of studies have found that self efficacy has a significant effect on entrepreneurial intentions (Indarti, 2004; Sequeira et al., 2007; Indarti et al., 2010; Pihie & Bagheri, 2013). Research Rasul et al. (2017) on international students in Cyprus shows a positive relationship between self-efficacy and the intention of business success.

- Hypothesis 2: Self-efficacy affects entrepreneurial intentions

2.5. *Perceived Education Support and Entrepreneurial Intentions*

Perceived educational support has been recognized as a determinant of entrepreneurial intentions. Researchers agree that entrepreneurship education is an efficient method to equip students with the necessary knowledge of entrepreneurship (Mumtaz et al., 2012; Turker & Selçuk, 2009). It is clear that an effective education on entrepreneurship can be a factor to drive people towards entrepreneurial careers (Henderson & Robertson, 2000). Entrepreneurship education also influences students' career choices (Peterman and Kennedy, 2003). To survive in today's great business world, universities need to play a key role in promoting entrepreneurship. A study conducted on students in Turkey found that university education had a positive impact on entrepreneurial intentions (Türker and Selçuk, 2009). Mumtaz et al. (2012) in a study in Malaysia found that appropriate exposure to entrepreneurship education affected students to become entrepreneurs. A study by Karimi et al (2016) found that Iranian students who attended entrepreneurship education programs significantly improved their entrepreneurial intentions.

- Hypothesis 3: Perceived educational support influences entrepreneurial intentions.

2.6. *Perceived Relational Support and Entrepreneurial Intent*

Relational support refers to the approval and support of family, friends, and others to engage in entrepreneurial activities (Türker & Selçuk, 2009). Family and friends are people who have a big influence on individual career choices because they are perceived as a provider of funds and role models. Karimi et al (2013) in his research found that role models indirectly influence students' entrepreneurial intentions in Iran. This is due to the fact that role models often provide the necessary information, guidance, good examples, and support (Postigo et al., 2006). By having good examples and support, the students are more vulnerable and confident to become an entrepreneur. It will also motivate and inspire individuals to become successful entrepreneurs. Research conducted by Nanda and Sorensen (2010) in Denmark found that colleagues who had become entrepreneurs previously strongly influence a person's decision to become an entrepreneur. Kirkwood (2007) found that parents influence a child's decision to create new business in a number of ways, such as advice, support and strengthening. Research on Turkish students found that the close support of family, friends and networks affects positively their decision to become an entrepreneur (Yurtkoru et al., 2014). Similarly, Altinay et al. (2012) in a study on university of hospitality industry students in the UK found that family entrepreneurship backgrounds are positively associated with entrepreneurial intentions. Zapkau et al. (2015) in Germany found that positive parental role models affected entrepreneurial intentions.

- Hypothesis 4: Perception of relational support affects entrepreneurial intentions.

2.7. *Perceived Structural Support and Entrepreneurial Intentions*

Structural support in this study refers to perceived entrepreneurial assistance, provided by governments, businesses, banks and other institutions. This includes financial assistance, training, marketing, rules and regulations applied to employers and business opportunities. Various types of assistance will make it easier for entrepreneurs to start a new business. Türker and Selçuk (2009) in their research on students in Turkey found that public, private and non-governmental institutions encourage people to engage in entrepreneurial activities. In addition, the study Denanyoh et al. 2015) to students in Ghana found a positive correlation between initiatives, incentives and other support from government and non-government and entrepreneurial intentions.

- Hypothesis 5: Perception of structural support affects entrepreneurial intentions.

3. Research Methods

This type of research is categorized as a deductive research. According to Indriantoro and Supomo (2009), deductive research is a study that aims to test hypotheses through validation theory or testing the application of theory in certain circumstances. The questionnaire consists of two parts, whereas the first part contains the characteristics of the respondent and in the second contains the self-developed statement items about the research variables, each of which has six (6) statement items. Each item statement is measured using a 7 point Likert scale as follows: Strongly Agree score 7, Agree score 6, Somewhat Agree score 5, Neutral score 4, Somewhat Disagree Score 3, Disagree Score 2 and Very Not Go to score 1.

The sample determination in this study was done in stages (multi-stages sampling). The first stage, selecting a high-level with convenient sampling technique. The universities selected at this stage are accredited by National Accreditation Board of Higher Education (BAN-PT) i.e. UNSRAT Manado, UNIMA Tondano, STIE Eben Haezar Manado and STIE Petra Bitung. Second stage involves selecting students using the accidental sampling technique. The sample size is set by 150 students. Data analysis used quantitative descriptive technique with statistical approach such as validity test and reliability test, mean value and multiple regression analysis technique. Proof of hypothesis using t-Test at belief level, $\alpha = 0,05$.

4. Results and Discussion

4.1. Respondents Description

Participating students were 150 respondents (100% return of questionnaires distributed), consisting of 44.7% of men and 55.3% of women. The origin of the respondent university consists of 39.3% UNSRAT Manado; 27.3% UNIMA Tondano; 20% STIE Eben Haezar Manado and 13.4% STIE Petra Bitung. Respondents who cultivate the field of study Economics and Business as much as 71% and the remaining 28.7% Non Economics and Business. Respondents with entrepreneurial experience (such as running their own business, assisting parent business or helping business friends) were 54.7% and the rest 45.3% were inexperienced. Respondents whose parents work as entrepreneurs as much as 22.7% and the rest 77.3% non entrepreneurs (as civil servants, ABRI / POLRI, private employees, farmers or other).

4.2. Test of Validity and Test of Reliability Questionnaire

The statement items used in this research questionnaire were self-generated after reviewing some of the literature and gaining entry from several experts. The statement items for each research variable have been tested for validity and reliability test as shown in Table 1.

Description		NfA1	NfA2	NfA3	NfA4	NfA5	NfA6
Need for Achievement (NfA)	Pearson Correlation	.588**	.540**	.568**	.577**	.632**	.573**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Cronbach Alpha = .723							
Description		SE1	SE2	SE3	SE4	SE5	SE6
Self-Efficacy (SE)	Pearson Correlation	.732**	.870**	.805**	.720**	.793**	.650**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Cronbach Alpha = .791							
Description		ES1	ES2	ES3	ES4	ES5	ES6
Educational Support (ES)	Pearson Correlation	.639**	.605**	.719**	.245**	.630**	.579**
	Sig. (2-tailed)	.000	.000	.000	.002	.000	.000
Cronbach Alpha = .706							
Description		RS1	RS2	RS3	RS4	RS5	RS6
Relational Support (RS)	Pearson Correlation	.772**	.709**	.766**	.763**	.709**	.727**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Cronbach Alpha = .785							
Description		SS1	SS2	SS3	SS4	SS5	SS6
Structural Support (SS)	Pearson Correlation	.543**	.739**	.722**	.759**	.761**	.724**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Cronbach Alpha = .777							
Description		EI1	EI2	EI3	EI4	EI5	EI6
Entrepreneurial Intention (EI)	Pearson Correlation	.661**	.816**	.827**	.810**	.694**	.553**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Cronbach Alpha = .779							

Table 1: Result of Validity and Reliability Tests

The results of the validity test show all items of statement of the variables i.e. need for achievement, self efficacy, perceived educational support, perceived relational support, perceived structural support and entrepreneurial intensity are valid, as have significant correlation coefficients ($p = 05$). Furthermore, reliability test results showed the Cronbach Alpha ≥ 0.6 for all research variables and thus mean the statement items are reliable.

4.3. Descriptive Statistics

The result of calculating the average value of each variable of research variable is shown in Table 2.

No.	Statement	Mean	Std. Deviation
Need for Achievement (NfA)			
1	I work hard to get the best results in doing things like learning, working, sports, etc.	6.58	.559
2	I feel proud if the work obtained is better than other colleagues	6.32	.846
3	I love something challenging in living life	5.83	1.039
4	I will perform every task / work with full responsibility	6.45	.661
5	I carefully calculate the risk of any job / action performed	6.10	.817
6	I will not repeat the actions that cause the failure to achieve a goal of	6.49	.621
Self-Efficacy (SE)			
1	I am sure it has good stamina to become an entrepreneur	6.04	.810
2	I am sure I have adequate managerial skills in doing business when I am an entrepreneur	5.84	.860
3	I am sure able to analyze well the business opportunities when becoming an entrepreneur	5.72	.812
4	I am sure able to think rationally to make good decisions in difficult business situations when becoming an entrepreneur	5.89	.824
5	I am confident of being able to build a business network when becoming an entrepreneur	5.74	.839
6	I am confident of being able to control my emotions in interacting with others when I am an entrepreneur	5.92	.938
Perceived education support			
1	Perguruan tinggi ini memberikan saya pengetahuan yang memadai untuk mengelola suatu bisnis	6.18	.828
2	Proses pembelajaran, latihan dan praktek mata kuliah di perguruan tinggi ini telah menginspirasi saya untuk berbisnis	5.92	.879
3	Perguruan tinggi ini mendorong saya untuk aktif berpartisipasi dalam proyek atau kegiatan kewirausahaan di kampus	5.55	1.114
4	Keikutsertaan dalam seminar/lokakarya terkait kewirausahaan yang diselenggarakan perguruan tinggi ini telah memotivasi saya untuk berbisnis	5.13	.822
5	Perguruan tinggi ini mendorong saya untuk melakukan magang berfokus kewirausahaan	5.53	1.041
6.	Mata pelajaran kewirausahaan pada perguruan tinggi ini mengembangkan kemampuan saya untuk berbisnis	5.61	1.073
Perceived Relational support			
1	Parents and other families will give moral support if I become an entrepreneur	6.11	.966
2	Parents and other families will help finance when I will start a business	5.64	1.166
3	Parents and other families will give me time, ideas or advice when I discuss about the business that will be cultivated	6.08	.938
4	Colleagues and relationships will provide moral support if I become an entrepreneur	5.86	.920
5	Colleagues and relationships will help finance when I start a business	4.99	1.190
6	Colleagues and relationships will provide time, information, ideas or advice when I discuss about the business to be cultivated	5.67	.953
Perceived Structural Support			
1	The government should facilitate the handling of business licenses for entrepreneurs who start new businesses	6.56	.670
2	Providing loans without collateral / asset collateral by banks is very helpful for entrepreneurs who need additional capital	6.03	.948
3	Lending of loans with low interest rates by banks and state-owned enterprises is very helpful to entrepreneurs who need additional capital	6.25	.794
4	The government should conduct technical production training for new entrepreneurs to improve the quality of goods and services produced	6.44	.640
5	The government should undertake training in marketing of goods and services for new entrepreneurs	6.26	.893
6	Universities should conduct financial management and leadership training for new entrepreneurs	6.34	.834
Entrepreneurial Intention			
1	I want to have a business in time not too long after graduation	6.12	1.003
2	I am more proud to be an entrepreneur than just being a company employee	6.01	1.144
3	I want to be an entrepreneur because it allows to realize the potential of oneself	5.94	1.025
4	I want to be an entrepreneur because I have the freedom to be creative	5.93	1.028
5	I want to be an entrepreneur because I do not like to be governed and governed by others	4.94	1.615
6	I am determined to manage well the business that will be owned later in order to become a successful entrepreneur	6.50	.740

Table 2: Mean Score of Statement Item of Variables

Table 2 showed that under the variable need for achievement, statement 1 has the highest mean score whereas statement 3 has the lowest one; under the self efficacy variable, statement 1 showed the highest while the lowest was statement 3; as for the perceived educational support, the highest mean score was for statement 1 and the lowest was statement 4. Furthermore, the highest mean score for perceived relational support variable was statement 1 and lowest was statement 5; for the highest perceived structural support variable was statement 1 and lowest was statement 2; while for the entrepreneurial intention variable statement 6 was the highest and statement 5 was the lowest.

4.4. Hypothesis Testing

The proposed research hypothesis in this study was tested using multiple regression analysis, where is shown under table 3.

Description	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.201	5.348		.785	.434
Need for Achievement	-.002	.147	.000	-.011	.991
Self-Efficacy	.336	.102	.270	3.289	.001
Educational Support	-.127	.084	-.120	-1.514	.132
Relational Support	.342	.086	.322	3.970	.000
Structural Support	.317	.105	.225	3.018	.003

Dependent Variable: Entrepreneurial Intention

Table 3: Result of multiple regression analysis

➤ Hypothesis 1: The need for achievement affects entrepreneurial intentions

The regression coefficient of variables for variable Need for achievement is -0.002 with significance level of $0.991 > 0.05$ means that the need for achievement has no significant negative effect on entrepreneurial intentions. This result indicated that the need for students' achievement in North Sulawesi does not trigger their entrepreneurial intentions. The willingness of students to realize their potential and compete to gain excellence through entrepreneurship can be said is still low. Entrepreneurship has not been their primary employment choice, as they consider becoming a more prestigious and dignified civil servant. It is therefore necessary to encourage entrepreneurial entrepreneurship for students in North Sulawesi and to change their mindset by emphasizing that entrepreneurship is a noble and prestigious or dignified job since it develops self potential and provide jobs to others.

The result of this research is in line with Indarti (2004) research on Indonesian students found that the need for achievement has no significant effect on entrepreneurship intention. Other research conducted by Indarti, et al. (2010) to students in 5 (five) Asian countries finds different results among the countries about the impact of the need for achievement on entrepreneurial intentions. For Thai students, the result showed the effects were negative non significant, on the contrary, the Indonesian, Japanese, South Korean students, as total, found positive non significant effects, while for Taiwan students there was significant positive one.

➤ Hypothesis 2: Self-efficacy affects entrepreneurial intentions.

Regression coefficient variable of Self-efficacy is 0.336 with significance level $0.001 < 0.05$ means that self efficacy has a significant positive effect on entrepreneurial intentions. These results indicate that students in North Sulawesi have confidence in their potential and ability to achieve success in entrepreneurship. This becomes a crucial endowment to build entrepreneurial spirit among students, especially in relation to overcoming unemployment of college graduates. High self-efficacy in entrepreneurship is an important force for dealing with challenges and problems when doing business.

The results of this study are in line with research of Indarti et al. (2010) found a significant positive self-efficacy effect on the entrepreneurial intentions of Indonesian, South Korean, Taiwanese, and Thai students in total. On the other hand, specifically for Japanese students, they found no significant positive influence. Pihie and Bagheri (2013) in their research on public and private university students in Malaysia found that self efficacy has a significant positive effect on entrepreneurial intentions.

➤ Hypothesis 3: Perceived educational support influences entrepreneurial intentions.

The regression coefficient of variables Educational support is -0.127 with significance level $0.132 > 0.05$. It means that the educational support has a negative not significant effect on the intention of entrepreneurship. This result indicated that educational support does not motivate students' entrepreneurial intentions in North Sulawesi. This information is crucial for universities that dwell in North Sulawesi, since it critically sends a warning that the current curriculum and its learning process have not been able to stimulate entrepreneurial intentions for its students. The needs for updating the universities' curriculum with an emphasis on business knowledge should be a priority, as well as a design a learning process that can generate entrepreneurial spirit for its students.

This research is in line with Ambad and Damit (2016) whose research on students in Malaysia that found no significant relationship between perceived educational support and entrepreneurial intentions. On the contrary, the results of this study differ from Selçuk research (2009) on students in Turkey who found that university education has a positive impact on entrepreneurial intentions.

➤ Hypothesis 4: Perceived Relational support affects toward entrepreneurial intentions

The regression coefficients variable for the Perceived Relational support is -0.342 with a significance level of 0.000 <0.05. It means that perceived relational support has a significant positive effect on entrepreneurial intentions. This result indicated that students in North Sulawesi aware the importance of support from their parents, families, associates and networks to run a business. The decision to do business is a bold decision since it involves risks of bankruptcy and therefore it requires the support of their close ones. This relational support can be in a form of capital assistance, information, ideas, opinions and even moral support. This is important since to be a successful entrepreneur is not an easy process, he/she will go through a tough process of doing business and a possibility of bankruptcy. However, falling down is not the end of the story, however, of course, with the support of family and colleagues' one can rise up again to reach new height.

The results of this study support the research done by Yurtkoru et al. (2014) to Turkish students who received support from his/her close family, friends and networks, affects positively their decisions to become an entrepreneur. In addition, a research conducted by Nanda and Sorensen (2009) in Denmark, found that colleagues, who had become entrepreneurs previously, strongly influenced a person's decision to become an entrepreneur. Kirkwood (2007) found that parents influence a child's decision creating new business(s) in a number of ways, such as advice, support and encouragement.

➤ Hypothesis 5: Perceived structural support affects entrepreneurial intentions.

The regression of coefficient for the variable perceived structural support showed -0.317 with the significance level 0.003 <0.05. It means that structural support is significantly and positively affects influence to the entrepreneurial intentions. This result indicated that the students in North Sulawesi perceived it is important to obtain the support of government, banking industry, big corporations or university support in running a business. This support can be in the form of easy to obtain business permit, access of capital, managerial training, marketing and others. When these supports are non-existent or difficult to obtain, it will have an impact in the form the decreasing entrepreneurial intentions.

This study supports the results of Türker and Selçuk (2009) research on students in Turkey who find that public, private and non-governmental institutions encourage people to engage in entrepreneurial activities. In addition, Han et al's (2015) study found that structural support positively non-significant influenced entrepreneurial intentions.

4.5. Limitations of Research

This study has limitations in the sample size, both the number of colleges and the number of student respondents. Therefore, it is suggestion for other researchers who examine the same thing to use larger samples to obtain more accurate results.

5. Conclusions and Recommendations

5.1. Conclusions

Based on the results of research and discussion above can be put forward the following conclusions:

1. The need for achievement has an insignificant negative effect on student entrepreneurship intentions in North Sulawesi.
2. Self efficacy has a significant positive effect on student entrepreneurship intentions in North Sulawesi.
3. Educational support is felt to have an insignificant negative effect on students entrepreneurship intentions in North Sulawesi.
4. Relational support has a significant positive effect on student entrepreneurship intentions in North Sulawesi.
5. Structural Support has a significant positive effect on students entrepreneurship intentions in North Sulawesi.

5.2. Recommendations

Recommendations that can be put forward as follows:

1. College parties need to fix the curriculum and learning process in order to be able to generate entrepreneurial interest among students.
2. Need more serious efforts from the government, parents and other parties so that students after graduation they are more interested in entrepreneurship, both through formal and non formal education process.
3. Need to change the mindset of students that entrepreneurship is a noble job, because it allows the development of their own potential and helps provide jobs to others.

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