

Instrument Development: Entrepreneurial Social Support Assessment Instrument (IESSA)

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Abstract

There are many researchers contributed to study the role of social support systems in grooming young graduate to become entrepreneurs. However, these findings are topic specific not integrating varied models proposed by various authors in entrepreneurship. Many aspects like family, peer group, educational institutions, etc. have been role in acting as a factor of social support system. It has been pointed out by Susanti (2012) that someone who dares to choose entrepreneurship as a career is a person who feels being trusted by people, feel comfortable, able to deal with any risks. Such behavior can grow and thrive in the person who receives social support. All these researchers have pointed out the importance of social support system in grooming students to become young entrepreneurs. However, there are less number of studies have been conducted in Indonesian scenario to identify which are the variables that are closely knit with the social support theme in its contribution toward entrepreneurship among young graduates. Hence, contemporarily a study needs to be conducted by examining various models, theories, and recent review of literature, contextualizing the topic into Indonesian business school. In this context, an instrument was developed to measure factors of social support and particularly focusing on individual factors, in the education sector. The process of instrument development was initially conducted through qualitative method and followed by quantitative method. The study adopted various techniques including content analysis, and personal interviews with the students, followed by focused group discussion and Delphi technique with expert. After identifying the variables through Delphi technique, the variables were tested to meet the validity and reliability through quantitative method. This study utilized content, construct and face validity to validate sub-factors and items generated in the instrument. It was finalized that there are 25 items under 2 sub-factors of entrepreneurial social support.

Keywords: Instrument Development, Entrepreneurial Social Support, Validity, Reliability, Qualitative Research, Quantitative Research

Introduction

Social support is a concept which is widely deliberated and discussed across the globe. However, there are less number of studies have been conducted in Indonesian scenario to identify which are the variables that are closely knit with the social support theme in its contribution toward entrepreneurship among young graduates. It is undeniable that social support system is pivotal for university students in Indonesia, this support can enhance their motivation to involve in entrepreneurship. However, most of the students seldom obtain such support in their environment. There is a thought that many parents expect their children become civil servants then their life would be better than to be entrepreneurs (Mustikawati & Bachtiar, 2008). This statement is really tragic if it is linked to Indonesian economy with a high rate of unemployment and lack of job opportunities. A good entrepreneurial environment and good social support, in fact, will be able to overcome this severe problem. However, it is not that simple to start a new business in Indonesia. Many people who are engaged in small business like street ventures, small shoppers, etc. are perceived as almost equal to unemployed and are not considered as good ventures by the Indonesian community. While these small businesses are extending better turnover and good return on investment to the business starters. Here, the small ventures are associated with social stigma that these entrepreneurial jobs are less prestigious as a government job. Whereas, it is obvious that when someone intends to pioneer new business, he desperately needs a

support. Support for entrepreneurship usually comes from a family, partner and peers where they can discuss the idea and the problems encountered along with the ways to handle the problem (Mustikawati & Bachtiar, 2008). Substantiating these issues, one study also revealed that the existence of a social risk associated with starting a business, therefore the fear of being demeaned and ridiculed when facing a failure in business and there is a negative perception toward the failure (Phikala & Vesatlenein, 2009). Meanwhile, most the parents of university students perceive that the risk of being an entrepreneur is too high (Hartanto, 2011). Such negative assumption sometimes becomes a constraint and discourages someone to start with entrepreneurship. In a study, Amalia (2012) further found that the students have less confidence to be entrepreneur. They do not have the support of parents to become an entrepreneur. Parents tend to expect their children to work in a company instead of being an entrepreneur. A lot of parents often unconsciously forcing the will of their children and the parents are unable to distinguish between their desire and the children's desire (Mustikawati & Bachtiar, 2008).

Literature Review

It appears to be widely known in most studies that social support is a multifarious and multidimensional construct, there are lots of disagreements on exactly how it is best conceptualized, interpreted and/or measured (e.g., Barrera, 1986; Lakey & Cohen, 2000; Lopez & Cooper, 2011; Thompson, 1995). Social support is a pleasant feeling, having attention, self-esteem or the aid received by people or group (Cobb, 1985). Further Cobb (1985) emphasizes social support on personal ownership toward the social communication networks and the need to cooperate with each other. Social support is generally defined as the presence of other people who can be trusted, people that make others loved for, pleasures that cannot be quantifiable. Sarason, et. al (1987) explains social support as a regular interaction with other people and immediate family members or relating to the provision of duties and attachments. Social support is the social way of communicating with others to manifest love and care for others. This kind of support serves as building blocks of social, psychological and biological integrity. Both formal and informal support networks have been seen as a central element of an individual's social capital, a valuable resource that contributes to better health chances (Goodwin, Costa, & Adonu, 2004).

Social support in reality can be understood as caring for one, providing for the needs of others, strengthening the social network of people globally. These resources that a given to others can be emotional, for example, in providing for the financial needs, providing adequate information for them and giving them a wonderful advice. Social support comprises of the characteristics of a good social relationship among people, readiness to give them assistance. It happened through a close relationship to others, for their right to keep an obligation and to maintain good will with others. Social support can be explained in a different way, depending on one's understanding relating to it. It can be described as a resource giving to others, embracing care for others or giving out one's resources to others. Different type of social support have been identified like the instrumental support that can help to solve a problem on how people feel for others as well as reasonable support for like giving of goods and good advice but to mention a few (Schwarzer & Rieckmann, 2000). Social support refers to the potential entrepreneur's beliefs and expectations about the support he or she will receive from groups to which he/she belongs (parents, siblings, and spouse) and from other reference groups (friends, colleagues, and teachers) in the case of setting up a business or going self-employment (León, Descals, & Domínguez, 2007). Albrecht and Adelman interpreted social support as interaction between recipients and providers that diminish uncertainty about the situation, the relationship or others and functions to enhance the perception of personal control in one's life experience. Referring to this definition, according to (Mattson's Health as Communication Nexus, 2011) the basic features of social support includes:

- Communication
- Uncertainty reduction
- Enhanced control

Based on this definition, social support refers to an approach of having a good interaction to other

people with the aim of addressing their needs and affecting them positively to be a better person and to be in charge of any giving circumstances they find themselves in (Mattson's Health as Communication Nexus, 2011).

Hupcey (1998) describes social support is a multi-faceted ideology that is very complicated to understand, to explain and to measure. Despite this idea has been widely looked into, there is few acceptance among researchers as to its theoretical and applying its definition. Therefore, the understanding remains unclear and everything that relates to social relationship could be regarded as social support. Researchers of social support have constantly neglected the difficulty of the concept and the measurements relating to the changes in its simplicity. He also suggested that social support with a good attitude to others helps to maintain a good relationship with others and gives a positive respond from the receiver (William, 2005).

Social support relates to tangible outcomes such as the actual and potential resources individuals obtain from knowing others, being part of a social network with them or merely from being known to them and having a good reputation (Baron & Markman, 2000; Mair & Noboa, 2003). It was believed that the social support theory pays attention to three interrelated classes of variables like personal characteristics, interpersonal relationships and the factors that generate supportive efforts. These variables can be considered as context of social support since the influence of social support rely on the interaction of the above three dimensions (Rasheed, Sawal, Taj, & Najam, 2005; Irwin G. Sarason, Sarason, & Pierce, 1992)

Social support contains a multidimensional collection of material, emotional, or informational resources. These resources are provided through social connections with family, friends, groups, or professionals (Harris, 2006). Gottlieb (2000, cited in Mattson's Health as Communication Nexus, 2011) defined social support more broadly as the process of interaction which can enhance coping, respect, belonging, and capability through actual or perceived exchanges of physical or psychosocial resources". Referring to this explanation the main components of social support are:

- Interaction
- Coping
- Esteem
- Belonging
- Competence
- Exchange

Sarafino (1994) cited in Mustikawati dan Bachtiar (2008) classified a social support in 5 dimensions as follows:

1) Emotional support

This support involves the expression of empathy and concern for individual, so the individual feel comfortable, feel loved and cared. Closed network of contacts around the entrepreneur, in which the contacts know each other, generate trust within the network. Trust between actors will escalate the likelihood that the entrepreneur may acquire sensitive information and emotional support (Klyver & Schøtt, 2011).

2) Esteem Support

This refers to a positive assessment on the individual, encouragement and approved statement on individual opinion. This support will help the valuable feeling for those who consider themselves to have different abilities with others, so that it can improve self-confidence and self-esteem to the individuals.

3) Tangible or instrumental support

It refers to cash transfer such as money or other material.

4) Informational support

A support that includes the provision of advice, guidance, suggestions or feedback on how to solve the problem. Such support can help the individual to recognize and address a problem easily.

5) Network support

This support leads to a sense of belonging to the individual because the individual has become a member in a group. In this case, the individual can share interests and social activities, so that the

individual feels himself to be accepted by the group.

Emotional support is the most important social support, including sympathy, concern, love and trust. Especially, it can be realized by an operational definition such as providing self-respect, friendship, trust, concern, and hearing (Wei & Wang, 2009). Based on House (1981, cited in Wei and Wang, 2009) there are four items that can be used to measure emotional support such as (i) concerning about the happiness and healthy in new venture creation, (ii) help individuals when he/she is in trouble in new venture creation and makes him/her feel better, (iii) make individuals relax when he/she feel exhausted in new venture creation, and (iv) make individuals feel comfort when he/she frustrated in new venture creation. Social relationships are potential to offer useful resources which include emotional resources. These may take the form of emotional expression which may sustain an individual in the short or long term; instrumental emotional support which may help an individual to master their emotional burdens; coherence support which may be overt or covert information, resulting in confidence in the individual's preparation for a life event or transition; validation which may result in an individual feeling someone believes in them; an inclusion which may result in a sense a belonging.

Family support, or lack of it, is of essential importance in the decision-making process for the women entrepreneur and depending on the reaction from the family, the women entrepreneur can either be highly motivated in her new business or completely demotivated. The discouragement from the home, coupled with opposition from society at large creates emotional and physical barriers (Bulsara & Pandurengan, 2007). Higher level of support includes a positive evaluation on oneself, motivation and acceptance expression on one's opinion. This support will assist to give meaningful feelings for others that sees themselves to possess different characteristic to other, therefore it can give birth to self-confidence and self-admiration for others (Mustikawati & Bachtiar, 2008; Sarafino, 1994).

High level of support is an aspect of social support that is given to others with the aim of promoting good feeling for others (Holmstrom & Burlison, 2011). Self-esteem shows individual a complete emotion of one's value and self-independence. Esteem support is described as the honor giving to others by oneself. Esteem support is manifested in self-confidence or self-motivation. Others providing esteem support can identify one strength that is neglected or making one have confidence in one's ability. Esteem support is the evaluation giving to others, explaining the approval and disapproval of the attitude to others. Self-esteem is the continuous process, resulting to a systematic development that is affected by new circumstances and happenings. Positive experience results to a giving amount of evaluations on one's self-esteem while a failure result to a gradual fall in one's self-esteem (Harris, 2006).

Support from faculty/college is very important for the development of student entrepreneurship. Lack of supports from the faculty could be one of an obstacle to the development of student entrepreneurship. One study found that, from 51 students surveyed, a total of 26 students were declared to be sufficient support from the faculty, the support of the faculty may be providing seminars, training, and mentoring entrepreneurs for free. The free entrepreneurial mentoring can also be assistance from building a business during the start-up to maturity. Some programs have also been carried out such as assisting prospective entrepreneurs through business incubator programs (Amalia, 2012). In supporting people in entrepreneurship, the role of parents is not merely forming their personality to become a successful entrepreneur. The provision of capital is also one of the parents' roles to improve their motivation for entrepreneurship. The role of parents to support can be financial capital (finance), a tool and a place for entrepreneurship and investment. In addition to encouraging children to entrepreneurship, parents can also help with the form of infrastructure or business space. Capital in the form of money or place of business should not be too much and enforced. Despite, providing a small capital can be a form of support for their children to become entrepreneurs (Sari, 2012).

As mentioned by Susanti (2012) the instrumental support is a support in term of tangible assistance or actions provided by social familiarity. The direct social support such as the provision of equipment, jobs and finances. Social support is very much needed by the prospective entrepreneur. They need the support to start a business such as capital, loan, and so on. Information support is communication that

provides useful or needed information. When facing any challenging circumstances, particularly in developing a business, usually information is necessary for making decision. Not knowing the details of what one is facing or about the different options available can be a source of upset and stress (Mattson's Health as Communication Nexus, 2011). *Informational support* is the provision of advice, guidance, suggestions, or useful information to someone. An individual who desires to start a venture usually needs more information relating to what kind of business could be generated nowadays and whether there are any competitors if he/she runs this business, etc.

Network support relates to the relationship that exists with other people, confirming their individual possession of socializing with other through the availability of social network. In other words, network support is communication that reminds people that they are not alone in whatever situation they are facing. Members of the network may offer many kinds of support but the concept of network support emphasizes that a network is available for providing social support (Mattson's Health as Communication Nexus, 2011).

Peer group is an initial realm of social interaction which include individual's decision to initiate a business due to the influence of his or her peers. Peers who are already running their own venture always try to provide him a comfort environment in his or her business startup (Bönte, Falck, & Heblich, 2009). Peer pressure with regard to business leads toward other social influence like media, social networks and social organizations; therefore, it is easier for the one to take initiative for business. One study found that by having an entrepreneurial peer group support, will generate positive effect on one's entrepreneurial desires (Falck, Heblich, & Luedemann, 2009). In the presence of contextual effects, a student spending time at a peer's home with entrepreneurial parents is going to be more exposed to entrepreneurship as a career option than those who do not. Manski (1995) cited in Falck (2009) raises the possibility or spurious estimates of peer-group effects that may be erroneously interpreted as true endogenous or contextual effects: the so-called correlated effects. These can arise when youths in the same reference group express the same occupational intentions because they share a common set of overlooked characteristics.

Family plays a pivotal role in the business establishment process and therefore their role deserves greater contribution in the entrepreneurship. The kinship relationships provide the strongest connections in entrepreneurial networks. The family offers a range of resources in both professional and nonprofessional manner which is efficacious in nature. In the case of entrepreneur, network may be derived from membership of trade associations, business networks or indeed friendship with business people, which help the entrepreneur in providing the access to information (Leek & Mason, 2009; Zafar, Yasin, & Ijaz, 2012). One study found that affective family-to-business enrichment (the transfer of positive affect, e.g., positive mood or happiness, from the family domain to the work domain), instrumental family-to-business enrichment (the transfer of skills and behaviors acquired or nurtured in the family domain to the work domain) and family-to-business support (interpersonal support from family members) were positively related to entrepreneurial success and satisfaction for female business owners but not male business owners (Murphy, 2013). In addition, Murphy stated that Family-to-business support was more positively related to women's business performance, growth in employment, satisfaction with employee relationships, and satisfaction with a status than for male entrepreneurs. Affective family-to-business enrichment was more positively related to women's business performance, satisfaction with employee relationships, and satisfaction with a status than for male entrepreneurs. Instrumental family-to-business enrichment was more positively related to women's satisfaction with a status than for male entrepreneurs. Therefore, female entrepreneurs may benefit more from family-to-business enrichment and support than men because of their relative lack of access to other resources like social and financial capital. In addition, women's inclination to integrate work and family and to emphasize the interconnectedness and relationships may give them an advantage in capitalizing on sources of family-to-business enrichment and support.

Methodology

In order to gather enough information which support to answer this research question posed, this study has extensively explored related studies in this area to develop an instrument. This study particularly

employed a mixed-method approach by utilizing both quantitative and qualitative research methods. Ivankova (2006) clearly pointed out that combining quantitative and qualitative methods can bring all issues together and provide extra dynamic analysis that will endow with strong benefits for research. The theme of the research is related to social support in the business school. In a nutshell, the qualitative research method was to identify variables that influence social support in business schools, while the quantitative method was to support the generalization of these outcomes through the application of precise statistical analysis using appropriate tools.

Qualitative Research Inquiry

1. *How do you define Social Support?*
2. *Contextualizing the topic to the Indonesian scenario, which are the major factors, closely related to social support in Indonesia?*

Research Methodology: Qualitative

Creswell (1998) asserted that the qualitative research aims to understand the investigation process by developing a comprehensive and composite picture about what is being studied, analyzing informants' point of views, texts and reports, and implementing naturally the study on a particular setting. The data collection of qualitative research is submerged into the everyday life based on the situation in order to frame a research. The data analysis was based on the perceived values of the informants for their world. Finally, Miller (2000) contended that data analysis creates an understanding about problems which are located on various contextual factors. In particular, this study follows different qualitative research techniques to look at the topic of study. The study employed a discussion of related literature, case studies and Delphi technique in formulating the variables which influence social support of students in business schools in Indonesia.

Triangulation

Triangulation is defined as the use of two or more methods to investigate the research questions in order to heighten confidence in obtaining findings. Since much social research is founded on the usage of a single research method and as such may suffer from limitations associated with that method or from the specific application of it, triangulation offers the prospect of enhanced confidence. Methodological triangulation is defined as the utilization of two or more methodologies in examining the same phenomenon under investigation (Mitchell, 1986). This type of triangulation may take a part at the level of research design or data collection (Burns & Grove, 1993). This particular study followed grounded theory, case studies and Delphi technique as the triangulation methods that to identify and fix the variable and categories in relation to social support of university students.

Grounded Theory

Martin & Turner (1986) stated that Grounded Theory "is an inductive, the methodology of theory discovery that allows the researcher to advance a theoretical account of the common features of an issue or topic while simultaneously grounding the account in empirical observations or data." Grounded Theory offers a complete, rigorous, and systematic method of analysis, which can accommodate the need for the researcher to comprehend initial hypotheses. It, therefore, provides the greater freedom of the researcher to explore the research area and allow issues to emerge (Briant, 2002; Glaser, 1978, 1992, 1998, 2001). The process of grounded theory covers and acknowledges the researcher bias, the selection of a data collection site, the data collection process, the process of coding and analysis, and the compilation of results. Coding and analysis consist of three phases: open coding, selective coding, and theoretical coding. Open coding employs constant comparison, memoing and results in themes, sub-categories, and core categories. These results guide the subsequent sampling of participants through theoretical sampling. The second stage of coding - selective coding - also uses a constant comparison and memoing. This stage results in dense and saturated key categories. The main categories are then sorted, written, theorized and cross-referenced with literature, during theoretical coding. The outcome of this last stage of coding provides a basic understanding on concepts under

study and a theoretical model. With the support of grounded theory methodology, this particular study identified the factors and the themes related to social support.

Case Study

At the initial stage, the researcher has conducted preliminary 3 case studies that explore factors related to social support. These case studies have supported the research to get a grip on the topic under study with the content. Thus, the first criteria used by the researchers include the short interviews with the students from different universities in Indonesia. Based on the number of students the study considered 3 students incorporating the representation from all. Through the interviews, short-cases have been developed. Case study interviews are frequently used as part of the initial assessment and arriving at explicit and implicit variables based on the topic under study. Some of the case study content, which supported the researcher to get some insight into the social support factors, has come up from case studies among students in business school.

Students 1

- ⊙ “Being self-employed will be more challenging for me because I feel this career is too risky. My parents always remain me to be careful to choose career, failing to choose a career could destroy my future, so that I decide to have a job in one of leading company.”

Student 2

- ⊙ “Actually, I would like to try something new and step away from my comfort zone by choosing an entrepreneurship career, however, people here always under estimate those who want to start up a business. My friends always told me starting a new business is a ridiculous opinion, because they perceive we do not need to take degree level in university for this kind of job. Those perceptions sometimes make me doubt to make decision to be an entrepreneur.”

Student 3

- ⊙ “I am going to be a civil servant in one of government institution because this job will give me high self-esteem in the society. It means, being civil servant is much more respectful here than being a street ventures or likewise. My family would be proud if I can pass the test and work in the government institution.”

Delphi Technique

This particular study followed Delphi method as it research design to explore categories and factors related to social support issues in various universities. As it is known, the Delphi method is one of the methods, which started its usage in 1950, in order to get consensuses, which is linked to real world knowledge coming through experiences on the area related to research topics. It is pointed out by Dalkey (1963) that the consensus on decisions which is coming from heads is better than one, or... n heads are better than one. Delphi technique is considered as one of the effective communication process with the objective of making deep analysis base on deliberation on a specific problem in order to set a goal, undertake a probe into the policy or to make effective prediction on the occurrence of future events (Kumar, 2013). Basically, the Delphi technique is conducted in the form of semi-structure interaction and interview. High concentration on the process is envisaged to ensure the rigorous. During the middle of March to the middle of November 2013 Delphi process organized among the resources people carefully selected based on the expertise knit with social support, followed by interviews.

Telephonic interview is utilized to collect information from the respondents. 40 professionals or expert from the industry and academia were recognized and approached by email or telephone and were invited to participate in the study. All the clarifications related to the objective of the study were made by the researcher. However, From 26 respondents were being interacted and communicated, only 20 respondents shown their enthusiasm to take a part in the discussion. Finally, the 20 participants were interviewed by telephone and through email. The conversations have been taped and recorded and manually analyzed. The procedural steps in adopting the Delphi technique were as follows.

4.1 Expert Panel Identification

The group of professional was made from experts having high knowledge and expertise in social network and entrepreneurship. They are closely associated with industries like Consultants, Owners of industries, Top level managers, Entrepreneurs, Professors, Researchers as well as Academicians. Based on the area of expertise, the expert members include 12 male members (60%) and 8 female members (40%). These dynamic groups of panel of experts are knowledgeable and familiar to give relevant opinions and an admissible understanding of the concept of social support.

4.2 Rounds

4.2.1 Round 1

In the initial round, the Delphi process essentially begins with an open-ended questionnaire. The open-ended questionnaire serves as the foundation of soliciting specific information about a contented area from the Delphi subjects (Custer, R. L., Scarcella, J. A., & Stewart, 1999).

The questions:

1. *How do you define Social Support?*
2. *Contextualizing the topic to the Indonesian scenario, which are the major factors, closely related to social support in Indonesia?*

Round 2

The second round concentrate into categories and the items which are more closed to the concept social support. Followed by the procedure the Delphi members received the second questionnaire and accordingly they were required to rate or rank order the items in order to establish first level preferences among item incorporated into. In this stage, based on the decision and deliberation, agreement and disagreement on the items consider in relation to social support were make. Care should be taken that, the number on Delphi iteration should be based on how far consensuses have been arrived at effectively on the concept social support in the study. The process identifies 82 categories, which are having items with high and low proximity of social support identified. Rating process further identified in the categories and items identified.

Round 3

In this round, each Delphi panelist receives a number of questionnaires that include the categories and items ratings, summarized by the investigators in the previous cycle and are asked to revise his/her judgments or "to delineate the reasons for staying outside the consensus" (Pfeiffer, 1968). This round gives Delphi panelists a chance to make further explanations of both the information and their decisions about the relative importance of the categories and items. Second level screening of the 82 categories which were having a high and low influence on business incubation centers identified with corresponding items. The process further identified 38 categories, which are having high and low proximity of the social support identified. Classification of the items in 38 categories of 2 factors was being made with appropriate loaded items. Thematic presentation and the categorization of the items were done.

Round 4

This round is the last round in which the researchers tried to eliminate the minority opinion in order to capture the maximum level of consensus based on their rating on the categories and items which related to social support. Crosschecking of this categories and items were thoroughly make and the suitability clearly ascertained for fixing up the categories and items related the factor social support. During fourth level, screening of the 25 categories of 2 factors which were having items with high and moderately high proximity of social support identified. Sought the expert opinion on the appropriateness of the core factors selected for the study.

Table 1. Delphi application

No	Factors	Categories	No. of items	No. of Experts	% of Experts
				(N=20)	
1	Family Support	Support with useful information	4	17	85
		Support with right advices	3	17	85

No	Factors	Categories	No. of items	No. of Experts	% of Experts
				(N=20)	
		Support in decision making	4	16	80
		Encouragement from family member	3	18	90
		Sharing responsibility	3	17	85
		Emotional Support	2	16	80
		Providing self-confidence	2	17	85
		Providing financial assistance	3	18	90
		Assisting start ups	3	18	90
		Sharing problem	3	18	90
		Support in networking	4	17	85
		Identifying space and location	2	17	85
		Coordinating activities	3	16	80
2	Peer Group support	Motivation from friends	3	17	85
		Making provision of adequate information	3	17	85
		Providing right suggestions	3	17	85
		Facilitate better decision making	3	18	90
		Sharing responsibility	3	17	85
		Providing psychological support	2	16	80
		Inducing self-confidence	2	16	80
		Sharing business problem	3	17	85
		Supporting start-up	3	17	85
		Networking support	3	17	85
		Identifying good location	2	16	80
		Supporting coordination	3	16	80

The first factor that linked to Social support is the Family Support. The experts identified 39 items under 13 categories in relation to social support. The major categories identified by the experts are the Encouragement from family members (90%), providing financial assistance (90%), assisting startups (90%) and sharing problems (90%). The expert further observed Support with useful information (85%), Support with right advices (85%), sharing responsibility (85%), and providing self-confidence (85%) Support in networking (85%) and Identifying space and location (85%). Though much difference in the scoring is further observed, the experts have given minor scoring three categories like Support in decision making (80%) and Emotional Support (80%) and Coordinating activities (80%) which are closely knit with social support.

The last factor considered for the study is the Peer Group Support. The result shows that the professionals identified 33 items which come under 12 categories social support factor. The table showed that Facilitating better decision making (90%) as the prominent factor which closely knit with social support for the students. The experts also identified Motivation from friends (85%), Making provision of adequate information (85%), Providing right suggestion (85%), and Sharing responsibility (85%), Sharing business problem (85%), supporting startup (85%) and Networking support (85%) as the second prominent factors in relation to social support among students. Moreover the result also shows the importance of categories like Providing psychological support (80%), Inducing self-confidence (80%), Identifying good location (80%) and supporting coordination (80%) that are knit with social support for the students.

Quantitative Research Method

In order to analyzing the data and testing the hypotheses, a number of statistical tools and methods were employed by using SPSS software version 20. The software used the tools of reliability and factor analysis to test the goodness of measures.

Factor Analysis and Reliability Test

Prior to any validity and reliability tests, the tests of assumptions for multivariate analysis will be conducted to ensure that the data met the normality, linearity, multicollinearity, and homoscedasticity assumptions. The next important step in data analysis is to understand the dimension of the variables in the proposed framework or relationships posited in empirical research (Hair, Black, Babin, & Anderson, 2010). In other words, factor analysis should be performed to identify the structure of interrelationship among a large number of items in the study. This may be done by defining common underlying dimensions, commonly known as factor (Hair et al., 2010). Another purpose for performing factor analysis is to determine whether the data could be condensed or summarized into a smaller set of factors (Malhotra, 2010). The dimensions of the scale were examined by factor analyzing the items using the principal components analysis with Varimax rotation. Minimum eigenvalues of 1.0 helped determine the number of factors or dimensions for each scale (Hair et al., 2010). Although factor loadings of .30 to 0.40 are considered acceptable, however, factor loadings greater than 0.50 are generally necessary for the practical significance (Hair et al., 2010). Hence, the items for a factor will be retained only when the absolute size of their factor loading is above 0.50.

Ethical Considerations

In both the phases, the ethical considerations are well followed by the researchers due to the sensitive issues related to the topic. This sensitivity is perceived from an incubation management angle as well as university student's angle. Both parties aspired to ensure their anonymity during all stages of research. The students were assured that the summary data will be disseminated to the incubation management and further in no way the responses of them can be identified. It is also assured that the data will be destroyed keeping the documents after a reasonable period of time. Instead of the names of the students the data coded with numerical figures to ensure the anonymity both in case studies, as well as quantitative data collection procedures.

Validity and Reliability

Validity is the instrument's ability to measure what is supposed to measure. The validity of the instrument is the degree to which an instrument measures what is intended to be measured (Polit & Hungler, 1993). Validity tests then compare and measure the concept that a researcher supposed measure with its accuracy. Precisely the degree to which an instrument used by the researcher measures what he/she intended to measure. It is expected that the instrument should ensure the content, construct and face validity.

Dealing the Content Validity

Content validity aims at obtaining agreements from professionals about the concept, constructs and content of the items selected in the draft instrument of social support. To achieve the content validity, in addition to the literature review, the study incorporated triangulation method of qualitative research in which expert identifications of variables under the organizational and individual factors related to "social support" were made. The Delphi technique, content analysis, and short case study method were conducted and followed by interviews and discussion techniques to support the researchers in ensuring content validity of the variables considered for the study. Especially, the Delphi Technique employed in the research aimed to obtain the precise content of each item that incorporated in each factor. Thus, in general, agreement about the constructs and the content of the items should rest on the correction and consent from the experts. Based on their comments on each parameter and item, items recordings were made to fine-tune the items for the development of the instrument.

Dealing the Face Validity

The study further confirmed face validity by examining the instrument whether it actually measures what it was supposed to measure. Benson & Clark (1983) asserted that the process of instrument development should be necessarily validated through face validity. In implementing the face validity, experts in the field of management and entrepreneurship areas, statisticians, and academicians were identified. Thus, these experts were asked to cross verify the face validity of the instrument. To end with, the construction of items based on the concepts of the constructs, sub-constructs that developed out of the literature review and case interviews was made. The experts stated that in order to develop these items into an instrument mode, factor analysis should be conducted in the later stage. The experts also suggested that the item's length, which was observed during the Delphi technique to be shortened before conducting factor analysis to ensure a better understanding of the respondents.

Dealing the Construct Validity

To test the construct validity, the instrument is well-correlated to the underpinning theory of social learning theory and theory of planned behavior which were closely knit with the concept of individual factors in relation to social support in business schools.

Validation of the instrument and the concept were conducted on factors related to social support. The theory of House (1981), Kim, Price, Mueller and Watson (1996), Pierce, Kostova and Dirks (2001) and Zimet, Dahlem, Zimet and Farley (1988) were confirmed by the researcher and experts that closely knit with the concepts, variables and items incorporated in the study.

Reliability

Table 2. Items, theoretical range and Cronbach Alpha – Social Support instrument

No	Factors	No of Items	Theoretical Range	Standardized Alpha
1	Family Support	15	15-150	0.843
2	Peers Support	10	10-100	0.802

Reliability means the consistency or repeatability of the measure and the confidence we can place on the measuring instrument to give the same numeric value when the measurement will be repeated on the same subject. Creswell (2008) and Gall & Gall (1998) stated that the purpose of reliability is to keep reliable items to drop unreliable items against the Cronbach Alpha values. A reliable instrument is one that would provide the identical results if used recurrently by the same group.

When the researcher started qualitative research through interviews, case studies and field observation, the researchers developed good acquaintances with the students in business schools. By ensuring adequate privacy to the business students in the business schools, the researchers were assured of better physical and psychological environment for data collection.

Dealing the Item's Reliability

The study follows three stages. at the initial stage, the study considered 54 items under 2 factors and subjected to pilot testing with thirty respondents from the business schools. A bipolar interval scale was used representing with 1 as 'Strongly Disagree' and 10 representing 'Strongly Agree.' The instrument retained the same order of response categories to minimize confusion amongst respondents. Later, considering the values of Cronbach Alpha of every item in the draft instrument, some of the items, which were having less than 0.5, were dropped and others were gathered into. A 10-point interval scale with 25 items was finally considered.

Managing the Standardization Process

In order to establish the standardization process, five business schools in various universities were identified. To make a comparative analysis, five groups of business students were selected with a size of 30 members from each university. These universities are located far from each other to ensure the representation from different places with different governance. Further, an instrument of 25 items and

10-point interval scale scales were administered into these five groups. It was observed that the values of Cronbach Alpha of the items were almost the same. Based on the inference it is further inferred that this instrument is highly reliable to be used in any group belongs to business schools in the education sector. Table 3 shows the Cronbach alpha values regarding the constructs for the five different groups when compared were more or less the same.

Table 3. Students' social support among five groups: Factor analysis procedure (N=30)

No	Constructs	Cronbach Alpha % point Likert Scale	Indonesian University (30)	Brawijaya University (30)	Lambung Mangkurat University (30)	Ciputra University (30)	UNM University (30)
1	Family Support	0.843	0.808	0.837	0.795	0.822	0.811
2	Peers Support	0.802	0.798	0.810	0.804	0.826	0.813

Factor Analysis Procedure

The study intended to measure social support. Henceforth, the ultimate stage of the process of instrument development was to compute the factorial analysis on this draft instrument and 10-point scales. The objective of conducting factorial analysis was to ascertain if the items for every construct actually fit in the constructs. The procedure provides information about items which should be excluded or included within a construct. This was done by measuring the values of correlation among the items in the investigated constructs.

Factorial Analysis Results for Items Rejected in Each Construct

Further, during the factor analysis, those items that scored 0.5 and below were automatically rejected. Initially, the draft questionnaire consisted of 54 items. The total number of items rejected based on the draft instrument with 54 items and 10-point interval scales were 25 questions. The total variance explained for all the factors under consideration in the study is 0.542. The final instrument after rejecting the items which scored more than 0.5 consists of 25 sub-variables of 2 major variables of social support which will be further mentioned below.

Table 4: Items for the Variables and Factor Analysis - Social Support

Factors and Item No	Factor Loading	α	Eigine Value	Explain Variance (%)	Total Explain Variance (%)
Family Support					
FS1	0,793	0.843	1.726	34.183	64.226
FS2	0.713				
FS3	0.615				
FS4	0.775				
FS5	0.771				
FS6	0.801				
FS7	0.777				
FS8	0.857				
FS9	0.665				
FS10	0.748				
FS11	0.782				
FS12	0.803				
FS13	0.807				
Peers Support					
PS 14	0.846	0.802	1.715		

PS 15	0.701		30.043
PS 16	0.747		
PS 17	0.883		
PS 18	0.816		
PS 19	0.792		
PS 20	0.854		
PS 21	0.812		
PS 22	0.876		
PS 23	0.805		
PS 24	0.797		
PS 25	0.862		

Interpretation of the Index Level of Students' social support

a. High Scores: At the Highest Level

High scores:

A self-rating score within this range indicates that the students having high level of social support system. This indicates that the family and peers highly support the students to take up the profession of entrepreneurship. This social support will be closely linked to their intention to become a young entrepreneur.

Suggestion proposed

This type of social support indicates that the students have a strong motivation to become an entrepreneur. Since the students are getting better support from the family and peer groups to become an entrepreneur, rest of the contributing factors can be aligned with. Retention effort is envisaged to obtain continuous support from these institutions.

b. Moderate scores: At the Moderate Level

Moderate scores:

A self-rating score within this range indicates that the students have only moderate level of social support. This indicates that the family and peers moderately support the students pursue their aspiration to take up the profession of entrepreneurship. This social support system moderately linked to their intention to become a young entrepreneur.

Suggestion proposed

This type of entrepreneurial orientation indicates that the students have the moderate level of social support to become an entrepreneur. Identification of their social support deficiency needs to be explored and improved by the academic institutions as well as family and peers. Further effort need to be made to obtain better support from their family and peers to become a young entrepreneur.

a. Low scores: At the Low Level

Low scores:

A self-rating score within this range indicates that the graduate students of business schools having low level of social support. This indicates that the family and peers seldom support the students to deal with entrepreneurship. The shortage of social support will not be closely linked to their intention to become a young entrepreneur.

Suggestion proposed

This type of entrepreneurial orientation indicates that the business graduates have the low level of social support from their family and peers to become an entrepreneur. Identification of their low level of social support shortage needs to be further explored and the academic institutions as well as family

and peers should hand in hand to take overall effort to improve this kind or support and materialize entrepreneurial intention goals.

Conclusion

This particular study tries to explore the factors related to social support system which contribute to students desire to become an entrepreneur. In order to explore and explain factors related to social support system, this particular study followed mix method and finally come out with an instrument, "Instrument on Entrepreneurial Social Support Assessment" (IESSA) that would enable any researchers to look into the social support system in relation to entrepreneurial desires of students. The major factors identified in this instrument include the family support system and the peer's support system that would provide a favorable or unfavorable climate to young generation further to consider 'entrepreneurship' as their professional career. The items incorporated in each factor thus leading to the measurement of social support system towards entrepreneurial intention. In due course time wide research need to be conducted to explore this instrument's better reliability across the globe.

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