

Strengthening Adolescent's Entrepreneurial Behavior through Social Support

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Abstract. The growing number of adolescents engaging in entrepreneurship indicates they are fond of what they do. Support from their families and friends serves as an important factor in such entrepreneurial behavior. This study aims to investigate the contribution of parental and peer social support in shaping intrinsic motivation in entrepreneurial adolescents. The respondents of this study included 64 adolescents of 18-21 years old who were entrepreneurial in the city of Bandung. The data were collected through a social support and intrinsic motivations scale which then analyzed using the multiple regression analysis techniques. The results indicate a positive relationship between parental and peer social support with the intrinsic motivations of entrepreneurial adolescents. The two variables together affect intrinsic motivation by 25.5%. Thus the social support received by entrepreneurial youth spurs intrinsic motivation that will give birth to entrepreneurial behavior. This research concludes that adolescents with social support possess such positive feelings as happiness, confidence, and personal autonomy that encourage the emergence of entrepreneurial behavior.

Keywords: social support, intrinsic motivation, adolescent entrepreneur

Introduction

Entrepreneurship is an important element of a country's economy. In Indonesia, there has been an increase in the number of entrepreneurs with the ratio of 1.65 to 3.10 percent in 2013 and increased again to 3.47 percent in 2018 (KemenkopUKM, 2020). Nowadays, businesses are no longer dominated by adults, but by adolescents who are mostly students. Adolescents do not view entrepreneurship as forced work due to urgent conditions for earning income but as a dream job. Entrepreneurship is seen as a profitable hobby that can be an option for future careers. Entrepreneurial skill that manifests in entrepreneurial behavior is a key competency that has a positive value useful to do a job/work. In addition to preparing for economic independence, entrepreneurial characteristics such as proactive, responsive, creative, innovative, and competitive make

individuals adaptable in a variety of working conditions (Obschonka & Silbereisen, 2012), and can also optimize performance in work (Obschonka, Hakkarainen, Lonka, & Salmela-Aro, 2016).

The active involvement of some adolescents in the entrepreneurial world is not directly proportional to the success of the business they run. Adolescents are unable to continue their efforts before reaping the benefits. Efforts built with high spirits tend to decline slowly. The researcher conducted interviews to young entrepreneurs related to business development and found that five out of ten closed their business before it is developing (interview dated June 2, 2019). Although the trend of the entrepreneurial world is favored by adolescents, few can survive in less than three years. Lupiyoadi (2016) reports that almost 80 percent of young entrepreneurs fail in the first years

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due to a variety of factors and such failure can influence their entrepreneurial behavior since it is not an instant ability but rather a process that must be learned and wisely responded continuously. The existing research on entrepreneurship follows two tendencies. First, research tends to associate entrepreneurial behavior with personality or personal characteristics (Brandstätter, 2011; Ergeneli, 2014; Obschonka et al., 2010; Tenibiaje, 2010). The experts who believe that personality as a way to identify an entrepreneur have received criticism and rebuttals which is based on the premise that each individual can engage in entrepreneurial behavior as long as they have confidence, determination, skills, and knowledge. The opportunity to become an entrepreneur is open to anyone who seeks to learn, not just to individuals who have a certain personality (Helmi, 2011). Second, research also tends to highlight the relationship between entrepreneurial behavior and goal-oriented as a must-have motivation (Carragher et al., 2010; Shane et al., 2003; Stewart & Roth, 2007). Entrepreneurs are unable to run a business if they do not have a clear goal-oriented. How entrepreneurial behavior can be driven by self-desire without having to experience pressure has not been well-mapped.

Intrinsic motivation has been widely studied in the field of education (Froiland, 2011; Pavalache-ilie, 2015; Vatankhah & Tanbakoei, 2014) and sports (Gillet et al., 2010; Jõesaar et al., 2012) showing that both direct and indirect support play a role in the psychological strengthening of individuals. Diverse support such as emotional support, informational support, and instrumental support can have a positive impact on the emergence of intrinsic motivation. Such motivation serves as an individual's driver in performing certain activities (Vandenbroeck et al., 2008)

Behaviors are the result of intrinsic motivations influenced by the support of people around them. Intrinsic motivation is the driving force of athletes or students to passionately continue their training or learning. Intrinsic motivation is influenced by social support. The same analogy applies to entrepreneurial behavior that driven by intrinsic motivation and intrinsic motivation is influenced by social support. Among athletes, productivity is assessed by how often an exercise is performed. In entrepreneurial behavior, an indication of productiveness

of entrepreneurs in running a business can be seen from the entrepreneurial behavior such as creating products or designing the marketing. This behavior arises from the pleasure of being supported by parents and peers.

Researchers of intrinsic motivation in athletes describe that the achievements and eagerness to exercise are due to the availability of support from close people such as teachers and coaches. Athletes are happy to connect with others and get support in the form of attention and trust in their abilities that make them feel valuable so that the urge to keep practicing always comes up. It is reported that parents who provide support and trust children's ability to do academic tasks make the children have internal motivation in doing these tasks (Froiland, 2011). Experimental research by Pulfrey and Damon has compared individuals with average standard values but have self-autonomy found to be more able to maintain their intrinsic motivations compared to individuals who have above average grades but autonomy towards themselves has not yet formed (Pulfrey & Damon, 2013). When individuals have a sense of autonomy, they will perform activities consistently. This kind of research is often conducted to see if intrinsic motivation can be raised due to positive feelings towards self-ability or not. Intrinsic motivation guarantees the sustainability of the activities carried out depending on the support from the surrounding environment. The researcher assumes that entrepreneurial adolescents can maintain intrinsic motivational sustainability if social support is available from parents and peers.

Self Determination Theory focuses on social and environmental factors that can increase, decrease, and even eliminate intrinsic motivation which is driven by personal pleasure where there is an inherent and catalyzed individual tendency (not caused) in a condition that encourages its expression (Ryan & Deci, 2000). Young entrepreneurs running their businesses consistently are more likely to have personal pleasures towards entrepreneurship. They are encouraged to do entrepreneurial activities continuously with pleasure until they find satisfaction and then there is a sense of happiness that triggers the desire to continue doing it repeatedly.

Running the entrepreneurial activities happily is a determining factor of a long-time business

sustainability because entrepreneurship is a long process of innovation and creativity that must be maintained to compete with other entrepreneurs (Hayati & Caniago, 2014; Karatepe & Tekinkus, 2006). It is beneficial when young entrepreneurs have a strong intrinsic motivation without feeling pressure or coercion but rather live with pleasure. In contrast to extrinsic motivation, the entrepreneurial adolescent must undergo entrepreneurship with a certain target or reward to be achieved without any pressure.

In Self Determination Theory, personal pleasure is the fulfillment estuary of an individual's basic psychological needs consist of autonomy, competence, and relatedness. The need for autonomy is individual's need to be independent and responsible. Competence needs are the need for self-ability where individual feels able to perform certain activities that require knowledge and experience. The need for relatedness is the need to connect with others (Ryan & Deci, 2000). If all three needs are fulfilled, an individual will get the satisfaction that encouraging them to look for more new challenging things (Ryan & Deci, 2013).

Social support is a perception or experience of an individual to feel loved, cared for, valued, assessed, and is a reciprocal cooperative relationship within a social network (Taylor, 2011). Individuals gain a sense of comfort and happiness because they feel accepted by social environment either in good or bad situations. Social support has been widely researched in the clinical field for it places individuals as people who need help when they are sick or in difficult situations so that the support needed is emotional balance (H. Li et al., 2014; Melrose et al., 2015) on average, twice as high when received support was measured as the proportion of times support was received when needed (average $r = .54$). Social support can be reviewed and applied to a variety of individual's non-clinical conditions. The needs for social support are no longer focused on suffering individuals alone, but also for individuals in achieving quality of life (Alsubaie et al., 2019), academic (J. Li et al., 2018), as well as support in entrepreneurship (Ahmad et al., 2012; Khan, 2016; Sahban et al., 2015).

Social support is a social resource given to individuals by nonprofessional people both in formal and informal contexts (Gottlieb & Bergen, 2010). It means that whether social support can only be felt by

the individual concerned while others do not necessarily feel, or whether the support is objectively real that can be seen by others, it would look the same. Both are social supports that are viewed differently depending on how the measurement is taken. One may measure what the respondents feel by measuring them or measuring visible objects of support through support provider and third party who witnesses the provision of support and the object of support itself.

The sources of social support include spouses, parents, relatives, friends, co-workers, social and community ties, even loyal pets can also be considered a source of support (Allen, Blascovich, & Mendes, 2002 in Taylor 2011). Social support embraces emotional relief, informational assistance, and instrumental assistance. Emotional help includes empathy, trust, and attention; informational assistance is in the form of suggestions, direction as well as advice; and instrumental assistance embraces physical assistance such as helping to do tasks, taking time, or modifying the environment to be more comfortable for the supported people (Grassley, 2010).

The sources of support are various (Gottlieb & Bergen, 2010; Malecki & Demaray, 2002; Taylor, 2011) depending on the contexts in which the individual is located. There are two sources of support that always appear in every different theory study, namely family support and peer support. Family refers to parents, brothers, sisters, uncles, aunts, grandmothers, and people who are still tied to blood relations. The term family in this study refers to the core family. Parents and peers or friends are formed as the primary source of support for individuals who need support in various situations both clinical and non-clinical ones. In the context of entrepreneurship, young entrepreneurs are inseparable from these two sources since they are the closest social environment in their lives. Many research studies reported that the lives of entrepreneurial adolescents cannot be detached from parents and peers support (Sahban, Kumar, & Subramania, 2015).

Parents as the first closest individuals could give an idea of entrepreneurship. Parents could encourage and support self-development either from the point of view or knowledge of models in entrepreneurship, entrepreneurial diversity, and the opportunity to explore the confidence and

values embraced in entrepreneurship (Bosma & Kunnen, 2001). Departing from the knowledge given by parents, youth gain the confidence to start a new world.

The second closest is peers from whom the entrepreneurial adolescent gets many lessons they might not obtain from their parents. Peers could function as companions who are in a similar age group. The support needed by peers includes equipment assistance, energy, ideas, sharing experiences about entrepreneurship, marketing systems, capital loans, and psychological reinforcement. The strong support from close people provides knowledge and insight to the young entrepreneurs to determine their plans including the career to be chosen. A research study reports that peers, neighbors or even school institutions greatly influence the beginning of a business career (Markussen & Røed, 2017), although it is believed that there is always a possibility for an individual to switch his or her career direction in the future.

This research assumes that parental support and peer support are important factors to be further examined particularly on how these factors form intrinsic motivation. This study aims to examine the relationship of parental social support and peer social support toward intrinsic motivation in entrepreneurial adolescents by explaining how parental social support and peer social support predict intrinsic motivation.

This research study is guided by five hypotheses: 1) parental social support is positively related to intrinsic motivation; 2) peer social support relates positively to intrinsic motivation; 3) parental social support can predict the emergence of intrinsic motivation; 4) peer social support can predict the emergence of intrinsic motivation, and 5) parental social support and peer social support can predict intrinsic motivation.

Research Methodology

This survey research used questionnaires in data collection. The respondents of this survey were 64 entrepreneurial adolescents chosen randomly in Bandung in June 2019. The sample was adolescents aged 18-24 years, had a business, utilized online and conventional marketing methods, and had been running the business for at least 3 months.

In collecting data, this research used three scales: 1) the social support scale of parents, 2) the social support scale of peers, and 3) the intrinsic motivation scale. The scale of social support reveals how social support was felt by young entrepreneurs. The scale of parental social support and the social support scale of peers were the same dimensions and indicators but the sources of support were different. Each social support scale had three dimensions. First, the dimension of emotional support consisting of 5 indicators, namely a feeling of being given attention, empathy, being loved, being trusted in entrepreneurship, and being cared. Both dimensions of informational support consisted of three indicators, namely the feeling of being well guided by entrepreneurship, being given input, and for entrepreneurial development, the feeling of being explained how to achieve entrepreneurial success. The three dimensions of instrumental support consisted of 2 indicators, namely feeling physically assisted and feeling energized. The total items of the overall indicator were 42.

The reliability value of the social support scale of parents was 0.96 (α) and the reliability value of social support scale of peers was 0.921 (α). The intrinsic motivation scale consisted of 3 dimensions; interest with 2 indicators, enjoyment with 3 indicators, and inherent satisfaction with 2 indicators. The total item amounted to 35 pieces with a reliability value of 0.925 (α). These three scales had five (5) answer options that describe the respondent's condition, namely VS (Very Suitable), NA (Not Appropriate), AE (Appropriate Enough), NA (Not Appropriate), and VI (Very Inappropriate). Respondents were asked to choose one of the appropriate statement options to represent their real condition. The scales were shared with research respondents on the sidelines of entrepreneurial activities by first filling out a statement confirming that they were willing and agreeing to provide information about themselves without coercion from any party. Charging time was allocated between 5-15 minutes. Data were analyzed using IBM SPSS Statistics 25.

Results and Discussion

The results of the data analysis are presented in the following tables.

Table 1.
Description of Respondents by Gender

Variation	Amount	Percentage
Male	34	53.13
Female	30	46.88
Total	64	100

Table 2.
Description of Respondents by Age

Variation	Amount	Percentage
18 years	10	15.63
19 years	12	18.75
20 years	10	15.63
21 years	13	20.31
22 years	4	6.25
23 years	5	7.81
24 years	10	15.63

Table 3.
Description of Respondents by Business Variety

Variation	Amount	Percentage
Culinary	40	62.5
Fashion	8	12.5
Education	1	1.6
Photography	3	4.7
Event	3	4.7
Organizer		
Agricultural Products	1	1.6
Other Services	2	3.1
Medical Devices	4	6.3
Beauty	2	3.1

Table 4.
Description of Respondent by the Length of Entrepreneurship

Variation	Amount	Percentage
3 months - 1 year	21	32.8
1 year - 3 years	33	51.6
More than 3 years	10	15.6

The distribution of gender data has almost the same amount in both male and female, while the distribution of age data is quite varied. Each age level is represented by the respondent. Although at the age range of 21 years more adolescents are

entrepreneurial, the spread of age shows that entrepreneurship can be done by all late adolescents either new or in the late of adolescence phase, or late adolescents towards adulthood. The data reveals that culinary is the most popular business for most young entrepreneurs in Bandung with a percentage of 62.5%. The second and third most popular businesses are fashion and medical devices, but the percentage figure is very far below culinary which is only 12.5% for fashion and 6.3% for health. The length of entrepreneurship of Bandung adolescents is mostly in the range of one to three years and based on the combined entrepreneurial youth in the entrepreneurial community or do not show a nearly balanced position of the 51.6% incorporated and 48.4% unincorporated. Table 5 reveals that the empirical average scores are higher than the hypothetical average scores. It means that when viewed individually, respondents have higher intrinsic motivation than viewed in groups. It can be said that the average score of social support of parents and social support of peers are similar when viewed in group but are different when viewed individually, in which the score of social supports from parents is higher than that of social support from peers. The first and second hypotheses stating that parental social support is positively related to intrinsic motivation and that peer social support is positively related to the proposed intrinsic motivation are answered through Table 6 below.

Table 5.
Data Description

	Empiric score			
	Max	Min	Mean	SD
In.Mot	131	68	103.25	14.494
So.sup. prnt	209	72	161.28	33.456
So.sup. peer	208	75	156.91	22.587
	Hypothetical Score			
	Max	Min	Mean	SD
In.Mot	175	35	70	23.33
So.sup. prnt	210	42	84	28
So.sup. peer	210	42	84	28

Table 6.
Pearson Correlation

		Intrinsic Motivation	Parental Support	Peer Support
Pearson Correlation	Instr.Motiv	1.000	.387	.469
	ParentalSupp	.387	1.000	.472
	PeerSupport	.469	.472	1.000
Sig. (1-tailed)	Instr.Motiv	.	.001	.000
	ParentalSupp	.001	.	.000
	PeerSupport	.000	.000	.
N	Instr.Motiv	64	64	64
	ParentalSupp	64	64	64
	PeerSupport	64	64	64

Table 6 shows that hypothetical testing was conducted using Pearson correlation analysis with 1-tailed correlation direction. If the null (h0) hypothesis is < 0.05 the null (h0) hypothesis is rejected or the alternative hypothesis (h1) is then accepted. The results of the analysis show that both parental social support and peer social support have a positive correlation to intrinsic motivation with a degree of significance of 0.05. This can be seen from the value $p = 0.001$ or $p < 0.05$ which means the alternative hypothesis is accepted and the r value of 0.387 indicating a significant positive correlation. Similarly, social support from peers is positively correlated with significantly intrinsic motivation. The p value of peer social support is 0.000 ($p = 0.000$) or $p < 0.05$ which means the hypothesis is accepted and the correlation coefficient of 0.469 indicating a strong positive correlation. The hypothesis proposed there is a positive relationship both in parental social support and peer social support to intrinsic motivation is acceptable. The results of this correlation test are also useful to ensure that correlation between variables occurs as a condition for conducting a more in-depth analysis.

The answers to the third, fourth, and fifth hypotheses are provided through the following tables.

When viewed partially, the two variables of parental social support and peer social support have different predictive values and influences. Answer for the third and fourth hypotheses can be seen in the value of significance t in table 9, if sig is higher than < 0.05 it can be concluded that the hypothesis is accepted and vice versa.

In variable X_1 (parental social support) listed above known significance value of 0.095 which means > 0.05 . This explains that parental support is considered unable to predict the intrinsic motivations of

Table 7. Anova

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3378.375	2	1689.187	10.455	.000^b
Residual	9855.625	61	161.568		
Total	13234.000	63			

Table 8. Model Summary

Model	R	Adjusted R Square	Std. Error of the Estimate	Durbin - Watson
1	.505 ^a	.255	12.711	1.736

Table 9. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	51.160	11.595		4.412	.000
Parental Support	.092	.054	.212	1.696	.095
Peer Support	.237	.080	.369	2.945	.005

entrepreneurial adolescents. While the X_2 (peer social support) has a significant value of 0.005 that means < 0.05 , which can be said that peer support can predict intrinsic motivation. The fifth hypothesis test is seen from the significance value of test F. If sig is higher than < 0.05 , the hypothesis is accepted. Table 7 shows that the significance value of test F is 0.000 which means < 0.05 . Thus, both parental social support and mutual social support from peers can influence intrinsic motivation.

Based on the above data, the regression equation can be created as follows.

$$Y = a + b_1x_1 + b_2x_2 + e$$

$$51.160 + 0.092x_1 + 0.237x_2 + e$$

If parental support and peer support remain the same, there will be no increase or decrease in social support of both. The intrinsic motivation is worth of 51.160. If adolescents get one-time social support from parents only without being followed by social support of peers, then the intrinsic motivation of adolescents will increase by 0.092. If adolescents get one-time support from peers alone without additional parental support, the intrinsic motivation of adolescents will increase by 0.237. This means that one-time social support of peers received by adolescents can predict the emergence of intrinsic motivation by 0.237. The R^2 value of 0.255 in table 8 indicates that 25.5% of intrinsic motivation is predicted or influenced by parental support and peer support. The remaining 74.5% of intrinsic motivation can be predicted or influenced by other variables which are not included in this study, such as the fulfillment of basic psychological needs, self-regulation, and life goals.

Motivation is a drive that produces certain behaviors in individuals (Locke, 2000). Motivation is recognized as an important aspect in entrepreneurship, even more, it is important than the availability of capital (Collins, Hanges, & Edwin, 2004). Capital is a physical need that can be realized at any time while motivation is a psychological need that must be strived to be owned to encourage the realization of physical needs (capital). Intrinsic motivation makes adolescents actively involved in their environment by exploring, investigating, and assimilating information based on their own desires without any pressure, coercion, or even reward.

As a drive from within, intrinsic

motivation is needed for increasing work in business development (Hayati & Caniogo, 2014). The existence of intrinsic motivation in oneself does not just appear but is formed due to the positive affection felt such as feelings of pleasure, happiness, enjoyment, and feel free to choose what activities to do (Liang et al., 2013). Positive affection itself occurs when an adolescent feels autonomy towards himself (Bakken & Russell, 2002; Jõesaar et al., 2012)1985. Adolescents take full responsibility for their survival and self-development because they understand their condition the most. Parents and peers make it possible to allow adolescents to strengthen that autonomy. Parents are perceived to give encouragement and confidence in choosing activities and provide opportunities to overcome problems on their own without forcing.

Support from parents determined the high level of the existing intrinsic motivation. The higher the parental support, the higher the intrinsic motivation will be, and vice versa. However, parental support cannot be used as a reference to predict the emergence of the intrinsic motivations of young entrepreneurs in Bandung, particularly when it is viewed partially. When viewed together with the support of peers, the appearance of intrinsic motivation can be predicted. Parental support felt by the respondents is more in the context of education, such as ways to improve academic achievement, to explore interests, to select majors in schools and colleges, additional tutoring, fulfillment of school needs, and so on. Parents seek the needs of academic-based respondents faster than the needs related to entrepreneurship. This does not imply that parents are not supportive, but their support for entrepreneurial activities has not yet been a priority.

Parents tend to have a narrow view of entrepreneurship and thus are different from adolescents who tend to have a wider view of the developing business. Parents see entrepreneurship as a time-consuming activity. They prefer their children to spend more time on school or college activities. The respondents' entrepreneurship has not been fully supported by parents. The results of the study show that parents still consider entrepreneurship as an activity that cannot be used as an established dream job in the future. This is in line with Logan et al.'s research which reported that parents use entrepreneurship as a stepping stone

only (Logan et al., 2011). Such a view also occurs in Bandung. Although some young entrepreneurs are successful enough in entrepreneurship, their parents keep hoping that their successful children will work in formal sector.

From the adolescents' perspective, it is not easy for them to discuss entrepreneurship with their parents. Parents are more often involved in determining the steps that adolescents should follow when growing a business. This makes the young entrepreneurs less autonomous. Although adolescents feel supported by their parents, such support does not automatically encourage intrinsic movement. In certain circumstances, it is very possible for adolescents to do business according to the steps instructed by parents such as determining the product of their business. The perceived motivation is no longer intrinsic but extrinsic, particularly when the adolescents feel under pressure.

In contrast to the support from parents, peer support is more enjoyable. Peers provide a positive opportunity for affection because it gives a space of autonomy for adolescents in determining an action (H. Li et al., 2014). Young entrepreneurs in Bandung spend more time discussing the issue of entrepreneurship with their peers because the peers better understand how they feel. A large number of young entrepreneurial groups in Bandung make adolescents feel comfortable telling about their entrepreneurship because they have the same fate, understanding, and way of thinking. Together with peers, adolescents become more excited and optimistic, so that there is an intrinsic motivation to do entrepreneurial activities continuously, support each other, and do business process together through their own respective efforts. High support from peers can predict the emergence of intrinsic motivation. Thus, social support from peers becomes the intrinsic motivation in doing entrepreneurial activities.

Social support from peers includes being willing to lend or give equipment for product advertising, having money as additional capital, getting constructive advice and criticism for products innovation, encouraging the adolescents to keep going, designing business places collaboratively to appeal to consumers, empathizing when experiencing difficulties, willing to listen to

complaints in case of problems in business, and providing information related to young entrepreneurs training programs held by the government. It is from peers that adolescents often get a constructive appreciation for the activities that have been done. The peers often give advice and acknowledge the greatness of youth in taking action and so on. This form of support is felt by adolescents as a release of tiredness and encouragement. Adolescents become confident in their abilities and feel right about what they have done. These conditions give them the feelings of happiness, proud of themselves and satisfaction that adolescents can do another valuable thing in the future.

Parental support can predict the appearance of intrinsic motivation when it is available simultaneously with social support from peers. An adolescent is said to have intrinsic motivation when they feel attracted, happy, and satisfied with what they are doing. As stated in the background of this research, adolescents start entrepreneurial activities due to participating or trying without any definite purpose. In its development, their actions are supported by parents and peers although the forms of support are very small. Such small support can be in the form of parents not showing rejection of what the young entrepreneurs are doing. Since they feel supported, adolescents begin to be further attracted to entrepreneurship. Adolescents pay more attention to entrepreneurship than anything else. The attraction then encourages them to move to activities that strengthen entrepreneurship with a feeling of pleasure without any pressure. They also feel able to do entrepreneurial activities and be satisfied and excited.

Peer support can predict the emergence of intrinsic motivation independently. When there is support from peers without being accompanied by support from parents, it can still lead to intrinsic motivation. Respondents have many peer entrepreneurs who belong to entrepreneurial communities. They can share experiences, skills, or insight to run an entrepreneurial activity. The support of peers who are members of these communities leads to creative ideas, innovation, and confidence that make adolescents more intrinsically motivated (Paramitha & Indarti, 2014).

Adolescents tend to spend most of their time with peers than with their parents, in that peers influence and shape their

thoughts dominantly (Choukas-Bradley et al., 2015; van Hoorn et al., 2016) peer socialization is not inherently deleterious, and little is known about whether adolescents influence each other's prosocial behaviors, or whether some peers are more influential than others towards positive youth outcomes. This study addressed these questions using an experimental "chat room" paradigm to examine in vivo peer influence of prosocial behavior endorsement. A school-based sample of 304 early adolescents (55 % female, 45 % male; Mage = 12.68. Peers, in this context, are fellow young entrepreneurial communities that possess similar activities. They have a psychological attachment to each other. If one of them has a problem, then the others will show concern and empathy. This is why adolescents feel more comfortable telling problems to their peers rather than to their parents. They feel supported because of the comfort created. Sharing stories about each other's business experiences, the obstacles faced and how to overcome them becomes a discussion that colors this mutually supportive relationship. In addition to reducing fatigue and tension, support from accepted groups or communities can also influence adolescents' desire to succeed in what they do (Wentzel et al., 2010). Thus, the youth will be able to control their satisfaction that gives rise to intrinsic motivation (DeFreese & Smith, 2013).

The emergence of intrinsic motivation to produce entrepreneurial behavior in adolescents requires social conditions. While parents provide opportunities, energy, thought, and even money as capital for adolescents, peers also provide support by encouraging adolescents to do entrepreneurial activities independently that do not interfere with the ability to organize their own business but still willing to help when needed. Through the social support received, adolescents meet their basic 'psychological' needs easily. Support from parents and peers includes granting flexibility that supports autonomy needs. Youth are rightly given confidence by letting them manage themselves for their entrepreneurial activities. The 'competency' needs of adolescents can be met through social support in the form of recognition of their ability to manage a business. From this recognition, there is a belief in the youth that they can start and develop a business. 'Relatedness' needs are met through

interaction and interconnectedness between youth and those around them that make the youth feel 'functioning' in their social environment. These three needs serve as the foundation of the emergence of intrinsic motivation to further conduct entrepreneurial activities. The support received facilitates the young entrepreneurs in creating and recreating a product, so that it strengthens activities in maintaining productive business continuity (Geldhof et al., 2014).

The variety of businesses most pursued by adolescents in Bandung is culinary with a magnitude of 40% dominate other business ventures. This phenomenon is very natural considering Bandung is a tourist destination including culinary tours that offer various types of food creations. The younger age group tends to have high creativity in entrepreneurship. They actively create innovative products out of ordinary products to keep them attractive and popular among their customers. Bandung is prepared to build creative young entrepreneurs so that it is called a creative city and smart city. Moreover, Bandung has been used as a pilot project for the most creative city at the Asia Pacific level (Fitriyana, 2012). A large number of youths in this city resulted in the growth of the community that developed itself and transformed into a business entity that evolved into a creativity-based industry in Bandung (Roos & Raafaldini, 2015). In this community, individuals also get emotional and material support such as knowledge about entrepreneurship, support to continue working that can simulate the emergence of inspiration (Souitaris et al., 2007), and motivation (Oosterbeek et al., 2010).

Young entrepreneurs in Bandung are adolescents who start entrepreneurship because of a sense of interest in entrepreneurial activities and give rise to the desire to learn about real entrepreneurship. The desire is formed by impulse from within. Although youth is a temporary economic period where adolescents are attracted to the opportunity to get a job at this time only, over time the work activities owned will change according to the needs and conditions in the future (Sheen et al., n.d.). The entrepreneurial activity is predicted to continue to be an activity pursued as a good and fulfilling career choice (Binder & Coad, 2013) when the entrepreneurial adolescents get social support from their parents and peers. On the contrary, when the youth feel alone and do their activities without

consulting the source of social support, they will change direction easily in their first two years of works (Vertsberger & Gati, 2015).

Conclusions

Adolescents' entrepreneurial behavior cannot be separated from the influence of intrinsic motivations that are awakened due to the social support received. In running entrepreneurial activities, adolescents are not free from problems. There are times when the youth are unable to cope with their own problems so that they need the support of others to simply share experiences or ask for help. The support comes from the nearest social environment, namely parents and peers. The findings of this study show that social support from parents and peers has a positive relationship to the intrinsic motivation of entrepreneurial adolescents in Bandung. It implies that the higher social support received, the higher the intrinsic motivation grows. Social support in the form of emotional support is needed in the life of highly dynamic entrepreneurship. The youth feel a meaningful presence from parents and peers to understand their feelings especially in bad conditions of the business. The empathy and attention shown by parents and peers make the adolescents intrinsically driven to achieve success in entrepreneurship. In addition to emotional assistance, adolescents also get instrumental assistance in the form of capital loans or loans of goods such as business equipment. Adolescents feel very supportive and this leads to positive affection in that they feel confident and are eager to continue to survive and struggle to develop their business.

Bandung provides many communities as forums for young entrepreneurs to gain entrepreneurial knowledge. The communities serve as a place to share challenges and opportunities, and a source of support in running entrepreneurial activities, especially for new entrepreneurs. Adolescents spend more time with peers than with parents to talk about entrepreneurship. This is in line with the findings of this research study that adolescents can be intrinsically motivated. Adolescents are also entrepreneurially influenced by the predictable social support of peers. This study confirms that parental support is not a predictor of the emergence of intrinsic motivation in entrepreneurial behavior. It is suggested that further research examine how parental social

support and peer social support can predict the intrinsic motivation of entrepreneurial youth in the areas where there are a few of entrepreneurial youth communities, not as many as those in Bandung. This is to prove whether the role of parental support remains small in influencing the intrinsic motivation of entrepreneurial adolescents when the youth are not involved in the entrepreneurial community.

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