

# The Dual Benefits of The Dual Role of Students Working as Entrepreneurs through Social Support

Nurhidayati<sup>1</sup>, Fransy Bismatama G Ibrahim<sup>2</sup> and Nailil Muna<sup>3</sup>

<sup>1</sup> Department of Management, Faculty of Economics, Sultan Agung Islamic University,

<sup>2</sup> Alumni of the Faculty of Economics, Islamic University Sultan Agung

<sup>3</sup> Alumni of the Faculty of Economics and Politeknik Kudus

## Abstract

The phenomenon of dual roles is interesting to study further, not only in the business world, but also in the academic field. Carrying out the role as a student as well as a professional entrepreneur is the main motivation to balance activities utilizing knowledge with business practices. Therefore, this study aims to analyse the intrinsic motivation for dual role performance, moderated by social support. Using 100 students with dual roles, it is found that students who have strong intrinsic motivation will have an impact on academic performance and entrepreneurial performance. Meanwhile, social support was found to moderate the relationship between intrinsic motivation on academic performance and entrepreneurial performance. In the context of multiple roles, academic performance and entrepreneurial performance can be achieved well, if students have strong intrinsic motivation and there is social support in carrying out each of these roles.

**Keywords:** Intrinsic Motivation, Social Support, Working Students, Entrepreneurial Students.

## 1. Introduction

Role conflict is defined as the extent to which a person experiences pressure in one role that is inconsistent with pressure in another (Kopelman, et al., 1983). Role conflict can arise from several different sources. For example it is possible that requirements for different roles may compete for limited time resources or may occur due to various pressures associated with different roles. Work family conflict is a form of dual role conflict in which the role pressures from work and the family domain are inconsistent in several ways. That is, participation in work roles becomes difficult because of participation in family roles (Xu, 2009). However, role conflict is not only experienced by workers who are married, but students who while working also experience role conflicts.

In recent years, the cost of education has increased to such an extent that many students are trying to ease the burden on their parents by helping pay for tuition and living expenses. So that students inevitably have to combine their work and studies. Students seem to accept the view that education is part of the job, and universities exist to prepare individuals for the world of work. College activities while working require students to be able to balance between activities at work and lectures that are run simultaneously. If students cannot manage academic

and work activities properly, one of the activities will be sacrificed, this also results in work-university conflicts (Ashford & Mills, 2004).

Work-university conflict indicates the extent to which involvement in one role (e.g. work) interferes with a student's ability to participate in another role (e.g. university). However, consistent with research on work-family interfaces, work-university conflict is conceptualized as a two-way phenomenon. Therefore, a distinction is made between the extent to which participation in work impairs students' ability to fulfil university responsibilities (work-to-university conflict) and the extent to which participation in university life impairs students' ability to fulfil the requirements of their work (Mansouri, 2007). Research shows that working while learning can lead to adverse outcomes such as low academic engagement, poor grades, and high intention to leave the study (Webber, Krylow, & Zhang, 2013). While work can also produce several benefits, such as increased income, increased self-esteem, improved communication and social, technical and generic skills (Smith & Patton, 2013).

Research on work and study conflicts in Indonesia has not been widely carried out, because studying while working is a new trend among students in Indonesia in recent years. The phenomenon of studying while working is influenced by the difficulty of finding work after getting a bachelor's degree, so students try to find work since they are in college. Lectures while working are carried out by students to gain a lot of experience so that they can be used as provisions after graduating from college (Octavia & Nugraha, 2013). The effect of work on student academic achievement cannot be concluded, because both have a positive effect, a negative effect and no effect at all. Working during college studies has a positive impact on future careers. On the other hand, it can affect the dropout rate and length of study. Several studies found that the effect of work on students depends on their motivation and understanding of the impact of their work on their academic performance or the impact of their studies on their career (Nurwulan & Selamat, 2020). The problems faced by students who study while working are diverse, especially in maintaining and improving their academic achievement while working. The purpose of this study, the first is to determine the effect of intrinsic motivation and social support in improving academic performance and entrepreneurial performance among students who are also working as entrepreneur.

## **2. Literature Review**

### **2.1 Role Theory**

The role perspective emerged in several disciplines in the 1930s, primarily concerned with patterns of human behaviour, and consists of a particular viewpoint on the factors that are considered influential in regulating human behaviour (Biddle & Thomas, 1979). The role theory has a sociological background, so it is based on the study of humans and their behaviour. The premise of role theory suggests that each individual plays many roles in society. Through these roles, each person has different skills and characteristics. These skills help determine how each person will behave in a given situation. In other words, roles create and build individual identities (Harris, et al. 2015). Every role played in life adds another identity factor which helps every individual, especially teenagers, as it will create knowledgeable youth. In adolescence, this role develops through a series of trials and errors (Becht, et al. 2016). Whenever a teenager

joins a new group, they will continue to add or refine their role, which in turn helps to grow their identity.

There has been an increase in student involvement in part-time work in recent years to supplement their pocket money and even their family income (Derous & Ryan, 2008). The Institute for Higher Education Research (2003) shows that the ever-increasing cost of higher education makes students choose to work during school years to meet their education costs. So that students have a dual role, namely as students and workers. A positive effect for students doing part-time work is that they can develop transferable skills, such as teamwork and time management (Wignall, 2007). Salamonson & Andrew (2006) suggest that working part time can affect academic performance, especially if it exceeds 15 hours per week. How individuals balance their individual work activities with full-time study appears to be important to their academic performance.

### **3. Hypothesis Development**

#### **3.1 Intrinsic Motivation Intrinsic**

Motivation is a work driver that comes from within the worker as an individual in the form of awareness of the importance or benefits or meaning of the work he does (Legault, 2019). In other words, this motivation comes from the work it does either because it is able to meet needs or is fun or allows it to achieve a goal or because it gives certain positive expectations in the future. Intrinsic motivation occurs when a person acts without expecting a reward. This refers to the reason why a person performs a certain activity for the sake of satisfaction or pleasure, thereby eliciting positive individual reactions such as curiosity, satisfaction, positive challenge where the whole functions as a reward for the work done (Ncube and Zondo, 2018). Intrinsically motivated individuals have the following characteristics: focused in activities, able to criticize themselves, able to reflect on their own actions realistically, and are usually relaxed and not afraid of failure during learning (Adamma, et.al, 2018).

#### **3.2 Social Support Social**

Support refers to mutual assistance that can help solve problems directly and indirectly thanks to the provision of information, experiences, and suggestions, such as encouragement or empathy. Social support can be obtained from family, friends, teachers, community or any social group affiliated with it. Social support is an element that can help individuals to reduce the stress they experience and help individuals deal with stressful situations (Romaniuk, 2012). Wang and Fu (2015) explain that social support is assistance in the form of physical and psychological assistance obtained by individuals through social relationships which can reduce stress, reduce pressure, and increase adaptive abilities. Social support is a type of support given to appreciate and praise individual achievements and to help them in the organization of interpersonal relations (Büyüksahin çevik & Ali Yıldız, 2017). Social support can also be described as all types of support that individuals get from others to deal with stressful life events. Social support is an important indicator that a person is loved, liked, respected, and valued (Bilgin and Tas, 2018).

### **3.3 Academic Performance Academic**

performance is the result of the process during learning, the extent to which students have achieved their educational goals. Academic performance is characterized by overall performance in each year that culminates in a Grade Point Average (GPA). GPA scores will take into account student performance in exams and completion of assignments (Arshad, Muhammad, & Mahmood, 2015). Academic performance itself refers to how students cope with or complete different tasks given by the teacher in a fixed time or academic year. Academic performance is very important at all levels of education because it will determine how successful students are in the lecture process (Rabgay, 2015). Academic performance will describe the success or failure of students in the lecture process. Test scores are a measure that can be used to differentiate academic performance between students. Students who have high academic performance will be able to go further in their studies and have a greater opportunity to get scholarships as a path to success (Remali, et. al, 2013). Measurement of academic performance refers to research conducted by Altman (2017) based on the value of the Grade Point Average (GPA).

### **3.4 Entrepreneurial Performance**

Entrepreneurship is defined as the resources and processes by which individuals take advantage of opportunities in the marketplace through the creation of new companies (O'Connor, 2013). Entrepreneurship can also be interpreted as the creation of new business activities, strategic updates, and innovations that lead to better social and economic performance (Habbershon et al., 2010). Business or entrepreneurial performance is generally measured in economic or financial terms such as return on assets, sales, profits, as well as non-financial terms, such as customer satisfaction, personal development, and personal achievement (Hyvonen, 2007). Several studies generally define business performance in terms of financial returns. (Abd. Razak et al., 2012).

Students who have high intrinsic motivation are shown to be more competent on campus, resulting in significantly higher academic achievement (Gottfried, AW, Gottfried, Cook, & Morris, 2005). Students with intrinsic motivation try to develop themselves to achieve learning goals and achievements. Intrinsic motivation to learn is meaningful to get grades and achieve academic achievement (Lemos & Veríssimo, 2014). Research finds that entrepreneurial performance can be improved by a combination of intrinsic and extrinsic motivation, but intrinsic motivation tends to play a stronger role (Antonioli et al., 2016). Another study found that individuals who choose to become entrepreneurs can develop their entrepreneurial performance because they have high intrinsic motivation (Arshad, Farooq, & Farooq, 2019). So that students who have intrinsic motivation can improve their entrepreneurial performance and academic performance. In addition, in order for students' academic performance to be successful and more optimal, social support is needed in the environment around students. Social support is a person's level of help and attachment to social groups with whom he interacts directly or indirectly that makes the individual feel loved or cared for (Sahban & Ramalu, 2016). This social support includes primary groups and secondary groups. These social groups include primary groups, such as parents, siblings, and spouses, while secondary

groups, such as reference groups, consist of friends, colleagues, and teachers. Social support is expected to assist and assist potential entrepreneurs in setting up a business or carrying out their activities. Thus, this study will explain how to improve student performance both in terms of academic and entrepreneurial performance through intrinsic motivation and social support.

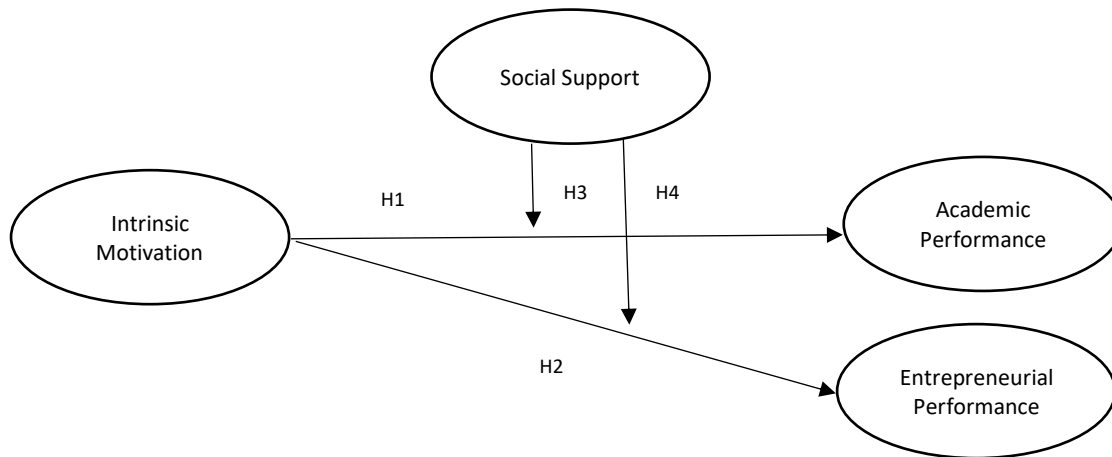
H<sub>1</sub>: Intrinsic Motivation promotes on Academic Performance

H<sub>2</sub>: Intrinsic Motivation promotes on Entrepreneurial Performance

H<sub>3</sub>: Social Support able to moderate the relationship between Intrinsic Motivation and Academic Performance

H<sub>4</sub>: Social Support able to moderate the relationship between Intrinsic Motivation and Entrepreneurial Performance

**Figure 1**  
**Research Model**



## 4. Research Methods

### 4.1 Population and Sample

This research is a quantitative study. Data collection techniques using a questionnaire. The sampling technique used was purposive sampling, namely sampling with certain considerations. The population is students who study entrepreneurship. Due to the number of population in this study not being identified, the sample size was determined based on the Lemeshow formula, and 100 respondents were taken with a proportion of 50% from public universities and 50% from private universities in the city of Semarang.

### 4.2 Measurement

Intrinsic motivation is the driving force of desire that comes from within students in the form of individual awareness of the importance or benefits or meaning of the study and the entrepreneurship it carries out. The indicators used to measure intrinsic motivation in this study are the desire to acquire certain skills, the desire to obtain information and knowledge, develop an attitude to succeed, enjoy life, and the desire to be accepted by others (Sarinah and Mardalena, 2017).

Social support is assistance in the form of physical and psychological assistance obtained by students through social relationships from friends and family. Indicators that can be used to measure social support in this study are *instrumental support, emotional support, appraisal support, and informational support* (Arévalo et al., 2010).

Academic performance describes the success or failure of students in the lecture process and test scores are a measure that can be used to distinguish academic performance between students. The indicators used to measure academic performance in this study are the Grade Point Average (GPA) achieved by students, good relations with lecturers and the value of each course passed (Remali et al, 2013).

Entrepreneurial performance describes the level of individual achievement in running a business or entrepreneurial activity. The indicators used to measure entrepreneurial performance in this study are sales growth, profit growth and customer satisfaction (Wulandary et. al, 2018).

## 5. Research Results

Validity test, reliability test, and simple linear regression analysis were used to measure the effect of intrinsic motivation, social support, academic performance, and entrepreneurial performance. The results of simple linear regression calculations were processed using SPSS 16.0 software.

**Table 1. Validity Test Results**

Variable	Indicator	count r	R table	Criteria
Intrinsic Motivation	X1.1	0,716	0.195	Valid
	X1.2	0,794		Valid
	X1.3	0,265		Valid
	X1.4	0,835		Valid
	x1.5	0,649		Valid
Social Support	X2.1	0.712		Valid
	X2.2	0.680		Valid
	X2.3	0.755		Valid
	X2.4	0.342		Valid
	X2.5	0.641		Valid
	X2.6	0.687		Valid
	X2.7	0.666		Valid
	X2.8	0.647		Valid
Academic performance	Y1.1	0.839	0.195	Valid
	Y1.2	0.715		Valid
	Y1.3	0.730		Valid

Entrepreneurial performance	Y2.1	0.840	0.195	Valid
	Y2.2	0.788		Valid
	Y2.3	0.837		Valid

The test result validity of all the indicators of the variables of intrinsic motivation, social support, academic performance and entrepreneurial performance proposed by researchers on 100 respondents with a significant level of 5 % , the value of  $r_{count} > r_{table}$  0.195 (df = n-2). Thus, the results show that all of these indicators are valid.

## 5.2 Reliability Test

The test is used to measure the questionnaire which is an indicator variable. The questionnaire is said to be reliable or reliable if each statement is answered by the respondent consistently or stable from time to time. A questionnaire is said to be reliable if the value *Cronbach Alpha* is greater than 0.6.

**Table 2. Reliability Test Results**

No.	Variable	Alpha Cronbach	Reliable Value Standard	Criteria
1	Intrinsic motivation	0.662	0.6	Reliable
2	Social support	0.804	0.6	Reliable
3	Academic performance	0.624	0.6	Reliable
4	Entrepreneurial performance	0.760	0.6	Reliable

All variables are motivation intrinsic value, social support, academic performance and entrepreneurial performance obtained Cronbach's alpha value of more than the standard alpha value of 0.6. This indicates that each variable is said to be reliable so that it is feasible to be tested for further hypothesis testing.

## 5.3 Hypothesis Testing

**Table 3. Hypothesis Testing Results**

IV	DV	Standardized Coefficients	T value	Sig	Conclusion
Intrinsic Motivation	Academic Performance	0.392	6.668	0.000	Hypothesis supported
Intrinsic Motivation	Entrepreneurial Performance	0.488	5.759	0.000	Hypothesis supported
Intrinsic Motivation Social Support	Academic Performance	0.003	2.202	0.030	Hypothesis supported
Intrinsic Motivation Social Support	Entrepreneurial Performance	0.008	4.039	0.000	Hypothesis supported

Based on statistical testing on hypothesis 1, it can be seen that the results of the t test for the intrinsic motivation orientation variable, obtained a t-count value of 6.688 and by using a significance level significant (level) of 5%, obtained a t-table of 1.661 which means that the t-count value is greater than The t table value is  $6.688 > 1.661$  and the significance value is  $0.000 < 0.05$ , indicating that intrinsic motivation has a significant positive effect on academic performance.

Based on statistical testing on hypothesis 2, it can be seen that the results of the t-test for the intrinsic motivation orientation variable, obtained a t-count value of 5.759 and a t-table of 1.661, which means that the t-count value is greater than the t-table value of  $5.759 > 1.661$  and a significance value of  $0.000 < 0.05$ , indicating that intrinsic motivation has a significant positive effect on entrepreneurial performance.

Based on statistical testing on hypothesis 3, it can be seen that the results of the t-test for moderating intrinsic motivation with social support ( $X1 * X2$ ), the t-count value is 2.202 and the t-table is 1.661, which means that the t-count value is greater than the t-table value, namely  $2.202 > 1.661$  and a significance value of  $0.003 < 0.05$ , indicating that social support moderates the relationship between intrinsic motivation and academic performance.

Based on statistical testing on hypothesis 4, it can be seen that the results of the t-test for moderating intrinsic motivation with social support ( $X1 * X2$ ), the t-count value is 4.039 and the t-table is 1.661, which means that the t-count value is greater than the t-table value, namely



4.039 > 1.661 and a significance value of 0.008 > 0.05, indicating that social support moderates the relationship between intrinsic motivation and entrepreneurial performance.

## **6. Discussion**

### **6.1 The Influence of Intrinsic Motivation on Academic Performance**

When students carry out dual roles, namely studying while working, students are able to harmonize time or divide time well between work and study, and can streamline time so that both can run as they should. This is certainly very helpful for students in their academic performance, in lectures students are expected to be able to streamline time against deadlines task, lecture hours, and other campus activities. Effect of intrinsic motivation on academic performance is the desire to obtain information and knowledge, then the GPA obtained by students can be better. This condition occurs because intrinsic motivation to learn is meaningful to get grades and achieve academic achievement regardless of the material or task. At the tertiary level, intrinsic motivation plays a very important role, because learning patterns are more independent. These results support the research of Adamma et. al (2018) which states that the influence of intrinsic motivation has a positive effect on academic performance. Students with high intrinsic motivation will be more enthusiastic, self-driven, challenged and feel pleasure within themselves. With intrinsic motivation, students tend to use strategies that require more effort and that allow them to process information more intensely, thus affecting their academic performance (Ali et al., 2010).

### **6.2 The Influence of Intrinsic Motivation on Entrepreneurial Performance**

The dual role by students, namely studying while working, makes students have to be able to make time efficient or divide their time between running a business and studying. The existence of a student's desire to acquire certain skills in carrying out their business activities makes entrepreneurial performance increase which is indicated by the business being run has good sales growth, the business being run already has profit growth, and customers feel satisfaction. While the relationship with economic factors is that students who have started their business since they have been in college will get benefits in the form of work relations, income, and also experience in starting a business. So that students when they graduate from college will not be unemployed and always have innovations and ideas in business which will be able to reduce unemployment. This condition occurs because intrinsic motivation can cause various behaviors, one of which may be the desired behavior. To become an entrepreneur, it takes an attitude of independence and the desire to always produce the best with entrepreneurship. These results are in line with the research of Antonioli et al. (2016) and Ncube and Zondo (2018) in their research motivation can make entrepreneurs to be creative and innovative so that business performance will increase.

### **6.3 Social Support Moderates the Relationship between Intrinsic Motivation on Academic Performance**

In this study, social support moderates the relationship between intrinsic motivation and academic performance in a positive direction, meaning that social support strengthens the relationship between intrinsic motivation and academic performance. This is in line with the

research of Li et al. (2018) the higher the social support provided, the stronger the influence of intrinsic motivation on academic performance. This condition can be interpreted that social support can strengthen students' self-motivation because social support from family and friends can provide mental assistance to students. Parents have an interest in expecting students to graduate quickly, by financial and emotional assistance. It is suspected that this is the reason why if the social support variable is high, the relationship between the intrinsic motivation variable and the academic performance variable becomes strong, social support has a positive impact on students, will make the support an encouragement for students who will make students stronger so that it will be an aid in achieve academic achievement. Wang and Fu (2015) explain that social support is assistance in the form of physical and psychological obtained by individuals through social relationships which can reduce stress, reduce pressure, and increase adaptive abilities. Social support can strengthen self-motivation because social support can reduce pressure due to activities that cause stress on students. When students experience stress, social support, especially from parents, will develop a useful buffer to deal with stress so that students will be motivated to excel academically.

#### **6.4 Social Support Moderates the Relationship between Intrinsic Motivation and Entrepreneurial Performance**

Social support moderates the relationship between intrinsic motivation and entrepreneurial performance in a positive direction, meaning that social support strengthens the relationship between intrinsic motivation and student entrepreneurial performance. This is in line with the research of Sahban & Ramalu (2016), the higher social support carried out with increasing intrinsic motivation will improve entrepreneurial performance. This condition can be interpreted that social support from friends and family is suspected to have a positive impact on students. Social support is very helpful for students in running their businesses, such as increasing sales of their businesses and also in increasing their profits. Thus students will enjoy running their business and will enjoy the business they are running.

### **7. Conclusion**

Intrinsic motivation affects academic performance in a positive direction, this condition can be interpreted if the intrinsic motivation of students is in the form of belief that studying and working are two areas that must be achieved successfully, enjoy the current business, then their academic performance and entrepreneurial performance will increase. Social support is able to moderate the relationship between intrinsic motivation and academic performance in a positive direction. The higher the social support provided in encouraging intrinsic motivation, it will strengthen students' academic performance. Social support is also able to moderate the relationship between intrinsic motivation and entrepreneurial performance in a positive direction. If intrinsic motivation is driven by high social support, it will increase the entrepreneurial performance of students who also have dual roles as entrepreneurs.

### **8. Research Limitations and Future Research Agenda**

1. This study only discusses the intrinsic motivation of students in improving academic and entrepreneurial performance. So it is hoped that further research will also discuss

the extrinsic motivation of students which can improve their academic performance and entrepreneurial performance.

2. The sample in this study is only limited to students who have businesses. So that further research can take samples of employees or workers who carry out dual roles as students.
3. To develop this research, it is possible to add variables balancing in future research to examine multiple roles. The Variable balancing discusses how a person performs two roles and can achieve both with a maximum of
4. Further research can also add a variable calling to examine the motives behind someone in running their business. The Variable calling can mean a call from inside someone's heart and this variable can bring up other variables such as passion.

## REFERENCES

- Abd Razak, A., Mohd Hassan, MO, Kamariah, I., & Wan Fauziah, WY (2012). The exploring individual resources factors toward entrepreneurial opportunity exploitation in rural entrepreneurship. *Proceedings of the International Conference of Technology Management, Business and Entrepreneurship*, pp. 830-841
- Adamma, ON, Ekwutosim, OP, Unamba, EC (2018). Influence of Extrinsic and Intrinsic Motivation on Pupils Academic Performance in Mathematics, *Supremum Journal of Mathematics Education*. 3(2), 52-59.
- Ali, I., Khan, MA, & Hamid, K. (2010). A Study of University Students' Motivation and Its Relationship with Their Academic Performance. *International Journal of Business and Management*, March 2014. <https://doi.org/10.5539/ijbm.v5n4p80>
- Altman, RL (2017). Persistence and achievement in academics
- Antonioli, D., Nicolli, F., Ramaciotti, L., & Rizzo, U. (2016). The Effect of Intrinsic and Extrinsic Motivations on Academics' Entrepreneurial Intention. *Administrative Sciences*, 6(4), 15. <https://doi.org/10.3390/admsci6040015>
- Arévalo, SP, Bécares, L., & Amaro, H. (2010). Differential Impact of Types of Social Support in the Mental Health of Formerly Incarcerated Latino Men. *Health Issues in Latino Males: A Social and Structural Approach*, 8(3), 139–157. <https://doi.org/10.1177/1557988313508303>.Differential
- Arshad, M., Farooq, O., & Farooq, M. (2019). The effect of intrinsic and extrinsic factors on entrepreneurial intentions: The moderating role of collectivist orientation. *Management Decision*, 57(3), 649–668. <https://doi.org/10.1108/MD-04-2016-0248>
- Arshad, M., Muhammad, S., & Mahmood, K. (2015). Self-Esteem & Academic Performance Among University students. *Journal of Education and Practice*, 6(1), 156–162.
- Ashford, P., & Mills, A. (2004, January). Part-time employment trends for full-time undergraduate property and construction students: results of a two year sequential investigation. In *Creating flexible learning environments: proceedings of the 15th Australasian Conference for the Australasian Association for Engineering Education and the 10th Australasian Women in Engineering Forum* (pp. 420-427). Australasian Association for Engineering Education

- Becht, A., Branje, S., Denissen, J., Koot, H., Nelemans, S., Meeus, W., & Vollebergh, A. (2016) The Quest for Identity in Adolescence: Heterogeneity in Daily Udentity Formation and Psychosocial Adjustment Across 5 Years, *Journal of Development Psychology*, Vol .52, No.12
- Biddle, KT (1979). Characteristics Of Triassic Carbonate Buildups Of The Dolomite Alps, Italy: Evidence From The Margin-To-Basin Depositional System. Rice University.
- Bilgin, O., & Tas, I. (2018). Effects of perceived social support and psychological resilience on social media addiction among university students. *Universal Journal of Educational Research*, 6(4): 751-758
- Büyükşahin Çevik, G., & Ali Yıldız, M. (2017). The Role of Perceived Social Support and Coping Styles in Predicting Adolescents' Positivity. *Universal Journal of Educational Research*, 5(5), 723–732. <https://doi.org/10.13189/ujer.2017.050504>
- Derous, E., & Ryan, AM (2008). When earning is beneficial for learning: The relation of employment and leisure activities to academic outcomes. *Journal of Vocational Behavior*, 73, 118-131
- Gottfried, AW, Cook, CR, Gottfried, AE, & Morris, PE (2005). Educational characteristics of adolescents with gifted academic intrinsic motivation: A longitudinal investigation from school entry through early adulthood. *Gifted Child Quarterly*, 49(2), 172-186.
- Habbershon, TG, Nordqvist, M., & Zellweger, T. (2010). Transgenerational entrepreneurship. *Transgenerational entrepreneurship: Exploring growth and performance in family firms across generations*, 1-38.
- Harris, LR, & Aprile, KT (2015). 'I can sort of slot into many different roles': examining teacher aide roles and their implications for practice. *School Leadership & Management*, 35(2), 140-162.
- Hyvönen, J. (2007). Strategy, performance measurement techniques and information technology of the firm and their links to organizational performance. *Management Accounting Research*, 18(3), 343-366.
- Kopelman, RE, Greenhaus, JH, & Connolly, TF (1983). A model of work, family, and interrole conflict: A construct validation study. *Organizational behavior and human performance*, 32(2), 198-215.
- Legault, L. (2019). Encyclopedia of Personality and Individual Differences. *Encyclopedia of Personality and Individual Differences*, October. <https://doi.org/10.1007/978-3-319-28099-8>
- Lemos, MS, & Veríssimo, L. (2014). The Relationships between Intrinsic Motivation, Extrinsic Motivation, and Achievement, Along Elementary School. *Procedia - Social and Behavioral Sciences*, 112(Iceepsy 2013), 930–938. <https://doi.org/10.1016/j.sbspro.2014.01.1251>
- Li, J., Han, X., Wang, W., Sun, G., & Cheng, Z. (2018). How social support influences university students' academic achievement and emotional exhaustion: The mediating role of self-esteem. *Learning and Individual Differences*, 61(November), 120–126. <https://doi.org/10.1016/j.lindif.2017.11.016>
- Mansouri, F. (2007). Deakin Research Online Online. *Ethos*, 15(3), 15–18.

- Ncube TR, Zondo RW (2018) Influence of self-motivation and intrinsic motivational factors for small and medium business growth: a South African case study. *South African J Econ Manag Sci* 21(1):1–7.
- Nurwulan, NR, & Selamaj, G. (2020). Nurul Retno Nurwulan Gjergji Selamaj Abstrak Introduction Nowadays , a bachelor ' s degree is a mandatory requirement to apply for a decent job . Educational background is one of an important factor to decide the salary of an employee . Well-educated empl. *Journal of Educational Studies*, 5(2), 123–135.
- Octavia, E., & Nugraha, SP (2013). Hubungan antara adversity quotient dan work-study conflict pada mahasiswa yang bekerja. *Psikologi Integratif*, 1(1), 44–51.
- O'Connor, A. (2013). A conceptual framework for entrepreneurship education policy: Meeting government and economic purposes. *Journal of business venturing*, 28(4), 546-563.
- Rabgay, T. (2015). A study of factors influencing students' academic performance in a Higher secondary school in Bhutan. *Rabsel-the CERD Educational Journal*, 16, 74-94.
- Remali, AM, Ghazali, MA, Kamaruddin, MK, Kee, TY (2013). Understanding Academic Performance Based on Demographic Factors, Motivation Factors, and Learning Styles. *International Journal of Asian Social Science*, 2013, 3(9):1938-1951.
- Romaniuk, J. (2012). The various words of mouth moving beyond the “road-to-Damascus” conversion. *Journal of Advertising Research*, 52, 12–14.
- Sahban, MA, & Ramalu, SS (2016). The Influence of Social Support on Entrepreneurial Inclination among Business Students in Indonesia. *Information Management and Business Review*, 8(3), 32–46.
- Salamonson, Y., & Andrew, S. (2006). Academic performance in nursing students: Influence of part-time employment, age and ethnicity. *Journal of Advanced Nursing*, 55 (3), 342–349.
- Sarinah., Mardalena. (2017). Pengantar Manajemen. Yogyakarta: Deepublish.
- Smith, E., & Patton, W. (2013). Part-time working by students: is it a policy issue, and for whom?. *Journal of Education and Work*, 26(1), 48-76.
- Wang, Z., & Fu, Y. (2015). Social support, social comparison, and career adaptability: A moderated mediation model. *Social Behavior and Personality: An international Journal*, 43(4), 649-659.
- Webber, KL, Krylow, RB, & Zhang, Q. (2013). Does involvement really matter? Indicators of college student success and satisfaction. *Journal of College Student Development*, 54(6), 591-611.
- Wignall, A. (2007). “Earn while you learn and reap extra benefits”, *The Guardian*, February 27, Education section
- Wulandary, A., Burhanuddin., Priatna, WB (2018). Kinerja Wirausaha dan Orientasi Kewirausahaan Pelaku UMKM Olahan Abon Ikan. *Jurnal Agrisep*. 17(2), 129-138.
- Xu, L. (2009). View on Work-family Linkage and Work-family Conflict Model. *International Journal of Business and Management*, 04(12), 229–233.

