

INHIBITION FACTORS IN ENTREPRENEURSHIP TO FEMALE COLLEGE STUDENTS IN INDONESIA

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ABSTRACT

The aim of this research is to look for the main factors that are preventing entrepreneurial intention among female students in Indonesia. The intention comes from within a person in the form of desire due to internal and external influences based on various considerations. The intended behavior is caused by three factors, namely subjective valuation of individual behavior (personal attitude), perception of existing social skills to take or reject behavior (social norms), and perception of the difficulty level of an activity (perceived psychological control). The sampling technique is using the purposive sampling, as the respondents are female active students from various universities in Indonesia who have the intentions to open their own business or to become entrepreneurs. Then, the data is collected by questionnaires that are distributed via online and hardcopy to reach 320 respondents. Data analysis is using the factor analysis to reduce all indicators of entrepreneurial intentions to become several factors. The results of this study indicate that the social environmental factors and the self-ability factors are the main reasons inhibiting the intention of entrepreneurship in female students in Indonesia. The social environment factors include the social culture and the social norms. The self-ability factors include the personal conditions and the self-efficacy.

Keywords: *Entrepreneurial intention, social environment, self-ability*

INTRODUCTION

In February 2018, the statistic shows that 133.94 millions of workforce, 94.87% is already employed but the rest is not. Tingkat Partisipasi Angkatan Kerja (TPAK) or Participation Workforce Level of male is 83.01% and female is 55.44%, with Tingkat Pengangguran Terbuka (TPT) or Opened Unemployment Level in University is 6.31% (Badan Pusat Statistik, 2018). Most of the university alumni tend to be a job seeker instead of job creator.

University involvement in job seeking problems is needed, hoping to reduce the unemployment level. University is able to give encouragement to its student to create entrepreneurship field. High degree education and good employment are able to increase aspiration, intellectuality and moral without differentiating people, races, religions or any other groups especially for women. Although in the past, women were only allowed to take care of domestic errands. Social and norms factors are also limiting some women to take higher education. On the other hand, right and gender equality struggle have broken through the discrimination against women. Kartini succeeded to lift women's degree in Indonesia (Dini, 2012).

Women with better education are able to do a higher economy activity. Klasen and Lamanna (2009) find that gender inequality in education is contributing in reducing economy growth level. The inequality gender is making labor market uncompetitive and working productivity decline. If the number of educated women who are unable to access productive work is increasing, the economy growth will be reduced 4 times because of the inequality gender in employment compare to education.

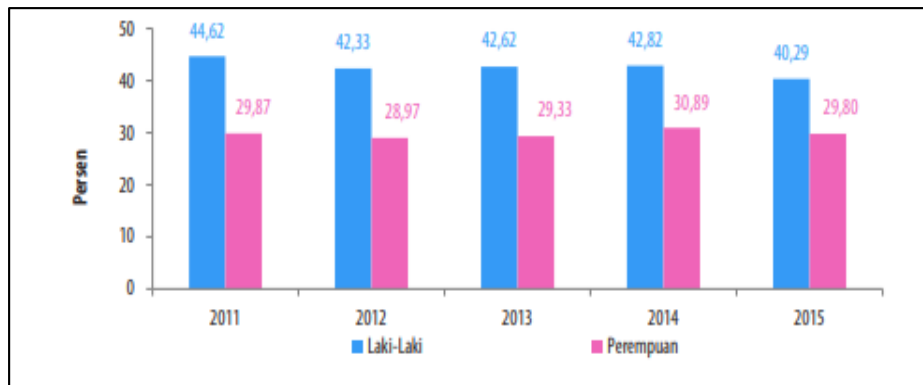


Figure 1. Percentage of Population Age above 15 Years Old, Working as an Entrepreneur divided by Their Sex, 2011-2015

Source: Sakernas August, 2011-2015

2015 Statistic Central Institute shows that education level of women increases 7.13%, but woman entrepreneurs are less than man (figure 1). Moreover, Workforce National Survey (Sakernas, 2015) also shows the tendency to increase for woman entrepreneurs since 2011-2015, where the man entrepreneurs are 71.95% - 69.57% and the woman entrepreneurs are only 28.05 – 30.43%. Nita Yudi, Central Board's Chairman of Ikatan Wanita Pengusaha Indonesia (IWAPI) or The League of Indonesian Businesswoman, said that gap is caused by the inhibitions from women; they have difficulties in managing time between family life and entrepreneurship, the culture of that women are less observant in catching business opportunity and tend to hesitate in making use of it as a new business, besides, they are also difficult in gaining access to capital loan from banks because women must submit a guarantee from parents or husband (Gosta, 2017). This causes women are still as a part of minority, so that it is difficult for them to start or run a business.

The same problems are also happened in research in Arabian, the number of woman entrepreneurs are less than the men because of the career choice limitation. External factors are from family and social pressure related to tradition of patriarchy and Arab's tribe that their beliefs of entrepreneurship is man's dominance; the influence of condition in economy's environment and social; the lack of training and education; and also general trust for women to succeed (Davidson, Fielden & Omar, 2013). The study of Mehtap, Pellegrini, Caputo & Welsh (2017) state that the unsupportive economy and social environment condition, friends and family influence, lack of confident in gaining capital are felt by the women as the inhibition of their entrepreneurship intention.

Entrepreneurship intention is influenced by internal, external and contextual factors (Stewart, Watson, Carland & Carland, 1998). Internal factors come from inside such as character, social demography as in age, sex, social experience and family background. External factors come from outside as in environment (Gurbuz & Aykol, 2008). In shaping of intention to individuals is not complete without contextual support especially education. These three factors shape a unity integrated in a person with the result that education about entrepreneurship is able to increase someone's potential to be an entrepreneur (Gerry, Marques & Nogueira, 2008).

Kristiansen, Roberts & Abrahamsen (2008) proved that internal factor that at the age of 24-44 years old is the productive group to start a business. Moreover, women has tendency not to do entrepreneurial activity compare to men (Diaz & Jimenez, 2010). Suharti & Sirine (2012) also find that the internal factor which is family background proves that someone who has entrepreneurial parents and/or has the experience will have entrepreneurship intention higher significantly.

Contextual factor is university's role to encourage entrepreneurship growth by shaping the intention for the student to build and invent business. Education that is focused on market analysis skill is able to make individuals to start their own business and deepen their business knowledge that is needed to survive and develop in global economy (Rialti, Pellegrini, Caputo & Dabic, 2017). On the other hand, Dinas Pendidikan, Pemuda dan Olahraga (Dikpora) or Education, Youth and Sport Authority stated that

education factor has its deficiency because it holds up the growth of entrepreneurship intention. First, alumni have a mindset to be jobseeker not as a job maker. Second, entrepreneurship curriculum is not yet adequate in quantity or quality because it's not integrated in theory and practice. Third, government does not give any support for alumni to do entrepreneurship, no capital support and market opportunity for new entrepreneurs (Galus, 2013). Based on the background that has been explained above, the purpose of this study is to analyze the main inhibition factors in entrepreneurship intention to female college student in Indonesia.

LITERATURE REVIEW AND HYPOTHESIS

Entrepreneurship Intention

Entrepreneurship intention is defined as individual's awareness that is intended to build new business and plan to do it in the future (Thomson, 2009). Yildirim, Cakir and Askun (2016) say that entrepreneurship intention is individual's intention to start their business and it is a main predictor for future entrepreneurship. Phillis & Reardon (2007) defined entrepreneurship intention as "intention to start a new business". Lee & Wong (2004) even say that entrepreneurship intention is the starting step from a process in building a business that commonly has long term benefit. The decision to be an entrepreneur and creating new business is a deliberate and conscious decision (Wilson, Kickul & Marlino, 2007) which needs time, plan and higher cognitive process. Entrepreneurship intention is shaped based on the combination of rational thought and individual's intuitive in building a business, each is influenced by contextual factors from individual and environment (Shook, Priem & McGee, 2003).

One of the concepts from Ajzen (1991) that is frequently used to measure entrepreneurship intention is *Theory of Planned Behavior*. Based on the book, intention comes from inside of individual who has desire to act on producing an activity affecting the future. It also adds that the stronger of the individual to act, the bigger is the success reached. The intention comes in a desire form caused by internal or external influence based on some considerations. Intended behavior is caused by three factors, they are personal attitude of individual to a behavior, perception in viewing social norm as a reflection to follow or not, and perceived behavioral control to act on the activity. Entrepreneurship decision can be considered as a planned behavior as explained in the book. Contextual factors as educational system are an inhibition in shaping one's intention to get into the entrepreneurship world (Gibson, Harris & Colaric, 2008).

Mehtap et al. (2017) studies that personal factor is environment influence to one self from the aspects of psychology, cognitive, motivation in making decision to do business. The suitable approach to understand this entrepreneurial phenomenon from the intention of individual to do entrepreneurship is from socio-cognitive model. This approach is employed to analyze the making of new business (Zhao, Seibert & Hills, 2005). Personal factors and social culture consist of:

1. Attitude

It is a judgment and evaluation toward an act. Attitude appears from individual's belief and by connecting it to positive or negative result. The more individual feels the advantages from starting a business, the better the attitude towards the entrepreneurial behavior. As the result, the intention of individual is stronger to build business. This factor is frequently considered in intention or result attraction from certain act. The relation to personal or social culture is there are supported factors and detaining entrepreneurship process which is external factor in micro and macro level, and internal condition related to the individual (Minniti & Nardone, 2007). External condition in macro level, in the form of liberal market structure, the easiness of financial access, the advantage of government's policy in taxes, funding program and the reducing of bureaucracy procedural in the process of starting a business along with economy and politic stability (Ahmad & Xavier, 2011). Various culture and social aspects, as in broader view of entrepreneurship and businessman role in society will encourage or inhibit entrepreneurship activity (Shinnar, Giocomin & Jansen, 2012). External factors in micro factor are influenced by the environment, they are family, community and business contexts which are encouraging or inhibiting the level of entrepreneurship involvement (Pruett, Shinnar, Toney, Llopis & Fox, 2009). According to Goby & Erogul (2011), the supporting environment in accessing the business information, networking opportunity and supports from

family and friends are the encouraging factors for entrepreneur. Internal condition such as the experience, attitude and aspiration, access to education and formal training (Pruett, 2012) are related closely to the individual. Personal factors, such as avoiding risk, fear of failure, avoiding stress and hard work are also the common inhibitions faced by the designated entrepreneurs (Welsh, Kim, Memili, & Kaciak, 2014). Based on *Theory of Planned Behavior*, the attitude can be inhibited by government policy and financial issue.

a. Government Policy

Government policy has a power to influence the entrepreneurship activity such as taxes, funding program and the reducing of bureaucracy procedural in relation to start a business (Minniti, 2008); politic and economy stability because the developing country is related to the healthy macro economy policy, politic stability and some other factors, as the result entrepreneurship initiative promote the growth (Lerner, 2010).

b. Financial Issue

This issue has important role in creating, keeping and growing a new innovative business. The lack of fund will inhibit the new business from investment of innovative projects, productivity, growth cost, including capital need and market demand. Access to capital is the main inhibition to innovate a business. A new entrepreneur faces the inhibition to get a loan and funding from bank system. Bank accessibility shows the different procedure between men and women. Women is discriminated, they have difficulty to get load from bank.

2. Social Norm

This is related to social factor. It is the social pressure in deciding to act. Social norm refers to the acceptance or reluctance toward someone's behavior in an environment and evolutes from influences felt by the subject in wide cultural and social context. The more one cares about a group's opinion, the more the intention to move forward and start a new business. Stereotype, gender role ideology and social acceptance to entrepreneurship as a career choosing influence the growing business (Heilman, 1983). Entrepreneurship is traditionally dominated by men, so that the number of men in doing entrepreneurship is higher than the women. Cultural belief about gender role can shape the inhibition of opportunity and incentive from individual to do a certain job. This causes the interaction between the business women and the service provider. This limits women's ability to access the needed resources or accept the needed supports. The environment has become the unsuitable challenges to do entrepreneurship (Zhao et al., 2005) because the inhibitions cannot be overcome.

3. Attitude Control

It is a perception of someone about the difficulties and conveniences in running a business. This is based on individual's belief about the availability of needed ability and resources to act on a certain behavior. The more individual believes about the ability to succeed in starting and running a business, the stronger the intention to become an entrepreneur. Attitude control is related close to the self-confidence in doing task or action. This factor is also related to self-efficacy, the entrepreneurship intention of individual in the confidence to do a task. Someone with high self-efficacy has higher confidence that they have worthy ideas in creating a new business. This belief impacts in career choosing, preparation to start an activity, efforts taken, mindset and emotion reaction.

According to the research of Mehtap et al. (2017) in Jordania, socio-cultural factors and personal characteristic are identified by respondents as inhibitions to do entrepreneurship. Weak economy condition is viewed as an inhibition factor for women to do entrepreneurship. The lack of funding and fear of the risk are also the inhibition factors (Welsh et al. 2014). In Jordan, gender stereotyping is strengthened by the society that man is the breadwinner but woman is just a housewife. As the result, many women feel that business world is dominated by men and they are in difficulties to balance work and private life if they have a business. Sweida & RReichard (2013) shows only few young women are doing entrepreneurship because of the stereotyping that woman must obey to man. Socio-cultural context explains that women are considered not to be accepted socially to chase for their entrepreneurship career (Baughn, Chua & Neupert, 2006).

Entrepreneurship intention can be destroyed by the individual who is not confident or think that they are powerless in controlling the tasks. Mehtap et al. (2017) states that women are lack of confident to their skill and unable to overcome obstacles such as taking loan. Through the education program, it is hoped to create entrepreneurs with planned programs. Education is also able to shape good moral and ethics. Although in many countries, universities fail to adjust its curriculum to the need of employment market, especially in small and medium businesses which are shaping the economy backbone. Many universities produce less enthusiastic alumni to begin their business and clueless in applying their skill in real world. On the other side, student's intention to begin a new business depends on knowledge, competency in business skill and developing entrepreneurship mindset. Autio, George & Alexy (2011) find that encouragement from university's environment impacts student's confident in entrepreneurship. Gurel, Altinay & Daniele (2010) also find that the students agree to the education about entrepreneurship such as the opportunity and marketing strategy based on their skills will help them to succeed. The education that inhibits entrepreneurship's passion makes the students are less tolerant to ambiguity (Gibb, 2002).

RESEARCH METHOD

The type of data used in this research is quantitative data with descriptive explorative method. Explorative research is done to find the factors or indicators which are able to explain the main factors inhibiting the intention of entrepreneurship to female college students in Indonesia. The characteristic of the female college students describes based on the intention, age, university, major, semester, job status, family member and the sex of family members who do entrepreneurship, the origin knowledge of entrepreneurship, entrepreneurship field to start, willingness to put capital, capital source, type of business and the number of employee to hire.

The sampling method is purposive sampling as the requirements unlimited by the age as long as the students are active in college (not on leave) all across the universities in Indonesia, the students must have intention to do entrepreneurship, and they come from various majors. Data examination uses Exploratory Factor Analysis (EFA) to group a number of indicators which shapes direct unmeasured variable based on the available theoretical basis. This examination is used to test the intention indicators of entrepreneurship to explain the main inhibition factors from the female college students.

FINDINGS

This research uses samples. They are 320 respondents of female college students from various major in Indonesian Universities, their age is not limited but they must be active in college and have intention to do entrepreneurship. The distribution of questionnaires are via online and hardcopy. The majority of respondents are the students from East Java, they are 13 universities, and the rest is from Bali, Bengkulu, Special Region Yogyakarta, DKI Jakarta, West Java, Central Java, West Borneo, Central Borneo, Lampung, Nanggroe Aceh Darussalam, Papua, Riau, South Sulawesi, West Sulawesi and North Sulawesi. Total 44 universities are in this survey. The result of the description analysis based on the university is described in Table 1.

Table 1
The Profile of Respondents Based on the University Origin

University	Quantity	Percentage
Airlangga University	1	0.3%
Andalas University	11	3.4%
Atma Jaya Jogja University	1	0.3%
Bina Nusantara Jakarta University	5	1.6%
Brawijaya Kediri University	1	0.3%
Brawijaya University	16	5.0%
Cendrawasih University	14	4.4%
Ciputra University	11	3.4%
Diponegoro University	9	2.8%
Gadjah Mada University	13	4.1%

University	Quantity	Percentage
Hang Tuah University	1	0.3%
Hasanuddin University	4	1.3%
Indonesia University	3	0.9%
Jenderal Soedirman University	10	3.1%
Katolik Widya Mandala University	11	3.4%
Kediri University	2	0.6%
Kristen Petra University	52	16.3%
Kristen Satya Wacana University	10	3.1%
Malahayati University	3	0.9%
Muhammadiyah Bengkulu University	4	1.3%
Muhammadiyah Palangkaraya University	1	0.3%
Muhammadiyah Surakarta University	3	0.9%
Muhammadiyah Yogyakarta University	11	3.4%
Musamus Merauke University	4	1.3%
Negeri Surabaya University	10	3.1%
Pelita Harapan Medan University	9	2.8%
Pembangunan Nasional University	1	0.3%
Politeknik Caltex Riau University	2	0.6%
Politeknik LP3I University	5	1.6%
Prima University	9	2.8%
Riau University	7	2.2%
Sekolah Tinggi Ilmu Ekonomi Pembangunan	1	0.3%
Sumatera Utara University	3	0.9%
Surabaya University	14	4.4%
Syiah Kuala University	5	1.6%
Tanjungpura University	7	2.2%
Tarumanegara University	2	0.6%
Teknologi Bandung Institute	4	1.3%
Teknologi Sepuluh Nopember Institute	2	0.6%
Terbuka University	11	3.4%
Tidar Magelang University	3	0.9%
Trisakti Jakarta University	7	2.2%
Udayana University	3	0.9%
Widyatama University	14	4.4%
Total	320	100%

Table 2 shows that the majority of 46.5% respondents are students from Economic Faculty; the rest is Faculty of Language, Faculty of Technology and Design, Secretary Program, Faculty of Medicines, Faculty of Communication and the other faculties.

Table 2
The Profile of Respondents Based on the Faculty

Faculty	Quantity	Percentage
Accounting	29	9.1%
Agribusiness	10	3.1%
Agricultural Engineering	2	0.6%
Architecture	6	1.9%
Business	3	0.9%
Business Management	46	14.4%
Chemical Engineering	3	0.9%
Communication	14	4.4%
Communication Science	4	1.3%
Computer Engineering	2	0.6%

Faculty	Quantity	Percentage
Computer Science	2	0.6%
Medicines	3	0.9%
Electronics Engineering	4	1.2%
English Education	3	0.9%
English Letters	6	1.9%
Film	1	0.3%
Finance	1	0.3%
Food Engineering	1	0.3%
Industrial Engineering	19	6.0%
Information Engineering	1	0.3%
Information Management	5	1.6%
Interior Design	3	0.9%
International Relations	2	0.6%
Law	23	7.2%
Management	46	14.4%
Marketing Management	3	0.9%
Mechanical Engineering	2	0.6%
Nursing	11	3.4%
Pharmacy	11	3.4%
Photography	5	1.6%
Psychology	16	5.0%
Secretary	3	0.9%
Social Health	4	1.3%
State Administration	1	0.3%
Tourism	9	2.8%
Visual Communication Design	2	0.6%

The biggest proportion comes from the second semester of the respondents; it is 47.2% (151 students). The lowest proportion comes from 5th semester, 2 students. Table 3 describes the majority of the respondents are 19 years old (38.4%) and the minority is 23 years old (0.3%). About 172 students, 110 of them (63.9%) has male family member who does entrepreneurship activity and 62 of them (19.4%) has female family member who does entrepreneurship activity. The condition is that the female students are already working (31.6 %) the rest does not have a job and study regularly, about 219 students (68.4%).

Table 3
Respondents' Age Profile

Age	Quantity	Percentage
17	8	2.5%
18	38	11.9%
19	123	38.4%
20	39	12.2%
21	72	22.5%
22	34	10.6%
23	1	0.3%
24	5	1.6%

Those female students hear about entrepreneurship for the first time from the university. They are 102 students (31.9%). 92 students (28.7%) receive the information from the family and the rest is from media, high school, seminar and friends. Table 4 shows that 25% of the respondents are interested to do culinary entrepreneurship and 21.3% are in fashion.

Table 4
Business Fields Selection

Selection	Quantity	Percentage
Beauty	7	2.2%
Commerce	42	13.1%
Culinary	80	25%
Education	14	4.4%
Entertainment	4	1.3%
Fashion	68	21.3%
Health	24	7.5%
Livestock	4	1.3%
Office	61	19.1%
Property	3	0.9%
Services	13	4.1%

The next topic is about students' willingness to put capital in starting a new business. They are 64.1% who are willing to put Rp 10,000,000-30,000,000. 41.9% (134 students) will get the capital from family. The rest 16.7% is from saving and 5% is from friends. The type of business will be done offline is 70.3% and online is 29.7%. 118 respondents have a plan to start business less than 5 employees.

After descriptive analysis, the examination of validity and reliability are employed to every indicator items from entrepreneurship intention. The result shows Pearson Correlation signifies under α , so that all the items are valid and able to be used in this study. To examine reliability or consistency of the items, entrepreneurship intention shows coefficient of Big Cronbach's Alpha about 0.911 bigger than 0.6 and it is reliable. The result of validity and reliability pass the requirements, the next step is to analyze the factors using SPSS 20.0 to decide the main factors of inhibition in entrepreneurship to the Indonesian female students from 32 inhibition indicators.

Table 5
Entrepreneurship Intention Indicator

Indicator	Code	Mean	Std. Dev	Pearson Correlation
Lack of Capital	X _{1.1}	4.30	.647	.392**
Financial Risk	X _{1.2}	3.93	.743	.572**
Customers/Clients	X _{1.3}	3.88	.703	.646**
Technical Expertise	X _{1.4}	4.25	.638	.429**
Rules and Regulations	X _{1.5}	4.16	.680	.447**
Skill and Capability	X _{1.6}	3.98	.776	.583**
Family	X _{1.7}	4.10	.759	.516**
Friends	X _{1.8}	3.94	.755	.487**
Bank Loan	X _{1.9}	4.08	.743	.563**
Relation Ability	X _{1.10}	4.00	.774	.503**
Economy Condition	X _{1.11}	4.07	.729	.567**
Potential Oportunity	X _{1.12}	4.02	.660	.497**
Inovation and Creativity	X _{1.13}	4.01	.757	.631**
Government Subsidy	X _{1.14}	4.09	.673	.559**
Working Comfort	X _{1.15}	3.91	.794	.662**
Idea Realization	X _{1.16}	3.77	.974	.679**
Government Bureaucracy	X _{1.17}	3.94	.817	.725**
Social View	X _{1.18}	3.94	.809	.708**
Business Degree	X _{1.19}	4.00	.778	.724**
Mentor	X _{1.20}	4.04	.750	.668**
Royalty Rights/Intellectual Property	X _{1.21}	3.86	.783	.683**

Indicator	Code	Mean	Std. Dev	Pearson Correlation
Monopoly	X _{1.22}	4.05	.849	.745**
Time Management	X _{1.23}	4.03	.791	.657**
Culture	X _{1.24}	4.13	.722	.616**
Regional Condition	X _{2.25}	4.04	.714	.540**
Class Activity	X _{2.26}	3.95	.734	.333**
Creative College Environment	X _{2.27}	3.91	.688	.163**
University Activity	X _{2.28}	4.24	.646	.144**
Skill and Leadership	X _{2.29}	4.15	.671	.120*
Relation to Private Sectors	X _{2.30}	4.01	.759	.184**
University Support	X _{2.31}	4.11	.760	.236**
Study System	X _{2.32}	3.98	.751	.308**
Cronbach's Alpha	.911			

***sig p ≤ .01; **sig p ≤ .05; *sig p ≤ .10

The value of *Measure of Sampling Adequacy* (MSA) is to indicate diversity in the variable which can be benchmarked for the use of factor analysis. It shows $0.870 > 0.5$ value, as the result, the variables used in this study can be predicted and concluded furthermore. Bartlett's Test is also showing Chi Square = 4767.309 and the signification level is $0.000 < 0.05$ ($\alpha=5\%$), so the use of indicators is not correlated and suitable for analysis factor. The result of analysis factor after using matrix rotary factor is as follow.

Tabel 6
Rotated Component Matrix

	Component							
	1	2	3	4	5	6	7	8
X _{1.24}	0.735	0.037	-0.001	-0.033	0.286	-0.010	0.021	0.131
X _{1.21}	0.702	0.272	-0.006	0.013	-0.026	0.264	0.086	-0.092
X _{1.23}	0.697	0.226	0.095	0.021	0.282	-0.081	-0.041	-0.070
X _{1.25}	0.693	0.051	0.017	0.232	-0.057	-0.092	0.042	0.116
X _{1.20}	0.687	0.326	-0.008	-0.084	0.021	0.262	0.005	0.059
X _{1.22}	0.681	0.164	0.025	0.159	0.368	0.065	0.099	0.011
X _{1.15}	0.639	0.249	0.102	0.141	0.187	0.029	-0.021	-0.215
X _{1.19}	0.634	0.142	-0.076	0.308	0.226	0.116	0.288	-0.043
X _{1.2}	0.622	-0.015	0.017	0.180	-0.006	0.344	-0.076	-0.186
X _{1.6}	0.606	-0.175	-0.008	0.162	0.119	0.549	-0.114	-0.062
X _{1.18}	0.590	0.511	-0.029	0.067	0.159	0.155	-0.043	0.148
X _{1.17}	0.537	0.491	0.053	0.164	0.078	0.208	0.152	-0.263
X _{1.3}	0.479	0.241	0.001	0.091	0.141	0.395	0.182	-0.006
X _{1.14}	0.411	0.644	0.021	0.028	0.137	-0.074	-0.002	-0.150
X _{1.13}	0.341	0.581	0.014	0.304	0.043	0.144	0.171	-0.005
X _{1.11}	0.261	0.468	-0.013	-0.009	0.444	0.190	0.068	0.122
X _{2.26}	0.138	-0.056	0.768	0.109	0.135	0.023	0.008	-0.075
X _{2.30}	-0.010	-0.012	0.732	-0.179	0.069	0.133	-0.006	0.282
X _{2.29}	0.025	0.047	0.696	0.096	-0.099	-0.283	0.004	-0.082
X _{2.27}	-0.071	-0.030	0.557	-0.177	-0.049	0.235	0.379	0.256
X _{2.31}	-0.086	0.228	0.540	-0.058	-0.132	0.159	0.426	0.090
X _{1.1}	0.129	0.029	-0.035	0.840	0.085	0.038	0.138	0.044
X _{1.4}	0.134	0.202	-0.078	0.688	0.065	0.251	-0.070	0.338
X _{1.5}	0.280	0.095	0.107	0.554	-0.025	0.162	0.003	-0.385
X _{1.10}	0.363	-0.053	-0.049	-0.113	0.712	0.104	0.225	0.141
X _{1.12}	0.174	0.199	0.069	0.195	0.687	0.035	0.060	-0.276
X _{1.9}	0.211	0.445	0.080	0.176	0.497	0.218	-0.239	0.263
X _{1.7}	0.065	0.304	0.126	0.292	0.207	0.578	0.076	-0.248

$X_{1.16}$	0.465	0.182	-0.015	0.184	0.116	0.575	0.112	0.059
$X_{2.32}$	0.117	-0.044	0.198	0.083	0.093	-0.059	0.756	0.051
$X_{1.8}$	0.073	0.298	-0.094	0.149	0.411	0.209	0.555	-0.022
$X_{2.28}$	0.001	-0.022	0.347	0.189	-0.005	-0.116	0.132	0.656

Table 6 shows that factor that has value *eigenvalues* greater than one is more than 8 factors where they explain 64% diversity of origin variable. Based on the table above, *rotated component matrix* value from each factor item above is 0.4 in order diagonally as follow:

1. Factor 1: $X_{1.24}$, $X_{1.21}$, $X_{1.23}$, $X_{1.25}$, $X_{1.20}$, $X_{1.22}$, $X_{1.15}$, $X_{1.19}$, $X_{1.2}$, $X_{1.6}$, $X_{1.18}$, $X_{1.17}$ dan $X_{1.3}$.
2. Factor 2: $X_{1.14}$, $X_{1.13}$ dan $X_{1.11}$
3. Factor 3: $X_{2.26}$, $X_{2.30}$, $X_{2.29}$, $X_{2.27}$ dan $X_{2.31}$
4. Factor 4: $X_{1.1}$, $X_{1.4}$ dan $X_{1.5}$
5. Factor 5: $X_{1.10}$, $X_{1.12}$, $X_{1.9}$
6. Factor 6: $X_{1.7}$ dan $X_{1.16}$
7. Factor 7: $X_{2.32}$ dan $X_{1.8}$
8. Factor 8: $X_{2.28}$

Based on the grouping, the main factors which formed are culture indication, royalty rights/intellectual property, time management, regional condition, mentor, monopoly, working comfort, business degree, financial risk, skill and capability, social view, government bureaucracy and customers/client. The main factors are social environment and self-ability. Social environment and self ability are factors caused by internal and external condition like in doing certain tasks, government rules and regulations, social culture etc. Most of respondents' family background have family member doing business and they tend to have intention to do the same despite of it's their father. Difficulties in getting a loan from banks, which require them to be guaranteed from the man side, make them to choose to get the capital from family. Financial risk makes them afraid to do it, so they tend to begin from medium capacity. The first capital is about Rp 10,000,000 – 30,000,000 and the recruited employees are less than 5 people. Capital is the most important asset in building a business. Government bureaucracy is also a barrier for them to start. These inhibitions impact the intention of students in starting their entrepreneurship life.

CONCLUSION

The main factors that hinder female students to become entrepreneurs are the social environment and self ability. The social environment, such as negative stereotype for working women, and the self ability, such as lack of self confidence or power to handle tasks, have become the obstacles to develop entrepreneurship. However, female students care with the group supportive opinions, which encourage them to fulfill their business ideas and to start their business. Meanwhile, the university also plays the role through the provision of educational programs so that the university can stimulate the entrepreneurial intention of the female students and can encourage the female students to start their own business. The educational process, that opens the entrepreneurial mindset of the female students to see the business opportunities and marketing strategy in accordance to the needed skills, makes it easier for female students to reap success. The further studies can be focused on the intention to start the business related to self efficacy and on the needed educational program with high expectation that the university can develop a training center to facilitate business trainings. The result of this study will ease the implementing process of the entrepreneurial activities especially during the formal study period.

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Appendix

Personal and Socio Cultural Factors

- a. Rules and regulations in Indonesia makes it difficult to start a business
- b. Banks are not giving loan.
- c. Difficulties in getting government subsidy
- d. Indonesian Economy is weak
- e. Government's bureaucracy has too many regulations
- f. Royalty rights and intellectual properties is weak related to entrepreneurship protection
- g. Regional condition is not stable, it is suggested to save money and wait for the situation

Social Norms

- a. People has low view toward entrepreneurship
- b. In Indonesia entrepreneurship is dominated by men
- c. Culturally, as a woman I am not accepted as entrepreneur
- d. My family does not support entrepreneurship
- e. My friends do not support entrepreneurship

Self Efficacy

- a. I have lack of capital to start business
- b. I am afraid of financial risk
- c. I do not have customers/clients for a new business idea
- d. Lack of relevant skills
- e. I do not have the ability and capability needed in entrepreneurship
- f. I do not have the ability to do networking professionally in running a busniss
- g. I am not aware of potential opportunity to start a business
- h. I do not know about innovation or creativity
- i. I feel secure if I work for other people
- j. Someone will steal my ideas before I have the chance to realized them
- k. I need a degree to running the business
- l. I have difficulties in managing my long work hours and personal life
- m. To be succeed, I need someone who is experienced to guide me

Education Factors

- a. College study is preparing me to do entrepreneurship
- b. Creative environment in University inspires me to develop new business
- c. University is active in teaching new entrepreneurship building
- d. University teaches social and leadership skills in entrepreneurship
- e. University have a close relationship with companies
- f. If I have intention to build a business, university is supporting
- g. University's curriculums are too theoretical and it needs a place to be practical