

Parental Support to Develop Entrepreneurial Characteristics in Teenagers: Views on Self and Spouse

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Abstract The aim of this study was to investigate the differences between fathers and mothers in their views on self and spouse in support given to develop entrepreneurial characteristics in teenage children. The study was conducted among 40 fathers and 77 mothers with children in the age of junior and senior high school. Results showed that there was a significant difference between views on self and spouse among mothers, $t(76) = 4.08$, $p < 0.001$. Mothers believed that they gave higher support than their spouse in developing entrepreneurial characteristics in their children. In the group of fathers, there was no significant difference between views on self and spouse, $t(39) = 0.48$, $p > 0.05$. These findings suggest that mothers and fathers have different views on self and spouse. Mothers tend to view themselves as more supportive than their spouse. On the other hand, fathers do not see themselves as more supportive or less supportive than their spouse.

Keywords Entrepreneurial characteristics • Parental support • Self Spouse • Teenagers

1 Introduction

Entrepreneurship education has become a hot topic over the last few years. Entrepreneurship education has also been offered in many universities and some primary and secondary schools in Indonesia. This demonstrates the increase in the awareness of the importance of entrepreneurship in Indonesian education system. The advancement of the education system, which pays more attention to entrepreneurship, also indicates that the skills of entrepreneurship are very important for younger generation.

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It can be argued that entrepreneurship education is needed to develop not only the skills of entrepreneurship but also personal characteristics. Setiawan (2008) contended that knowledge and skills of entrepreneurship alone are not enough. Individuals need to have entrepreneurial spirit and characteristics to actualize the knowledge and skills. In line with this, Vega et al. (2016) mentioned that entrepreneurial system of education that fosters creativity and innovation needs to be boosted at all educational levels. This means that education system must focus on developing not only the skills but also psychological characteristics as an entrepreneur or entrepreneurial characteristics, such as creativity and innovation.

Having reviewed literature on entrepreneurship from Bolton and Thompson (2004), Morris (1998), Hisrich et al. (2005), and Kirby (2003), Setiawan (2008) found that entrepreneurship is greatly related to certain personal characteristics. She summarized the personal characteristics of an entrepreneur, which include high achievement motivation, perseverance and determination, ability to take calculated risks, creative and innovative, independence or autonomy, and ability to accept and manage changes. Therefore, entrepreneurship education should also focus on the development of these personal characteristics.

Confirming the argument above, Chell (2008) declared that entrepreneurial personality is a result of social construction. Chell maintained that social learning and tacit knowledge are important mechanisms of social construction. Included in social learning is observation of others' behavior. As teenage children do interact not only with teachers and peers but also with parents, therefore the process of social construction of entrepreneurial characteristics in teenagers is also influenced by parents. Consequently, the efforts of developing entrepreneurial characteristics have also become the responsibility of parents, not only educational institutions (Setiawan, 2008).

Building entrepreneurial personal characteristics—high achievement motivation, perseverance and determination, ability to take calculated risks, creative and innovative, independence or autonomy, and ability to accept and manage changes—is not only carried out in entrepreneurship projects like what is done in school. As entrepreneurial personality is the result of social construction (Chell, 2008), entrepreneurial characteristics can also be developed through daily challenges that children face in their lives. Parental support given to children in facing their daily responsibilities and challenges should be directed to foster the development of the entrepreneurial characteristics. Both emotional and instrumental support provided by parents should be directed to generate entrepreneurial personal characteristics.

As parents are an important environment to develop personal characteristics of their children, consistency of both parents (father and mother) is strongly needed. Both father and mother should have the same direction in raising their children. In other words, co-parenting becomes important. Co-parenting refers to coordination between husband and wife in their shared responsibility of bringing up their children (Cordova, 2009).

Sense of we-ness between father and mother, feelings toward partner, and engagement of both father and mother in parenting are important components of co-parenting, in addition to division of child care responsibilities (Cordova, 2009).

Therefore, father's positive feelings toward mother and mother's positive feelings toward father in their roles as a parent are important to build good co-parenting relationships. These positive feelings will also lead to a stronger sense of we-ness between father and mother.

It can be argued that positive feelings toward spouse in their role as a parent are influenced by one's view toward the degree of spouse's involvement and the actual practice of involvement in parenting daily activities. When the spouse is viewed as less engaged or engaged in the wrong way, individuals will have negative feelings toward their spouse. This also will lead to conflicts in the relationship.

Compared to studies on parental involvement and support in teenage children, studies on parental involvement and support in young children are more popular. Fewer studies focused on parental involvement in teenagers. In fact, parenting young children is different from parenting teenagers. Therefore, studies investigating parental involvement in teenagers need to be done. In parallel with this, Phares et al. (2009) recommended more studies of adolescence in order to explore more developmentally appropriate parenting for children in this life stage.

Little is known about the support parents give to their offspring in regard to developing entrepreneurial characteristics. Past studies have often focused on mother and father involvement in general parenting responsibility, such as school work, discipline, daily care, and fun activities (Phares et al., 2009). As reviewed earlier, entrepreneurial personal characteristics are built through emotional and instrumental support in facing daily life challenges. Thus, studies on parental support to promote entrepreneurial personal characteristics in young generation are suggested.

The aim of the current study was to compare fathers and mothers' views on self and spouse in relation to support given to develop entrepreneurial characteristics in their teenage children. Specific research questions are as follows:

- (a) Are there any differences between fathers' view on self and mothers' view on self in regard to support given to develop entrepreneurial characteristics in teenage children?
- (b) Are there any differences between fathers' view on spouse and mothers' view on spouse in regard to support given to develop entrepreneurial characteristics in teenage children?
- (c) Are there any differences between view on self and view on spouse in regard to support given to develop entrepreneurial characteristics in teenage children across all parents?
- (d) Are there any differences between fathers' view on self and view on spouse in regard to support given to develop entrepreneurial characteristics in teenage children?
- (e) Are there any differences between mothers' view on self and view on spouse in regard to support given to develop entrepreneurial characteristics in teenage children?

The separation of father subjects and mother subjects was conducted to assess possible gender influence between fathers and mothers. This method allowed the researcher to get fathers' report on their own involvement and their spouse's involvement, as past research often focused on mothers' report alone. This current study was a part of the larger research project entitled "The development of parental support model based on marital relationships to develop entrepreneurial self-efficacy."

In regard to studies on father involvement, Coley and Morris (2002) as well as Mikelson (2008) emphasized the importance of data collection efforts which involve father respondents, not only mother respondents. This will prevent the researcher from coming to biased conclusions of fathers' involvement due to the dependence on mothers' report.

2 Method

2.1 Sample

The participants of this study consisted of 117 married individuals (40 fathers and 77 mothers). All participants are Indonesians, living in Surabaya, the second-largest city of Indonesia, and surrounding areas. The respondents had teenage children in junior and senior high school. The average age of respondents was 44.43 years. The average length of marriage was 19.27 years. The details of demographic distribution are presented in Tables 1 and 2.

Table 1 Mean of age and marriage length

	All respondents	Father respondents	Mother respondents
Mean of age	44.43	46.43	43.38
Mean of marriage length	19.27	18.42	19.71

Table 2 Working status of respondents and spouses

Respondents	Working status	Self (%)	Spouse (%)
Father respondents	Full time	90	46.2
	Part time	5	20.5
	Not working	5	33.3
Mother respondents	Full time	43.4	84.5
	Part time	25	14.1
	Not working	31.6	1.4

2.2 Measurement

Parental support scale was constructed to measure the parental support given for the development of children’s entrepreneurial characteristics. The items measuring the support were constructed based on two types of support (emotional and instrumental support) to develop six entrepreneurial characteristics, including high achievement motivation, perseverance and determination, ability to take calculated risks, creative and innovative, independence or autonomy, and ability to accept and manage changes. The sample of the items are “encouraging our child to get higher achievement than before” and “discussing with our child to stimulate unusual problem solving.”

Respondents were asked to rate the frequency of support they gave to their children in developing entrepreneurial characteristics. They were also asked to rate the frequency of support their spouse gave to their children. They were asked to rate from 1 (never) to 5 (always). The total number of items was 24, consisting of 12 items for measuring their view toward their own support and 12 items for measuring their view toward spouse’s support.

Reliability testing using Cronbach’s alpha showed that both parental support scales were reliable. The Cronbach’s alpha coefficient of parental support scale (view on self) was 0.890. The Cronbach’s alpha coefficient of parental support scale (view on spouse) was 0.914.

3 Results and Discussion

Fathers’ view on self and mothers’ view on self in regard to support given to develop entrepreneurial characteristics in teenage children are presented in Table 3. As seen in Table 3, both fathers and mothers rated themselves above 4. This means that both fathers and mothers view themselves as often providing support for their teenage children to develop entrepreneurial characteristics. The t-test analysis showed that there was no significant difference in view on self between fathers and mothers.

Similarly, fathers’ view on spouse and mothers’ view on spouse in regard to support given to develop entrepreneurial characteristics in teenage children are presented in Table 3. Both fathers and mothers rated their spouse above 4. This

Table 3 Comparisons of fathers’ and mothers’ view on self and spouse in regard to support to develop entrepreneurial characteristics in teenage children

Concept to measure	Mean fathers	Mean mothers	t-value	p-value
View on self	4.27 (0.67)	4.42 (0.53)	-1.33	0.186
View on spouse	4.25 (0.67)	4.12 (0.80)	0.86	0.392

Note Standard deviations in parentheses

means that both fathers and mothers perceive their spouse as often providing support for their teenage children to develop entrepreneurial characteristics. Comparison test between fathers and mothers in their view of spouse using t-test showed no significant difference. In summary, there was no significant difference between fathers and mothers in both view on self and view on spouse.

Table 4 shows the comparisons of views on self and views on spouse in three different groups of respondents. As shown in Table 4, mothers' view on self was significantly higher than view on spouse. This means that mothers regarded themselves as providing more support to their teenage children in developing entrepreneurial characteristics. In the group of fathers, the comparisons showed no significant difference. As mothers comprised 65.8% of the total respondents, there was also a significant difference in the comparison of view on self and view on spouse in the group of all parents.

Table 5 shows the comparisons of views on self and views on spouse in various groups of mothers.

As shown in Table 5, both working mothers and not working mothers regarded themselves as providing more support to their teenage children in developing entrepreneurial characteristics than their spouse. Mothers with higher education history and mothers with no higher education history also consistently regarded themselves as providing more support to their teenage children in developing entrepreneurial characteristics than their spouse. This means in general mothers viewed their husband as lower than themselves in supporting the development of entrepreneurial characteristics in their teenage children.

Table 4 Comparisons of view on self and view on spouse in regard to support to develop entrepreneurial characteristics in teenage children

Group of respondents	Mean view on self	Mean view on spouse	<i>Matched pairs t-value</i>	<i>p-value</i>
All parents	4.37 (0.58)	4.16 (0.76)	3.92	0.000 ^a
Fathers	4.27 (0.67)	4.25 (0.67)	0.48	0.636
Mothers	4.42 (0.53)	4.12 (0.80)	4.08	0.000 ^a

Note Standard deviations in parentheses

^a $p < 0.001$

Table 5 Comparisons of view on self and view on spouse in various groups of mothers

Group of respondents	Mean view on self	Mean view on spouse	<i>Matched pairs t-value</i>	<i>p-value</i>
Working mothers	4.43 (0.50)	4.13 (0.82)	3.066	0.003 ^a
Not working mothers	4.42 (0.58)	4.11 (0.80)	2.88	0.009 ^a
Mothers with higher education history	4.39 (0.52)	4.06 (0.84)	3.11	0.003 ^a
Mothers with no higher education history	4.48 (0.54)	4.23 (0.73)	3.091	0.005 ^a

Note Standard deviations in parentheses

^a $p < 0.01$

Having looked through the study results, there are two possibilities to explain the results. Firstly, fathers tend to be less involved in supporting their teenage children in developing entrepreneurial characteristics, but they are unaware of it. Although there was no significant difference in view on self between fathers and mothers, the mean score of mothers tended to be higher than the mean score of fathers (see Table 3). This possibility is supported by the previous study of Phares et al. (2009), which found a significant difference between the mean hours of involvement of fathers and mothers. The study showed that fathers spend less total number of hours to have direct interaction weekday, direct interaction weekend day, accessibility weekday, and accessibility weekend day. Phares et al. maintained that families with adolescents also show a significant discrepancy between fathers' and mothers' involvement with their children.

Fathers' less support to their teenage children may be related to some reasons. Fathers may hold a traditional belief that every matter related to the child is the mother's responsibility. Therefore, parenting is the role of mothers. Fathers may see themselves as solely having responsibility as the breadwinner in the family. On the other side, fathers' less support may also be aggravated by mothers' condescending attitude. McBride and Rane (1998) found that mothers' emotional appraisal of spouse's parenting is one of the predictors of father involvement. This means that mother's negative attitude toward spouse's parenting inhibits father involvement. In line with that, Cordova (2009) explained that co-parenting becomes a challenge when one of the parents feel his/herself as more expert in parenting, thus inhibiting the spouse to get further involved. Looking at the context of study in Indonesia, where the traditional parenting values are still adopted, it is possible that mothers view themselves as more proficient in dealing with their children.

Secondly, fathers may have already been involved in giving support in developing entrepreneurial characteristics, yet fail to be recognized or acknowledged by their spouse. Previous studies also showed that mothers tend to underestimate fathers' involvement in their children's matters (Mikelson, 2008). Mothers' failure to recognize or acknowledge fathers' involvement may be caused by the differences of standard and ways of supporting. Mothers may develop a higher standard of support than fathers, and mothers may evaluate fathers using their own standard of evaluation.

Higher standard imposed by mothers was also shown in the study by Phares et al. (2009). In their study, Phares et al. (2009) found that mothers' satisfaction was related to higher fathers' responsibility in all four domains, including school work, discipline, daily care, and fun activities; whereas fathers' satisfaction was related to fathers' responsibility in only two domains, including area of discipline and fun activities. A study by Coley and Morris (2002) also suggested that mothers have higher standards or expectations of fathers' contribution in parenting. This discrepancy of expectations and ways of supporting will lead to mothers' negative feelings toward fathers. Therefore, parents (father and mother) should build good communication and discussion on parenting to reach an agreement on the ways of supporting their teenage children.

4 Implications and Limitations of the Study

The results showed that mothers rated their spouse lower than they rated themselves in regard to support given to develop entrepreneurial characteristics in their offspring. Stemming from this result, dream sharing of the goal of parenting, communication, and coordination between both parents is encouraged. Mothers who commonly have a higher standard of parenting need to share their expectations to their spouse. Mothers also need to convey spouse's ways of parenting which do not fit their ideal. Similarly, fathers who may have different beliefs and values should also share their views. Thus, they can reach mutual understanding and agreements. The mutual understanding and agreements will help both mothers and fathers to appreciate what their spouse does to their children. Additionally, mothers and fathers can work as a team and build the sense of we-ness. This good parenting alliance is very important in building entrepreneurial personal characteristics in children.

There are some limitations of the current study. Firstly, the sample included in this study was married individuals. They were husbands and wives, but they were not in the same marriage. Thus, mothers' view of spouse in this study is not comparable with fathers' view of self. Similarly, fathers' view of spouse in this study is not comparable with mothers' view of self. The use of matched pairs which represent fathers and mothers who have the same biological child as conducted in the study of Coley and Morris (2002) will make the comparisons possible.

Another additional limitation in the study is related to the indirect data of support given to children. The current study examined the views of parents and spouse which may not really represent the real support received or felt by the teenage children. Exploring the view of teenage children as the recipient of support may help to reduce the possibility of bias from mothers and fathers. This is what Phares et al. (2009) suggested in their study.

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