THE EFFECT OF 'LENGTH OF WORK' AND 'TEACHING FREQUENCY' VARIABLES TO FACILITATOR'S MENTORING PERFORMANCE BASED ON STUDENT'S PERCEPTION, CASE STUDY ON ENTREPRENEURSHIP COURSE UNIVERSITAS CIPUTRA SURABAYA

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ABSTRACT

Entrepreneurship course at Universitas Ciputra consists of five single courses that consecutively taken in five semesters with project-based learning method. Since the learning method is in the form of project, facilitator's mentoring for student is a crucial aspect in entrepreneurship course. There is a general assumption that facilitator with long working experience will have mentoring evaluation value higher than that of with shorter work experience. This study will assess whether longer working experience and teaching frequency of facilitator have influence in the mentoring performance to students in entrepreneurship course.

Keywords: Mentoring, mentor, length of work, entrepreneurship.

INTRODUCTION

Entrepreneurs need mentors and mentoring than anyone else due to the complexity and range of tasks they are required to perform (Krueger Wilson: 1998). Etienne St - Jean and Josée Audet concluded that "mentoring is without doubt an appropriate form of support for entrepreneurs, since it allows them to improve their management skills and learn through action, with the support of a person with extensive business experience." (Etienne St - Jean and Josee Audet: 2009). Math Mazra and Omenguele René Guy (2012) shows that the positive impact of mentoring provides support to newly established firms on the performance.

Every student of Entrepreneurship course at Universitas Ciputra, must conduct business startup, either individually or in group (five people maximum, crossed department allowed). In addition to their project-based learning process, they also get mentoring from facilitators which are consisted of UC faculty, business practitioners and entrepreneurs in residence. (Next, those practitioners and entrepreneurs who are willing to come regularly every week to guide these students called entrepreneur in residence or EiR).

LITERATURE REVIEW

Entrepreneurs

Bill Bolton and John Thompson (2009: 80) state who can become an entrepreneur enabler, or term used in Universitas Ciputra is facilitator? "Entrepreneur enablers are 'hands-on' people who are able to spot potential entrepreneurs. They are like talent scouts but then go on to do the coaching, mentoring and training... Most entrepreneur enablers seem to come from the institutions or the professions. They have an entrepreneur's heart but are not themselves entrepreneurs."

As Bolton and Thompson, Universitas Ciputra sees what the so-called facilitators are lecturers or those of professional and at the same time also the entrepreneurs who have the heart to be a mentor for students. The question arises, whether length of work affects the mark of mentoring evaluation? Does the frequency of teaching entrepreneurship also affect it? How difference is the mark of mentoring evaluation between practitioner EiR and lecturers? Is it true that lecturers cannot be good mentors, considering their business experience not as much as practitioners or entrepreneurs, although there are lecturers who also have business experience?

Mentor

The word 'mentor' derived from Greek mythology, when Ulysses entrusted the education of his son Telemachus to his old and faithful friend, Mentor. In its development, there are many different definitions of mentoring, but basically they have the same principle that there are people, who are more experienced, act as guides to young people who are less experienced. Some definitions distinguish mentoring from coaching as a relationship that can last long, whilst coaching is a relationship that generally has a set of duration and some different activities. (Hawkins and Smith 2006: 39). In this paper, mentoring also covers what also done in coaching with the aim of helping the mentee as done in Greek mythology by Mentor:

> "'For you, I have some good advice, if only you will accept it...'
> 'Oh stranger', heedful Telemechas replied, 'Indeed I will. You've counselled me with so much kindness now, like a father a son. I won't forget a word.'"
> (Peter Hawkins & Nick Smith 2006:38)

This study seeks to answer the above question, and as a consequence, if it is found any difference, it is actually extensive business experience has influences on mentoring. So that facilitators or entrepreneur enablers supposed to have this factor as criteria for a mentor. But on the other way around, if it is not, then this will give great confidence to lecturers who have no business experience, that they still can be good mentors.

RESEARCH METHODS

To evaluate the mentoring performance of facilitators, based on the perception of Universitas Ciputra students, this study used data of mentoring evaluation in odd and even semester of school year 2015. The sampling method used was saturated sampling or census, that because the population is relatively small, all data is used. The table below describes the amount of data tested.

Table 1. Number of tested data

Subject	Facilitator Category	Number	Total
E1	EiR	20	50
	UC Faculty	30	
E2	EiR	23	55
	UC Faculty	32	
E3	EiR	19	44
	UC Faculty	25	
E4	EiR	13	50
	UC Faculty	37	
E5	EiR	20	49
	UC Faculty	29	
Total	EiR	95	248
	UC Faculty	153	

In general, the data processing steps is as follows:

1. Grouping mentoring performance data from entrepreneurship courses: each of it and entirely
2. Doing frequency analysis on entrepreneurship courses: each of it and entirely
3. Performing descriptive analysis on entrepreneurship courses: each of it and entirely
4. Conducting an independent t -test sample on mentoring variable per facilitator category: UC Faculty are EIR
5. Doing multiple linear regression analysis on entrepreneurship courses: each of it and entirely

MODEL OF RELATIONSHIP BETWEEN VARIABLES

The figure below shows the model of the relationship between variables tested in the study.

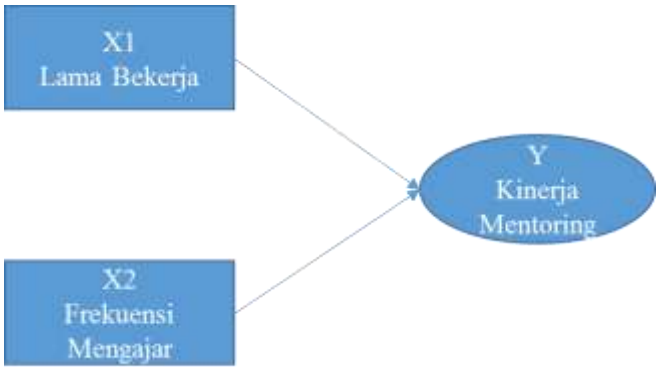

Figure 1. Model of the relationship between variables

Data sources of each variable are explained in the table below

Table 2. Data sources

Variable	Data Source	Unit
Length of work (X1)	Individual data of fasilitator	Year
Teaching frequency (X2)	Individual data of fasilitator based on lecture's data record	Times
Mentoring Performance (Y)	Data of final evaluation based on student's perception	Score 1 to 5

RESULTS AND DISCUSSION

Entrepreneurship 1

Based on data of 50 facilitators in Course Entrepreneurship 1, odd semester 2015, frequency analysis attained as follows.

Descriptive Statistical Analysis

Table 3. Descriptive Statistical Analysis on Entrepreneurship 1 Data

Statistics

		Length of Work	Teaching Frequency	Mentoring Performance
N	Valid	50	50	50
	Missing	0	0	0
Mean		8,94	3,78	4,5260
Std. Error of Mean		,955	,276	,01772
Median		7,00	4,00	4,5400
Mode		7[a]	6	4,58
Std. Deviation		6,753	1,951	,12528
Variance		45,609	3,808	,016
Skewness		1,629	-,175	-,955
Std. Error of Skewness		,337	,337	,337
Kurtosis		2,489	-1,518	1,761
Std. Error of Kurtosis		,662	,662	,662
Range		29	5	,65
Minimum		1	1	4,15
Maximum		30	6	4,80
Sum		447	189	226,30

This table explains that the average length of work of facilitators assigned to Entrepreneurship 1 is 8.94 years, with an average frequency of teaching as much as 3.78 times. While, the performance of mentoring in scale 1 to 5, the lowest is 4.15 and the highest is 4.80 with average 4.5260.

T-Test
The result of independent t-test sample is presented in table follows.

Table 4. T-Test

Group Statistics

	Facilitator Category	N	Mean	Std. Deviation	Std. Error Mean
Mentoring Performance	EiR	20	4,5685	,08381	,01874
	UC Faculty	30	4,4977	,14085	,02572

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Mentoring Performance	Equal variances assumed	,049	,07083	,03508
	Equal variances not assumed	,031	,07083	,03182

This table notes that the average mentoring performance of EIR (4.5685) is slightly higher than that of UC faculty (4.4977). Meanwhile, if viewed from equal variances assumed, sig. 2 tailed 0.049 less than 0.05, it means there is a difference between the average mentoring performance of UC faculty and EIR.

Multiple Linear Regression Analysis

The result of Multiple Linear Regression Analysis

Table 5. Adjusted R Square

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,244[a]	,059	,019	,12406	,845

This table notes that the adjusted R-Square worth 0.019. This indicates that Length of Work variable and Teaching Frequency variable on Entrepreneurship 1 is not significant, that only 1.9% to the mentoring performance variable.

The effect of Length of Work variable and Teaching Frequency variable altogether to Mentoring Performance variable, can be assessed from the table below.

Table 6. F-Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,053	2	,027	1,750	,185[b]
	Residual	,716	47	,015		
	Total	,769	49			

This table shows that F-value is 1.750. With df 1:2 and 2 df:47, F-table 3.195 is obtained. This suggests that Length of Work variable and Teaching Frequency altogether does not affect Facilitator Mentoring Performance variable in Entrepreneurship 1.

Table 7. Regression Coefficient

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,554	,041		111,315	,000
	Length of Work	-,005	,003	-,255	-1,718	,092
	Teaching Frequency	,004	,010	,060	,402	,690

From this regression coefficient, we conclude that:

- Length of Work variable negatively correlated to Mentoring Performance variable worth -0.005. That is, every increase of 1 year old of work, would decrease the mentoring performance worth 0.005
- Teaching Frequency variable positively correlated to Mentoring Performance variable at 0.004. That is, every increase of 1 time teaching frequency, will raise mentoring performance of 0,004

Value of variable effect can be partially assessed on t-value and can be concluded that :

- T-value on Length of Work variable (-1.718) is lower than T-table (2.012). This shows that the Length of Work variable does not affect Mentoring Performance variable.
- T-value on Teaching Frequency variable (0.402) is lower than T-table (2.012). This shows that Length of Work variable does not affect Mentoring Performance variable.

Entrepreneurship 2

Based on data of 55 facilitators in Entrepreneurship 2, even semester period 2015, the frequency of analysis obtained as follows.

Descriptive Statistical Analysis

Table 8. Descriptive Statistical Analysis of Entrepreneurship 2 Data

Statistics

		Length of Work	Teaching Frequency	Mentoring Performance
N	Valid	55	55	55
	Missing	0	0	0
Mean		11,87	4,84	4,5298
Std. Error of Mean		1,188	,279	,01991
Median		10,00	5,00	4,5400
Mode		4[a]	7	4,53[a]
Std. Deviation		8,809	2,071	,14768
Variance		77,595	4,288	,022
Skewness		1,195	-,383	-1,123
Std. Error of Skewness		,322	,322	,322
Kurtosis		1,153	-1,179	2,526
Std. Error of Kurtosis		,634	,634	,634
Range		40	6	,78
Minimum		0	1	4,02
Maximum		40	7	4,80
Sum		653	266	249,14

The above table shoes that the average length of work of the facilitators assigned to Entrepreneurship 2 is 11.87 years, with an average frequency of teaching as much as 4.84 times. While, mentoring performance in scale 1 to 5, the lowest value is 4.02 to the highest 4.80 with average of 4.53.

T-Test

Independent result of t-test sample is as follows.

Table 9. T-Test

Statistics Group

	Kategori_Fasilitator	N	Mean	Std. Deviation	Std. Error Mean
Mentoring Performance	EiR	23	4,5274	,14207	,02962
	UC Faculty	32	4,5316	,15381	,02719

Independent Sample Test

	t-test for Equality of Means		
	Sig. (2-tailed)	Mean Difference	Std. Error Difference

Mentoring Performance	Equal variances assumed	,919	-,00417	,04075
	Equal variances not assumed	,918	-,00417	,04021

The above table shows that the average of EiR mentoring performance (4.5274) is slightly lower than the average of UC faculty mentoring performance (4.5316). Meanwhile, viewed from equal variances assumed, sig. 2 tailed 0.919 is greater than 0.05, it means that there is no difference between mentoring performance average of EiR and UC faculty.

Multiple Linear Regression Analysis

This table shows the result of Multiple Linear Regression Analysis

Table 10. Adjusted R Square

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,292[a]	,085	,050	,14395	1,577

The above table shows that the adjusted R-square worth 0.050. This indicates that Length of Work variable and Teaching Frequency variable on Entrepreneurship 2 does not significantly affect, that is 5% only to Mentoring Performance variable.
The effect of Length of Work variable and Mentoring Frequency variable altogether to mentoring performance variable can be assessed from the table below.

Table 11. F-Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,100	2	,050	2,417	,099[b]
	Residual	1,078	52	,021		
	Total	1,178	54			

The above table shows that the F-value is 2.417. With df 1:2 and 2 df:52, F-table 3.175 is obtained. This suggests that Length of Work and Teaching Frequency variables altogether does not affect Facilitator Mentoring Performance variable in Entrepreneurship 2.

Table 12. Regression Coefficient

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,619	,050		92,242	,000
	Length of Work	-,003	,003	-,191	-1,282	,205
	Teaching Frequency	-,011	,011	-,149	-1,001	,322

Based on the regression coefficient table above it can be concluded that \:

- Length of Work variable negatively correlated to Mentoring Performance variable worth -0.003. That is, for every increase of 1 year length of work would decrease mentoring performance 0.003.
- Teaching Frequency variable negatively correlated to Mentoring Performance variable 0.011. That means for every increase of 1 time of teaching frequency, mentoring performance will decrease 0.011.

Value of variable effect can be partially assessed from t-value. Based on t-value we can conclude that:

- Length of Work variable (-1.282) is lower than t-table (2.007). This shows that Length of Work variable does not affect Mentoring Performance variable.
- T-value of Teaching Frequency variable (-1.001) is lower than T-table (2.007). This shows that Length of Work variable does not affect Mentoring Performance variable.

Entrepreneurship 3

Based on data of 44 facilitators in Entrepreneurship 3 period odd semester 2015, frequency analysis obtained as follows.

Descriptive Statistical Analysis

Table 13. *Descriptive Statistical Analysis on* Entrepreneurship 3 Data

Statistics

		Length of Work	Teaching Frequency	Mentoring Performance
N	Valid	44	44	44
	Missing	0	0	0
Mean		16,27	4,36	4,3989
Std. Error of Mean		1,616	,270	,01828
Median		14,50	5,00	4,4100
Mode		9	6	4,45
Std. Deviation		10,717	1,793	,12126
Variance		114,854	3,214	,015

Skewness	,946	-,553	,168
Std. Error of Skewness	,357	,357	,357
Kurtosis	,303	-1,181	,636
Std. Error of Kurtosis	,702	,702	,702
Range	44	5	,61
Minimum	2	1	4,13
Maximum	46	6	4,74
Sum	716	192	193,55

The table above explains that the average length of work of the facilitator assigned to Entrepreneurship 3 is 16.27 years, with an average of teaching frequency as much as 4.36 times. While mentoring performance in scale 1 to 5, the lowest value is 4.13 to the highest 4.74 with average of 4.3989.

T-Test
The independent result of t-test sample is as follows.

Table 14. T-Test

Statistic Group

	Facilitator Category	N	Mean	Std. Deviation	Std. Error Mean
Mentoring Performance	EiR	19	4,4084	,13372	,03068
	UC Faculty	25	4,3916	,11316	,02263

Independent Sample Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Mentoring Performance	Equal variances assumed	,654	,01682	,03725
	Equal variances not assumed	,662	,01682	,03812

The above table shows that the average mentoring performance of EiR (4.4084) is slightly higher than the average mentoring performance of UC faculty (4.3916). Meanwhile, viewed from equal variances assumed, sig. 2 tailed worth of 0.654 is greater than 0.05, meaning that there is no difference between the average mentoring performance of EiR and UC faculty.

Multiple Linear Regression Analysis

This table shows the result of Multiple Linear Regression Analysis

Table 15. Adjusted R Square

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,240[a]	,057	,011	,12056	1,011

The above table shows that the adjusted R-Square value is 0.011. This indicates that Length of Work and Teaching Frequency variables in Entrepreneurship 3 does not have significant effect, only 1.1% on Mentoring Performance variable.
The effect of Length of Work variable altogether with Mentoring Frequency to Mentoring Performance variable is as follows.

Table 16. F-Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,032	2	,016	1,098	,343[b]
	Residual	,600	41	,015		
	Total	,632	43			

The above table shows that F-value is 1.098. With df 1:2 and 2 df:41, F-table of 3.226 is obtained. This suggests that Length of Work variable and Teaching Frequency variable altogether do not affect Facilitator Mentoring Performance variable in Entrepreneurship 3.

Table 17. Regression Coefficient

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,419	,051		86,248	,000
	Length of Work	-,003	,002	-,247	-1,573	,123
	Teaching Frequency	,006	,011	,087	,557	,581

Based on this regression coefficient table, we come to conclusion that:

- Length of Work variable negatively correlated to Mentoring Performance variable at value -0.003. That means, for every increase of 1 year length od work, will decrease mentoring performance 0.003.

- Teaching Frequency variable positively correlated to Mentoring Performance variable at value 0.006. That means, for every increase of 1 time teaching frequency, will raise mentoring performance 0.006.

Value of variable effect can be partially assessed by T-value and based on the above T-value it can be concluded that:

- T-value of Length of Work variable (-1.573) is lower than T-table (2.020). This shows that Length of Work variable does not affect mentoring performance variable.
- T-value of Teaching Frequency variable (.557) is lower than T-table (2.020). This shows that Length of Work variable does not affect mentoring performance variable

Entrepreneurship 4

Based on data of 50 facilitators in Entrepreneurship 4, even semester 2015, frequency analysis obtained as follows.

Descriptive Statistical Analysis

Table 18. ***Descriptive Statistical Analysis on*** **Entrepreneurship 4 Data Statistics**

		Length of Work	Teaching Frequency	Mentoring Performance
N	Valid	50	50	50
	Missing	0	0	0
Mean		14,60	4,96	4,4852
Std. Error of Mean		1,236	,275	,02564
Median		13,00	5,50	4,4800
Mode		7[a]	7	4,53[a]
Std. Deviation		8,739	1,948	,18127
Variance		76,367	3,794	,033
Skewness		,700	-,408	,278
Std. Error of Skewness		,337	,337	,337
Kurtosis		-,344	-1,300	,364
Std. Error of Kurtosis		,662	,662	,662
Range		34	6	,88
Minimum		2	1	4,04
Maximum		36	7	4,92
Sum		730	248	224,26

The above table explains that the average length of work of the facilitators assigned to Entrepreneurship 4 is 14.60 years, with teaching frequency average as much as 4.96 times. While mentoring performance in scale 1 to 5, the lowest 4.04 to the highest 4.92 with average of 4.4852.

T-Test
The independent result of t-test sample is as follows.

Table 19. T-Test

Group Statistics

	Facilitator Category	N	Mean	Std. Deviation	Std. Error Mean
Mentoring Performance	EiR	13	4,5554	,20337	,05641
	UC Faculty	37	4,4605	,16892	,02777

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Mentoring Performance	Equal variances assumed	,105	,09484	,05744
	Equal variances not assumed	,149	,09484	,06287

The above table shows that the average mentoring performance of EiR (4.5554) is slightly higher than the average mentoring performance of UC faculty (4.4605). Meanwhile, viewed from equal variances assumed, sig. 2 tailed worth 0.105 is greater than 0.05. It means there is no difference between the average mentoring performance of EiR and UC faculty.

Multiple Linear Regression Analysis

This table shows the result of Multiple Linear Regression Analysis

Table 20. Adjusted R Square

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,213[a]	,046	,005	,18082	,987

The above table shows that the adjusted R-Square value is 0.005. This indicates that Length of Work variable and teaching frequency variable in Entrepreneurship 4 does not affect significantly, only 0.5% on Mentoring Performance variable.
The effect of Length of Work altogether with Mentoring Frequency variable to Mentoring Performance variable is as follows.

Table 21. F-Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,073	2	,037	1,122	,334[b]
	Residual	1,537	47	,033		
	Total	1,610	49			

The above table shows that F-value is 1.122. With df 1:2 and 2 df:47, F-table of 3.195 is obtained. This suggests that Length of Work variable and Teaching Frequency variable altogether do not affect facilitator mentoring performance variable in Entrepreneurship 4.

Table 22. Regression Coefficient

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,587	,077		59,929	,000
	Length of Work	,000	,003	-,019	-,131	,896
	Teaching Frequency	-,019	,014	-,209	-1,429	,160

Based on this regression coefficient table, we come to conclusion that:

- The coefficient correlation between Length of Work variable with mentoring performance variable is -0.000. I means, there is almost no correlation between Length of Work variable with mentoring performance
- Teaching Frequency variable negatively correlated to Mentoring Performance variable at 0.019. That means every increase of 1 time teaching frequency, will decrease mentoring performance as much as 0.019.

Value of variable effect can be partially assessed by T-value and based on the above T-value it can be concluded that:

- T-value of Length of Work variable (-0.131) is lower than T-table (2.012). This shows that Length of Work variable does not affect mentoring performance variable.
- T-value of Teaching Frequency variable (-1.429) is lower than T-table (2.012). This shows that Length of Work variable does not affect mentoring performance variable

Entrepreneurship 5

Based on data of 49 facilitators in Entrepreneurship 5, odd semester 2015, frequency analysis obtained as follows.

Descriptive Statistical Analysis

Table 23. *Descriptive Statistical Analysis on* Entrepreneurship 5 Data

Statistics

		Length of Work	Teaching Frequency	Mentoring Performance
N	Valid	49	49	49
	Missing	0	0	0
Mean		16,63	3,80	4,4227
Std. Error of Mean		1,342	,270	,02989
Median		16,00	4,00	4,4300
Mode		24	6	4,41[a]
Std. Deviation		9,391	1,893	,20926
Variance		88,196	3,582	,044
Skewness		,350	-,193	-1,286
Std. Error of Skewness		,340	,340	,340
Kurtosis		-,651	-1,502	4,782
Std. Error of Kurtosis		,668	,668	,668
Range		37	5	1,29
Minimum		1	1	3,57
Maximum		38	6	4,86
Sum		815	186	216,71

The above table explains that the average length of work of the facilitators assigned to Entrepreneurship 5 is 16.63 years, with teaching frequency average as much as 3.80 times. While mentoring performance in scale 1 to 5, the lowest 3.57 to the highest 4.86 with average of 4.4227.

T-Test

The independent result of t-test sample is as follows.

Table 24. T-Test

Group Statistics

	Kategori_Fasilitator	N	Mean	Std. Deviation	Std. Error Mean
Mentoring Performance	EiR	20	4,4380	,18089	,04045
	UC Faculty	29	4,4121	,22931	,04258

Independent Sample Test

	t-test for Equality of Means		
	Sig. (2-tailed)	Mean Difference	Std. Error Difference

Mentoring Performance	Equal variances assumed	,674	,02593	,06135
	Equal variances not assumed	,661	,02593	,05873

The above table shows that the average mentoring performance of EiR (4.4380) is slightly higher than the average mentoring performance of UC faculty (4.4121). Meanwhile, viewed from equal variances assumed, sig. 2 tailed worth 0.674 is greater than 0.05, meaning that there is no difference between the average mentoring performance of EiR and UC faculty.

Multiple Linear Regression Analysis

This table shows the result of Multiple Linear Regression Analysis

Table 245. Adjusted R Square
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,159[a]	,025	-,017	,21106	1,191

The above table shows that the adjusted R-Square is -0.017. This indicates that Length of Work variable and Teaching Frequency variable in Entrepreneurship 5 affect not significantly, only -1.7% on Mentoring Performance variable.
The effect of Length of Work and Mentoring Frequency variable altogether to Mentoring Performance variable is as follows.

Table 256. F-Test
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,053	2	,026	,594	,556[b]
	Residual	2,049	46	,045		
	Total	2,102	48			

The above table shows that F-value is 0.594. With df 1:2 and 2 df:46, F-table 3.200 is obtained. This suggests that Length of Work and Teaching Frequency variable altogether do not affect Facilitator's Mentoring Performance variable in Entrepreneurship 5.

Table 267. Regression Coefficient
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4,414	,083		53,444	,000
	Length of Work	-,003	,003	-,117	-,797	,429
	Teaching Frequency	,014	,016	,123	,837	,407

Based on this regression coefficient table, we come to conclusion that:

- Length of Work variable negatively correlated to Mentoring Performance variable at value -0.003. It means for every increase of 1 year length of work, will decrease mentoring performance as much as 0.003
- Teaching Frequency variable positively correlated to Mentoring Performance variable at 0.014. It means for every increase of 1 time teaching frequency, will raise mentoring performance 0.014.

Value of variable effect can be partially assessed by T-value and based on the above T-value it can be concluded that:

- T-value of Length of Work variable (-0.797) is lower than T-table (2.013). This shows that Length of Work variable does not affect Mentoring Performance variable.
- T-value of Teaching Frequency variable (0.837) is lower than T-table (2.2013). This shows that Length of Work variable does not affect Mentoring Performance variable

CONCLUSION AND FURTHER RESEARCH

The value of mentoring the lowest is at 3.57 while the highest at 4.92 on a scale of 5, while the average is 4.48 from 248 facilitators in odd and even semester of 2015. The average length of work 14 years, and the average teaching frequency is 4.36 time. Through T- test analysis on independence sample t-test, there is no difference in the average value of mentoring performance between Entrepreneurs in Residence and lecturers of Universitas Ciputra.

From the result of multiple linear regression analysis, the overall use of the f-test and partially using t-test, the variable 'length of work' and 'teaching frequency', simultaneously does not affect the performance of mentoring.

Thus, it can be concluded that lecturers can carry out its function as mentors, though do not have as much business experience as of Entrepreneurs in Residence. It is inexplicable that generally the facilitator has broader experience than student as the mentee. Meanwhile, it is more important for student's satisfaction of mentor is in the extent to which mentor is considered to understand the difficulties that students face and how mentor can create a trust between himself/herself and mentee so that mentoring process can run effectively, and how student see concrete and satisfying results, also feel to get the solution from mentoring. Those factors that take an important part in this mentoring satisfaction can become further research's object.

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