

**UNIVERSITI TEKNOLOGI MARA**

**EXPLORING THE RELATIONSHIP BETWEEN  
ENTREPRENEURIAL SELF-EFFICACY AND  
ENTREPRENEURIAL INTENTION AMONGST  
PILOT PUBLIC VOCATIONAL HIGH SCHOOL  
STUDENTS: SOCIAL SUPPORT AS  
MODERATING**

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## ABSTRACT

The purpose of this present study was to determine the relationship of entrepreneurial self-efficacy (ESE) with entrepreneurial intention (EI) amongst pilot public vocational high school (PPVHS) students. Also, it examined the relationship between ESE and EI amongst PPVHS moderated by social support (SS). There were six gaps, namely: the population gap, inconsistency evidence gap, methodological gap, theoretical gap, few studies on the relationship between ESE and EI moderating by SS and its' scale development. This study used mixed methods explanatory sequential design. It had Modified Delphi Technique with seven panelists, Exploratory Factor Analysis (EFA) in a pilot study to 100 students, and Confirmatory Factor Analysis (CFA) in the field study. The quantitative data analysis used descriptive statistics and qualitative data analysis used thematic analysis to answer the research questions (RQ) 1 to 3, correlation analysis to answer the RQ 4 and proved all alternate hypotheses 1, then multi-group analysis to answer RQ 5 and proved hypothesis 2 because it used a moderator construct. The quantitative data was analyzed using SPSS and AMOS. The qualitative data was analyzed using NVivo. The population was students' classes 11 and 12 of 23 PPVHS for entrepreneurship school program development in Jakarta and used multi-stage sampling. The first phase, quantitative consisted of 391 students answered the EntIQ, ESEQ, and SoSQ. The second phase, qualitative, twelve students participated in the semi-structured interview and FGD. The seven key findings (KF) including KF 1 found out the moderate level of EI, KF 2 found out to the moderate level of ESE, KF 3 found out the moderate level of SS, KF 4 relates to the relationship between ESE and EI and its sub-constructs in the model was statistically significant, KF 5 relates to SS moderates the relationship between ESE and EI in the model were statistically significant, KF 6 relates to themes that relevant to constructs, and KF 7 relates to obstacles and suggestions to enhance the constructs. Theoretical/statistical significances including the new theoretical framework and scale development; a broader analysis of sub-constructs to the field and literature, and the study's findings will lead to a new understanding of the relationship between ESE and EI, with SS as a moderating construct. Practical significances including the ABCD-Entrepreneurship Development Path as the study's findings can be used by the research setting to take further actions to improve students' EI, and find a solution for low EI, ESE, and SS.

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# CHAPTER ONE INTRODUCTION

## 1.1 Introduction

This chapter contains a brief description of the researcher's background in writing this present study. The problem statements section includes the general justification for why the researcher wanted to do this present study. In the problem statement, the researcher provided preliminary research (preliminary survey and preliminary interview), previous studies supporting the research problem, and research gaps. This chapter also provided research questions, research objectives, and the research hypotheses of the study. Furthermore, the study's significance will be explained in theoretical significance and practical significance, the scope of the study, and the limitations of the study. The operational definition of constructs and sub-constructs was also discussed in this chapter to make readers understand the topics of this present study discussed.

## 1.2 Background of Study

The researcher started with the unemployment problem. In the twenty-first century, youth unemployment has become a global issue (Wangmo, 2012). Based on unemployment rate data between Asian countries, Indonesia's unemployment rate was 4.99%, higher than Thailand by 1%, Vietnam by 2.15%, and Singapore by 2.4% (figure 1.1).

Dunia	Europa	Amerika	Asia	Afrika	Australia	G20
Tiongkok	5.9	6	2020-05	%		
Hong Kong	5.9	5.2	2020-05	%		
Arab Saudi	5.7	5.5	2019-12	%		
Uzbekistan	5.5	5.2	2019-12	%		
Malaysia	5	3.9	2020-04	%		
Indonesia	4.99	5.28	2020-03	%		
Azerbaijan	4.8	5.2	2019-12	%		
Kazakhstan	4.8	4.8	2020-05	%		
Korea Selatan	4.5	3.8	2020-05	%		
Sri Lanka	4.5	5.1	2019-12	%		
Bangladesh	4.2	4.3	2019-12	%		
Israel	4.2	3.5	2020-05	%		

  

Dunia	Europa	Amerika	Asia	Afrika	Australia	G20
Jepang	2.9	2.6	2020-05	%		
Uni Emirat Arab	2.64	2.57	2019-12	%		
Macau	2.4	2.2	2020-05	%		
Singapura	2.4	2.3	2020-03	%		
Kuwait	2.17	2.06	2019-12	%		
Vietnam	2.15	2.17	2019-12	%		
Tajikistan	2.1	2.1	2019-11	%		
Myanmar	1.6	1	2019-12	%		
Thailand	1	1.1	2020-03	%		
Kamboja	0.7	0.7	2019-12	%		
Laos	0.6	0.6	2019-12	%		
Qatar	0.1	0.1	2019-12	%		

Figure 1.1 Unemployment Rate of Asia  
Source: (Economies, 2020)

The government has undertaken a number of initiatives to address the problem of unemployment, particularly through the entrepreneurship sector. In fact, entrepreneurship has become a buzzword in recent decades. It was essential for economic development, job creation, and social development (Mahajan & Arora, 2018). Besides, entrepreneurship has also become a new focus business and academic discussions (Nety Meinawati et al., 2018). Meanwhile, the lack of entrepreneurship awareness among our youth is a major concern today (Din et al., 2016). In comparison to other countries, Indonesia's entrepreneurial development was still quite slow (Purwati et al., 2020). The government was implementing policies on entrepreneurship education set up from primary schools to higher education in order to overcome and reduce the number of unemployed in Indonesia, which hope that can create entrepreneurs focused on creating their jobs (Mahendra et al., 2017). Other countries had similar ways of reducing unemployment. Some scholars showed their results and recommended cultivating entrepreneurial thought and entrepreneurship education. Marič et al. (2010) suggested the development of an entrepreneurial way of thinking based on the promotion of entrepreneurial thought. The governments of different countries needed to promote entrepreneurial thought and establish their entrepreneurial economies.

In Hongkong, this unemployment case also happened. There were not many suitable jobs for school graduates. The Hong Kong government has spent much money creating temporary jobs to solve the unemployment problem, but it was not successful. That is why entrepreneurship education was essential in many aspects (Cheung, 2016). In Botswana, the need for the government of Botswana to inculcate entrepreneurship into the educational curriculum at every stratum of the educational sector and the need for entrepreneurship development, especially on the creation of an enabling environment for entrepreneurship (Diraditsile et al., 2018). In Saudi Arabia, the youth unemployment problem needed an active part of government and the private sector supporting entrepreneurial education (Abla Abdul Hameed Bokhari, 2013). The Sub-Saharan African governments hoped that the problem of unemployment can be solved by youth entrepreneurship, especially in the informal sector (Chigunta, 2016). Even in the European Union, entrepreneurship was a solution to youth unemployment. Showed from the research that a high level of development of the entrepreneurial ecosystem might reduce youth unemployment (Mariana-Cristina, 2014). Likewise, entrepreneurship was becoming more acceptable as a solution to Nigeria's