

Conference Paper

Personal Attitude, Subjective Norm, and Perceived Behavioral Control: Differentiating Factors of Entrepreneurial Intention of High School Students who are Joining and not Joining the Entrepreneurship Education in an International School

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Abstract

The Indonesian government provides an incentive to develop entrepreneurship to boost economic growth and to prepare for the ASEAN Economic Community (AEC) by increasing the entrepreneurial intentions of the Indonesian people. One way to develop entrepreneurial intentions is to apply entrepreneurship education early on. The Singapore National Academy (SNA) is an international school that offers the Business subject from grades 9 - 12. SNA also offers another form of entrepreneurship education, which is the Enterprising co-curricular activity (CCA) that is more focused on project-based learning. This study was conducted in SNA, which has students of various ethnic groups who mostly have parents with an entrepreneurial background. The purpose of this study was to elucidate whether personal attitude (PA), subjective norm (SN), and perceived behavioral control (PBC) affect the intention of entrepreneurship of students who are joining CCA Enterprising and students who are not joining CCA Enterprising in SNA. The sample consisted of 60 respondents, including 30 students of CCA Enterprising and 30 students who were not in CCA Enterprising, who were recruited using a saturated sampling technique. Based on the results of the discriminant analysis with the stepwise method, all variables (subjective norm, personal attitude and perceived behavioral control) affected the entrepreneurial intention of students who were joining CCA Enterprising compared with students who were not joining CCA Enterprising. There was a significant difference between the entrepreneurship intentions of those in CCA Enterprising compared with those who were not.

Keywords: entrepreneurship education, personal attitude, subjective norm, perceived behavioural control, entrepreneurial intention.

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1. Introduction

Recently, entrepreneurship has become something essential in educational institutions and policymakers. This is because the growth of entrepreneurs will create economic growth. Entrepreneurship is believed to be a solution to problems in dealing with Indonesia's problems, especially in terms of overcoming poverty. The dynamics of the nation's economy, which is based on the growth of this traditional entrepreneurial culture, needs to be given motivation in educational activities, especially in schools. Entrepreneurship development programs by providing entrepreneurship education are implemented to develop an entrepreneurial culture in the school environment from an early age to encourage the creation of a new generation of entrepreneurs by applying the entrepreneurial knowledge that has been learned.

Research conducted by Bae et al. (Wahjudono et al., 2019) [1] shows positive and moderate results between entrepreneurial intention and entrepreneurship education. According to Rachwal (2010), entrepreneurship education is not only crucial in developing entrepreneurial attitudes, but in stimulating entrepreneurship in general (Wach & Wojciechowski, 2016) [2]. To understand what mechanisms govern individual entrepreneurial intention, the majority of researchers made use of Ajzen's theory of planned behavior [3]. According to this theory, entrepreneurial intention depends on three antecedent variables, namely attitude, subjective norms/social norms, and perceived behavioral control/feasibility. To see how much Entrepreneurial Intention of SNA (Singapore National Academy) students who are joining CCA Enterprising and who are not joining CCA Enterprising, the Theory of Planned Behavior (TPB) by Ajzen (1991), which identified three independent conceptual determinants of entrepreneurial intention namely Personal Attitude (PA), Subjective Norms (SN), and Perceived Behavioral Control (PBC), was used.

2. Methods

2.1. Research Approach

The type of research used is comparative research using discriminant analysis methods. This research also used a quantitative approach. The object under study is compared based on the facts and characteristics of the object.

2.2. Place and Time of Research

The study was conducted in the 9th-grade classroom at the Singapore National Academy school. The time setting carried out during the CCA Enterprising was every Thursday at 08.30-09.30 West Indonesian Time for two times data collection. The next collection was carried out online using the google form due to the COVID-19 pandemic, which requires all students to learn online. The spread of the google form is done through the WhatsApp platform.

2.3. Sampling Method

Based on this research, because the population is not bigger than 100 respondents, the authors take 100% of the total population in 9th graders who take CCA Enterprising (30 students) and those who do not participate in CCA Enterprising (30 students) in total as many as 60 respondents. Thus, the use of the entire population without having to draw a research sample as a unit of observation is referred to as a census technique or saturated sample technique.

2.4. Data Collection Method

This research is quantitative research using primary data. Sources of data used in this study are the results of data from questionnaires that have been given by researchers to respondents. The measurement scale used in this study is a Likert scale. The data collection process used in this study used a questionnaire method. Respondents who are used to meet the needs of the questionnaire are saturated samples. The results of the data obtained from SPSS serve as strong support for completing the research.

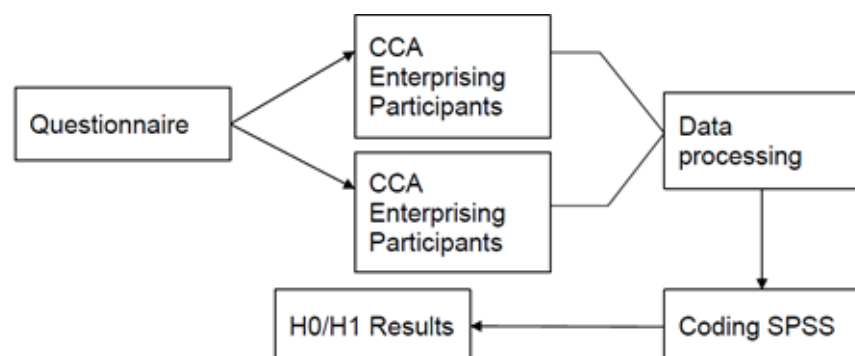


Figure 1: Research Implementation Process

2.5. Definition and Measurement of Variables

To test the hypothesis proposed in this study, each variable is first defined, then described through the operationalization of the variable. Variables The variables in this study are arranged on the basis of the problems and objectives of the study and represent theories or concepts related to entrepreneurial intentions, as seen from the Theory of Planned Behavior. The description of the research variables is presented in Table 4.5.1

2.6. Data Analysis Methods

2.6.1. Validity Test

To determine the level of validity, the researcher used the Pearson Correlation between the answer value of each question item with the total value of the answer to each question and by paying attention to the significance value compared to the level of significance. If the sig value ≤ 0.05 , then the items on the questionnaire are said to be valid.

2.6.2. Reliability Test

The instrument in this test used a limit of 0.6, and the question is said to be reliable if the reliability coefficient is > 0.6 (Ghozali, 2009) [4].

2.6.3. Classical Assumption Test

The first stage will be a normality test. The normality test used the Kolmogorov-Smirnov test. If the Kolmogorovsmirnov sig value > 0.05 , it can be used that the residuals are normally distributed. The next stage used the Levene test. The data variants that are stated are the same if they are not different or homogeneous.

2.6.4. Discriminant Analysis

Variable Mean Similarity Test

To test the mean similarity of variables by looking at the Test of Equality of Group Means table. This test used the Wilks' lambda and significance value. If the Wilks'

Lambda number approaches 0, then there tends to be a difference in Entrepreneurial Intention (Y). All variables above the sig value <0.05 means the three variables give a difference in Entrepreneurial Intention (Y).

Variance Similarity Test

To test the similarity of variance, the Box M number is used provided that if the sig value > 0.05 , then H_0 is accepted. If the sig value <0.05 , then H_1 is accepted. Where H_0 is the variance of the two groups of identical/homogeneous data, and H_1 is the variance of the two groups of not identical/heterogeneous data.

Discriminant Analysis Equation Model

Discriminant analysis equation model is as follows: $Y = \beta_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + \dots + b_nX_n + \epsilon$ Where Y is Entrepreneurial Intention Score 1 = respondent has aspirations to become entrepreneur, Score 0 = respondent has no aspirations to become entrepreneurs, X_1 is attitude/personal attitude, X_2 is subject norm, and X_3 is perceived of behavioral control/feasibility, β_0 is constant, b_1, b_2 is regression coefficient, and e is error term.

Levene's Test

Data variants are declared the same if they are not different or homogeneous. Furthermore, to prove whether the data's difference means significant (real) or not, we need to interpret the Independent Samples Test output. If the Levene significance value is > 0.05 , it means that the data variance between the two groups is homogeneous or the same (Sujarweni, 2014).

2.6.5. Hypothesis Testing

Hypothesis Testing Personal Attitude (PA) is a differentiating factor of Entrepreneurial Intention

This test used Wilks' lambda and significance value. If the Wilks' Lambda number approaches the number 0/significance value <0.05 , then there tends to be a heterogeneous/difference in Entrepreneurial Intention (Y).

Hypothesis Testing Subjective Norm (SN) is a differentiating factor of Entrepreneurial Intention

This test used the Wilks' lambda and significance value. If the Wilks' Lambda number approaches the number 0/significance value <0.05 , then there tends to be a heterogeneous/difference in Entrepreneurial Intention (Y).

Hypothesis Testing Perceived Behavioral Control/Feasibility is a differentiating factor of Entrepreneurial Intention

This test used Wilks' lambda and significance value. If the Wilks' Lambda number approaches the number 0/significance value <0.05 , then there tends to be a heterogeneous/difference in Entrepreneurial Intention (Y).

3. Results

3.1. Validity Test

This research explained that all statements contained in have a correlation value with a significant level of less than 5% (0.05) so that it can be concluded that all questionnaire items are valid.

3.2. Reliability Test

This research shows that all variables used in this study have a Cronbach Alpha value bigger than 0.6. Therefore, it can be concluded that the questionnaire items used in this study are reliable.

3.3. Classical Assumption Test

3.3.1. Normality Test

The normality test results show the Kolmogorov-Smirnov statistical value obtained with the Asymp Sig. value (2-tailed) 0.065 which is bigger than 5% (0.05). Asymp Sig. Value, which is bigger 63 than 0.05, the residual distribution is declared to meet the normality assumption.

3.4. Discriminant Analysis

3.4.1. Test the mean similarity of the variables

All variables are bigger than the sig value <0.05, then the three variables give a difference in Entrepreneurial Intention (Y).

3.4.2. Equality test of variance

From the p-value of the Box 'M test statistic, it is known that the p-value of 0.000 (<0.05) then H0 is rejected. Thus, the variance of the data group is not identical/heterogeneous.

3.4.3. Equation Model Discriminant analysis

$$Y = -8.631 + 0.19 X1 + 0.211 X2 + 0.219 X3$$

3.4.4. Levene's Test

There is an average difference between Entrepreneurial Intention in Non-Enterprising CCA and Enterprising CCA. Based on the output above, the Sig. Levene's Test for Equality of Variances of each variable is 0.173 (X1), 0.142 (X2), and 0.839 (X3) is bigger than 0.05, it means that the data variance between Non CCA Enterprising and CCA Enterprising is homogeneous or the same (Sujarweni, 2014: 99) [5].

Based on the "Independent Samples Test" output table in the "Equal variances assumed" section, the Sig. (2- tailed) all variables equal to 0.000 <0.05, so as the basis for decision making in the independent sample t-test, it can be concluded that H0 is rejected and Ha is accepted.

4. Discussion

4.1. Personal Attitude (PA) is a differentiating factor of Entrepreneurial Intention

Personal attitude is an indicator that has a significant influence and is able to differentiate the entrepreneurial intentions of students who receive business education and those who do not (Anggraini & Patricia, 2019) [6]. In other words, attitudes have a significant effect on students' entrepreneurial intentions. Other studies say that personal attitude is

also a consistent variable that has a very strong influence on entrepreneurial intention compared to other variables (Vamvaka et al., 2020) [7]. This is in line with research conducted by Wahjudono et al. (2019), which in his research showed that five factors strongly influenced the results of students' entrepreneurial intention, namely perceived feasibility/behavioral control, self-efficacy, personal attitudes towards entrepreneurial, need for achievement, and adversity quotient. Another study added that the existence of entrepreneurship education significantly strengthens the attitude of individuals in determining their entrepreneurial intention. Students who participate in economic and business education show a better and higher attitude towards entrepreneurial intention than students who do not participate in economic and business education (Wach & Wojciechowski, 2016).

4.2. Subjective Norm is a differentiating factor of Entrepreneurial Intention

Research conducted by Astuti & Martdianty in (Anggraini & Patricia, 2019) shows that subjective norms have a significant influence on entrepreneurial intention. This is also in line with the results of research conducted by Anggraini and Patricia (2019), which show that the Subjective Norm has a positive effect on the entrepreneurial intention of students who receive entrepreneurial education. Subjective norm is one that has a significant influence in determining students' entrepreneurial intentions. The influence of the social environment that motivates students to become entrepreneurs has a substantial impact on students' decisions to aspire to be entrepreneurs (Farrukh et al., 2018) [8]. In their research, Farrukh et al. (2018) added that students who have a social-environmental background who are involved in the business world would provide positive motivation for students to do the same thing, namely doing business. Subjective norm is assumed to be a variable that provides social pressure to behave in such a way according to the beliefs of the environment (Farrukh et al., 2018; Urban & Ratsifandrihamanana, 2019). This is also the case for SNA students where the environment of students in the CCA Enterprising class certainly has the same motivation, namely wanting to establish a business after their formal education. The work background of the students' parents, who are the majority of entrepreneurs, also has an influence on students in the CCA Enterprising class on their Entrepreneurial Intention.

4.3. Perceived Behavioral Control/Feasibility is a differentiating factor of Entrepreneurial Intention

Research shows that perceived behavioral control has a significant effect on entrepreneurial intention. The belief in the feeling of being capable of being possessed by each student to become entrepreneurs is a factor in influencing the formation of entrepreneurial intentions (Byabashaija & Katono, 2011; Patiro & Budiyantri, 2016) [9, 10]. The existence of entrepreneurship education supports the formation of belief in students' entrepreneurial abilities. Students who have knowledge in the field of entrepreneurship show higher results on their perceived behavioral control than students who do not have knowledge in the field of entrepreneurship. With training, pedagogical methods, and all kinds of entrepreneurial learning processes, it is assumed to increase their confidence in students' entrepreneurial abilities (Fayolle & Gailly, 2015) [11]. In line with previous studies, CCA Enterprising education provides real training/seminars and project-based learning related to innovation, marketing, negotiation, communication, team building, leadership, digital marketing, and interpersonal skills, significantly increasing their confidence in knowledge in the world of business.

4.4. Entrepreneurship Education is a differentiating factor of entrepreneurial intentions.

Other research shows that entrepreneurship education not only provides entrepreneurial theory but can develop student skills. Thus it is expected to be able to encourage and encourage students to take a stand and be brave to choose to become an entrepreneur in the future (Wibowo & Pramudana, 2016) [12]. Other studies have shown that entrepreneurship education as a control variable significantly contributes to differentiating the entrepreneurial intentions of students in the economy/business class and students in non-economic/non-business classes. The results show that the entrepreneurial intention of students in the economy/business class is higher than the entrepreneurial intention of students in the non-economic/non-business class. The results also show that the variables in Theory Planned Behavior (subjective norm, perceived behavioral control, personal attitude) in the economic/business class group are higher than the non-economic/non-business class (Karimi et al., 2016; Wach & Wojciechowski, 2016) [13].

5. Conclusion

Based on the results of the research and discussion that has been stated previously, it can be concluded that:

1. Personal Attitude (PA) is able to be a differentiating factor of Entrepreneurial Intention of students who are joining Enterprising CCA and those who do not participate in CCA Enterprising so that the first hypothesis can be accepted.
2. Subjective Norm (SN) is able to be a differentiating factor of Entrepreneurial Intention of students who are joining Enterprising CCA and those who do not join CCA Enterprising. So that the second hypothesis can be accepted.
3. Perceived Behavioral Control (PBC) is able to be a differentiating factor of Entrepreneurial Intention of students who are joining Enterprising CCA and those who do not participate in CCA Enterprising so that the third hypothesis can be accepted.
4. Entrepreneurial Intention of students who are joining the Enterprising CCA was different from those who did not join the Enterprising CCA so that the fourth hypothesis can be accepted.

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Conflict of Interest

The authors have no conflict of interest to declare.

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