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Life Expectation's versus Entrepreneurial intention*

(Study at unemployed youth in Indonesia)

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Sub Theme:

Life Long Learning and Skills Development for Sustainable Entrepreneurial Development.

Objectives:

To discuss about the difficulties in developing the entrepreneurial intention in unemployed youth in Indonesia.

Theoretical Background/Previous Practice:

This paper is based on my study about collective entrepreneurship at metropolitan city of Jakarta. This study was done in order to establish a financial independent of the unemployed youth in one of economical undeveloped area in Jakarta. In order to combat the poverty as well as the unemployment, the researcher was trying to equip the youth with the necessities of skills and equipment to become the new entrepreneurs. However, it was shown that in order to develop the entrepreneurial intention there are many factors should be considered and one of them is collective reinforcement, community and family supports as well as role modelling, and coaching.

Approach/Methods:

This study was done using an Action Research approach, involving 20 unemployed youths, and 10 key persons from the community.

Results/Insights:

The results show that it is not easy to develop new entrepreneurs. In this regard, although a person is unemployed and equipped with the life skills so that they can use it to help themselves to become financial independent, but it appears that their expectations are only in relation with finding jobs and become employee in the company. The statuses as employees are more prestige for them, and also they feel that they don't have the guts and resilience to become entrepreneurs. Furthermore, it was also shown that the role of family, especially parents, key stake holders in the community, as well as role models are very important in influencing the intention and expectation of the youths.

Implications:

The future research is needed to study about the factors that can be used to develop and strengthen the entrepreneurial intentions for the unemployed youth. From the results, it can be concluded that family (especially parents), community, institutions and government bodies, should be involved in terms of developing entrepreneurial intentions in order to make the unemployed youth financially independent, and have different mindsets about entrepreneurs, as well as having other preferences not only would like to work as employees.

Keywords:

Entrepreneurial Intentions; Collective Entrepreneurship, Expectancy Theory.

Introduction

Entrepreneurship is becoming a very relevant instrument to promote economic growth and development the country, which makes Entrepreneurship, has been a topic that always interesting in developing country. The study of entrepreneurship will help not only for entrepreneurs better fulfil their personal needs but also because of the economic contribution of the new ventures more than increasing new jobs. As a result, development of entrepreneurship in the society is very important. On the other hand, people are still reluctant to become entrepreneurs for many reasons, namely: Self Efficacy in terms of Entrepreneurship, reinforcement from the environment/society, Family/Parents' influence, personal traits and people's expectation. This phenomenon has also happened in Indonesia, even in un-employed persons and youth.

In this regard, there has been a significant amount of research into identifying the personal traits and characteristics of entrepreneurs (e.g. Collins and Moore; Brockhaus; Brockhaus and Horwitz; Birch, McClelland; in Morris, 1998; Sexton and Bowman-Upton, 1990), and most recent research has focused on the more relevant question of why the entrepreneur develops such characteristics (Delacroix and Carroll, in Morris, 1998). The answer to this question is pretty clear-cut: family background. Childhood experiences, exposure to role models, previous job experiences, and educational experiences all have a strong influence on the development of the entrepreneur. Furthermore, several studies have clearly demonstrated that entrepreneurial behaviour is strongly influenced by peoples values, attitudes and beliefs (Krueger, 1993; Krueger and Brazeal, 1994; Krueger and Carsrud, 1993).

This study will discuss about the development of entrepreneurial intention, in relation with life expectancy (using the Expectancy Theory) in un-employed youth in an Urban City of Jakarta.

Objectives

The objective of the study is to describe the process of entrepreneurship in terms of entrepreneurial intention versus life expectations,

Literature Review

Entrepreneur, Entrepreneurship and Entrepreneurial Intention

Entrepreneur

“One who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying significant opportunities and assembling the necessary resources to capitalize on them?” (Zimmerer, 2008).

Entrepreneurship

“Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence” (Hisrich, Peters, and Shepherd 1998, 2008, p 8).

Entrepreneurial Intention

When discussing about Entrepreneurial Intention Model, this cannot be separated with the discussion about the Theory of Planned Behavior

Theory of Planned *behaviour*

According to the theory of planned behaviour (TPB), entrepreneurial intention indicates the effort that the person will make to carry out that entrepreneurial behaviour. It captures the three motivational factors, or antecedents, influencing behaviour, namely Personal Attitude; Subjective Behaviour and Perceived Behavioural Control (Ajzen, 1991; Linan, 2004 in Linan et al., 2008). The short explanations about three motivational factors are as follows:

1. Attitude toward start-up (Personal Attitude – PA), refers to the degree which the individual holds a positive or negative personal valuation about being an entrepreneur (Ajzen, 2001, Autio et al. 2001; Kolvereid, 1996b in Linan et al. 2008). It includes not only affective (*I like it, it is attractive*) but also evaluative considerations (*it has advantages*).
2. Subjective Norm (SN) measures the perceived social pressure to carry out or not entrepreneurial behaviours. In particular, it refers to the perception that “reference people” would approve the decision to become an entrepreneur, or not (Ajzen, 2001).
3. Perceived Behavioural Control (PBC) is defined as the perception of the ease or difficulty of becoming an entrepreneur. It is therefore, a concept quite similar to self-efficacy (SE) (Bandura, 1997 in Linan et al., 2008) and to perceived feasibility (Shapero & Sokol, 1982 in Linan et al., 2008). All three concepts refer to the sense of capacity regarding the fulfilment of firm-creation behaviours. Nevertheless, recent work has emphasized the difference PBC and self-efficacy (Ajzen, 2002). PBC would include not only the feeling of being able to, but also the perception about controllability of the behaviour.

Entrepreneurial Intention Model

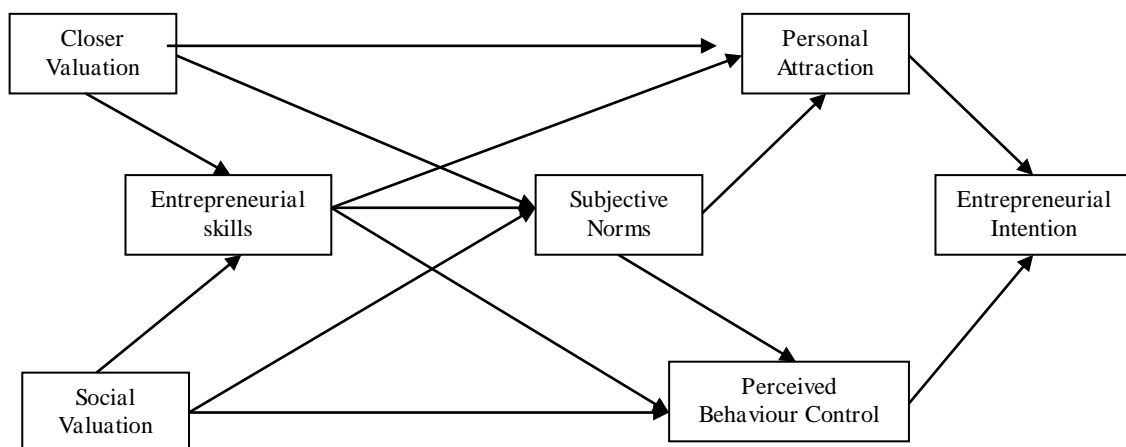


Figure 1

Entrepreneurial Intention Model based on planned behaviour Theory Ajzen in Linan, Urbano & Guerro, 2008)

The similar discussion about Entrepreneurial Intention was stated by Shapero & Sokol (Krueger & Brazeal in Linan, Urbano, & Guerro, 2008), who mentioned that *Perceived Desirability* is equal with the attitude of certain behaviour and subjective norms from Ajzen (Krueger & Brazeal in Linan, Urbano, & Guerro, 2008). Furthermore, it was also mentioned that *Perceived feasibility* from Shapero & Sokol is similar with the terms of *Perceived Behaviour Control*

(Krueger & Brazeal in Linan, Urbano, & Guerro, 2008). In this regard, a person was influenced from *closer environment valuation* and *social valuation*, and the sources of *closer environment valuation* can be parents and or close friends. Furthermore, perception about the skills in entrepreneurship will also influence the person intentions to become entrepreneurs. The higher the skills in entrepreneurship, the higher impact in the individual's entrepreneurial intention.

The Influence of Personal Life Experience on Entrepreneurial Intention.

There are many variables that influence entrepreneurial Intentions, in this regard, family and personal life experience were shown as some of the variables. Figure 2 below is a summary of some of the types of personal life experiences thought to be associated with higher levels of entrepreneurship

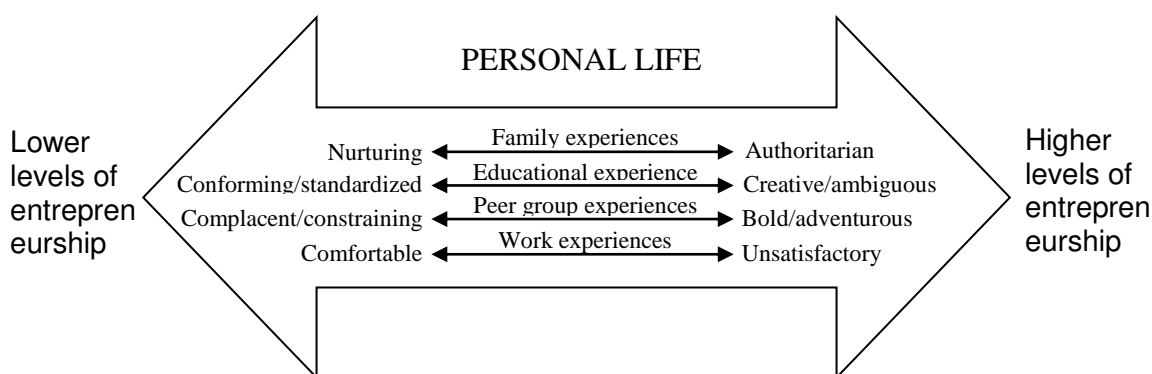


Figure 2: Life Experiences and Entrepreneurship (Morris, 1998)

Researchers have shown that, some relevant aspects of family background that have been examined include parental relationships, order of birth, family income. In this case, parents instil an early sense of independence and desire for control in future entrepreneurs (Bird, 1989; Hisrich and Brush, 1984). Another important determinant of entrepreneurial behaviour is the individual's exposure to successful role models (Kent ; Eisenhardt and Forbes; Scherer, Adams and Wiebe; Bird, and Vesper, in Morris, 1998). Studies have shown that many entrepreneurs have parents who were self-employed (Hisrich and Brush, Roristadt, Shapern in Morris, 1998). Others find themselves working for or with an entrepreneur who becomes a role model. Another form of vicarious experience involves watching a friend develop a business. Such role models demonstrate to prospective entrepreneurs that risk-taking, tolerance for ambiguity, proactive. and innovation leads to independence and self-control.

Educational experiences influence entrepreneurship. Some years ago, Brockhaus and Nord (in Morris 1998) found that entrepreneurs had, on average, a lower level of education than managers. This tendency could lead entrepreneurs to feel limited in traditional organizations. Frustrated by an inability to achieve their desired level of success in established organizations, they choose to pursue a venture in which their own assessment of their abilities is more relevant.

Personal experience with entrepreneurship is another factor in explaining the current or future performance of specific entrepreneurs. Whether the experience comes from ventures started on the side while in school, jobs taken on during summer breaks, or work in the family business, once a potential entrepreneur sees opportunity being capitalized upon, he/she often becomes more opportunity-aware. One of the interesting side-effects of pursuing an

entrepreneurial path is the tendency to subsequently recognize additional opportunities for other ventures. Ronstadt (in Morris 1998) has labelled this the “corridor principle.”

Finally, previous work experience also shapes the entrepreneur. Brockhaus (in Morris 1998) found that job dissatisfaction “pushes” entrepreneurs out of established organizations and toward developing entrepreneurial ventures. In fact, the majority of entrepreneurs (59%) in Brockhaus’s study indicated a desire to start their own business before they had a product or service in mind; only a small percentage (14%) were drawn away from a traditional job by the desire to market a particular product or service. Brockhaus (in Morris 1998) also found that the greater the job dissatisfaction, the greater the likelihood of entrepreneurial success.

In sum, it can be said that environmental factors such as, family/parents, role models, working/educational experience, as well as peer group experience are important variables that influence entrepreneurial intention.

Expectancy Theory

Expectancy Theory was first proposed by Vroom (Aamodt, 2007) and then modified by others, including Porter and Lawler (in Aamodt, 2007). This theory attempts to explain how rewards lead to behaviour by focusing on internal cognitive states that lead to motivation (Spector, 2012). This theory has three components, the definitions of which vary with each modification of the theory. The following definitions are combinations of those suggested by others and make the theory easier to understand, as follows (Aamodt, 2007)

1. Expectancy (E).
The perceived relationship between the amount of effort an employee puts in and the resulting outcome.
2. Instrumentality (I).
The extent to which the outcome of a worker’s performance, if noticed, results in a particular consequences.
3. Valence (V).
The extent to which an employee values a particular consequence.

Furthermore, to understand and predict an employee’s level of motivation, these components are used in the following formula (Aamodt, 2007, Spector, 2011):

$$\text{Motivation/Force} = \text{Expectancy} \times (\text{Instrumentality} \times \text{Valence})$$

In this regard, all possible outcomes of behaviour are determined, the valence of each is multiplied by the probability that it occurs at a particular performance level, and then the sum of these products is multiplied by the expectancy of an employee putting in the effort to attain the necessary level of performance. Furthermore, the following descriptions will explain about each variable in Expectancy Theory (Aamodt, 2007, Spector, 2011).

In this equation, **force/motivation** represents the amount of motivation a person has to engage in a particular behaviour or sequence of behaviours that is relevant to job performance. It could be thought of as the motivation to perform (Spector, 2011).

In this regard, in terms of entrepreneurship, a person will develop his/her motivation and/or entrepreneurial intention as a result of his expectancy about the entrepreneurial activities, the instrumentality and the value (valence) of the outcomes.

In terms of **expectancy**, it is the subjective probability that a person has about his or her ability to perform a behaviour. It is similar to self-esteem or self-confidence in that a person believes he or she can perform the job at a particular level (Spector, 2011, p. 194). Subjective probability means that people can vary in the certainty of their beliefs. A subjective probability of zero means that the person is certain that he or she is incapable of performing successfully. A subjective probability of 1.0 means that the person is absolutely convinced, without the slightest doubt, that he or she can perform successfully. According to Aamodt (2007) if an employee

believes that no matter how hard he/she works he/she will never reach the necessary level of performance, then his/her motivation will probably be low.

In relation with entrepreneurial behaviour, if a person believe and convinced that he/she will perform successfully in the field of entrepreneurship, then his/her entrepreneurial motivation/intention will be high.

Instrumentality is the subjective probability that a given behaviour will result in a particular reward. For any given situation, there can be more than one reward or outcome for behaviour (Spector, 2011, p. 194). Furthermore, according to Aamodt (2007, in instrumentality the employee will be motivated only if his/her behaviour results in some specific consequences. According to Aamodt (2007, p.327), for a behaviour to have a desired consequence two events must occur. First, the employee's behaviour must be noticed. If the employees believes he is able to attain necessary level performance but that his or her performance will be noticed, then his/her level motivation will be low. Second, noticed behaviour must be rewarded. If no rewards are available, then again, motivation will be low. As discussed earlier, if appropriate behaviour does not have positive consequences or if inappropriate behaviour does not have negative consequences, the probability that a worker will continue undesired behaviours increases, and the probability that an employee will continue desired behaviours decreases.

In terms of entrepreneurial behaviour, a person should perform entrepreneurial activities that will be noticed and have positive reward.

Valence is the value of an outcome or reward to a person. It is the extent to which a person wants or desires something. In the job setting, money is a frequent reward that can have different valence levels for different people. For each possible outcome, a valence and instrumentality are multiplied. Then each valence-instrumentality product is summed into a total, and the total is multiplied by expectancy to produce a force score.

In this regard, a person should value the reward that was achieved from entrepreneurial activities. If he/she thinks that the reward is good enough for them, then the intention and motivation to become entrepreneur will be high.

If the force score is high, the person will be motivated to achieve the outcomes of the job. If the force score is low, the person will not be motivated to achieve the outcomes (Spector, 2011, p. 194). Furthermore, Aamodt (2007) mentions that if an employee is rewarded, the reward must be something of values. If good performance is rewarded, the reward must be something he or she values. If good performance is rewarded by an award, then the employee will be motivated only if he values the awards.

However, in order to achieve high force/motivation score, all the three variables (Expectancy, valence and instrumentality) should be high, because if one of the them is low, then the results will not be optimum. The details can be seen in Table 1.

Table 1
The Relation of Expectancy, Valence and Instrumentality to Force/Motivation

Expectancy Score	Valence Score	Instrumentality Score	Force/Motivation Score
High	High	High	High
High	High	Low	Low
High	Low	High	Low
High	Low	Low	Very Low
Low	High	High	Low
Low	High	Low	Very Low
Low	Low	High	Very Low
Low	Low	Low	Extremely Low

Source: Spector (2011).

Expectancy theory can also predict a person's choice of behaviour from two or more options. For each possible course of action, there will be an expectancy, valences and instrumentalities. The course of action with the greater force is the one theory that it will take (Spector, 2011). Van Eerde and Therry (in Spector, 2011) conducted a Meta analysis of expectancy theory studies that looked not only at predictions of job performance but at effort and preferences as well. Although the study showed that the force score is related to measures of job performance, but it is also related more strongly to measures of efforts. Similarly, the force score related more strongly to an individual's preference for something other than their actual choice. In this regard, having a preference for something is not the same as making an actual choice, for other factors can be important, such as not being able to find another job when he/she want to quit from the present one (Spector, 2011).

The Relationship between Life Expectancy and Entrepreneurial Intention.

Using the concept of expectancy theory, it was mentioned that the force and/or motivation was determined by the level of expectancy, instrumentality, and valence. In this regard, valence is the value of an outcome or reward to a person. It is the extent to which a person wants or desires something, in relation to the life expectancy, it appears that the majority of the people desires to receive money in an easy way, and has a prestige in working in a big company

Furthermore, research shows that the characteristics (personality traits and demographic variables) known to be specific to creators (Gasse and D'Amours, 2000) are only thought to influence intentions when they affect these beliefs and perceptions. More specifically, perceived desirability refers to how attractive the idea of starting up a business is to people (Shapero and Sokol, in Morris, 1998). In this regard, people are particularly influenced by role models in their circle of family and friends (Audet, 2004). Moreover, cultural and social factors are also directly affecting the perceived desirability of entrepreneurial behaviour (OCDE, 1998); in this regard, social pressure is illustrated, for example, by accepted and respected occupational characteristics.

Methods

The approach for this research was using an Action Research Approach, which started from identification of problems, giving feedback to the stakeholders, planning the solutions, implementation the solutions, evaluations and back again to the problems etc. In this regard, in order to collect the data, the researcher using a combination methods between Qualitative and Quantitative approach, followed with Interview, Focussed group Discussion, and Survey. Figure 3 below illustrates the steps of the Action Research.

Cycle of action *research*

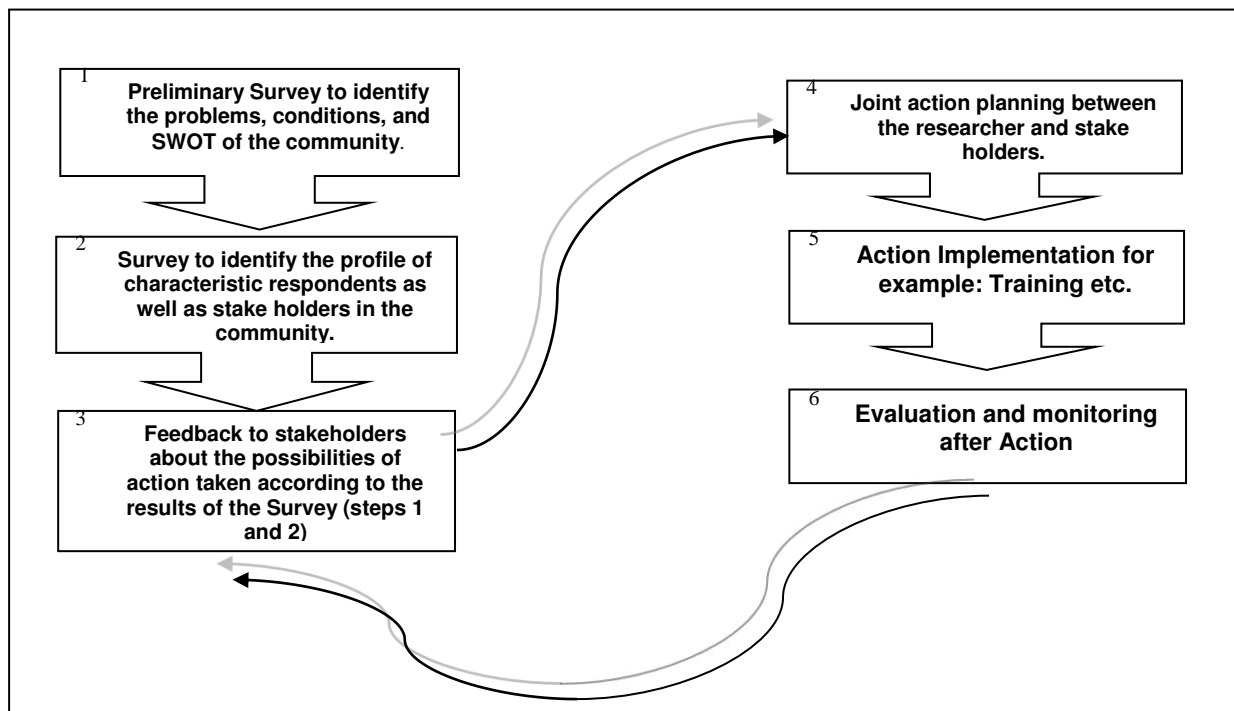


Figure 3: Cycle Action Research (Cummings & Worley, 2009)

Characteristics Respondents

The characteristics of respondents in this research are as follows:

1. Un-employed persons, who do not have regular jobs,
2. Within the range of productivity age (17-28 years old), which is still under the category of young adult (Early adult transition, 17-22 years old; Entry life structure for early adulthood, age 22-28 years old, Levinson in Turner and Helms, 1995).
3. Have educational background at least Junior High School graduated.

Findings

The results of the Action Research are as follows:

Step 1, Preliminary Survey to identify the conditions, problems, and SWOT of the community.

The following discussion will illustrate the condition of the community, consists of characteristics of Community, Demographic Profile, Characteristics Respondents, Problems faced by the community.

Characteristics of Community

This village is a very high density consists of 41.973 people, and is regarded as one of poor community in Jakarta. The full demographic data can be seen in Table 1. From the data, it can be seen that only about 40% of that can be regarded as productive age, and the majority of the people falls under the category of age 0-4 years old, (11.769 persons or 21.97%), and in relation with un employed youth, according to the Leader this village consist the majority numbers of unemployed youth compares to other places.

Table 1

Demographic Profiles

No	Age	Male	%	Female	%	Total	%
1	0-4 years old	6902	24,48	4867	19,19	11769	21,98
2	>4-9 years old	2988	10,60	2005	7,91	4993	9,32
3	>9-14 years old	1783	6,32	1890	7,45	3673	6,86
4	>14-19 years old	2514	8,92	1857	7,32	4371	8,16
5	>19-24 years old	1948	6,91	2101	8,29	4049	7,56
6	>24-29 years old	1981	7,03	2010	7,93	3991	7,45
7	>29-34 years old	1785	6,33	1659	6,54	3444	6,43
8	>34-39 years old	1389	4,93	1315	5,19	2704	5,05
9	>39-44 years old	1253	4,44	1253	4,94	2506	4,68
10	>44-49 years old	1009	3,58	1259	4,96	2268	4,24
11	>49-54 years old	1020	3,62	1070	4,22	2090	3,90
12	>54-59 years old	1022	3,62	1025	4,04	2047	3,82
13	>59-64 years old	855	3,03	811	3,20	1666	3,11
14	>64-69 years old	836	2,97	797	3,14	1633	3,05
15	>69-74 years old	516	1,83	761	3,00	1277	2,38
16	>75 years old	394	1,40	678	2,67	1072	2,00
	Total	28195		25358		53553	

Problems faced by the Communities

Based on the research done by (Mangundjaya et al., 2010, 2009) the problems faced by the society in terms of un-employed youth are as follows:

1. Low educational background; the majority of them only graduated from Senior High School,
2. Lack of Skills Mastery; in terms of life skills, there are lack of specific skills.
3. Lack of Job Opportunity; as a result of low educational background and lack of skills, job opportunity for them is very limited.
4. Lack of fund to finance entrepreneurship activities, every entrepreneurial activities need fund to start with, in this regard, they (the community and family) have also lack of fund to finance the entrepreneurship activities.

Step 2: Results of the Survey to identify the profile of characteristic respondents as well as stake holders in the community.

In order to get a clear picture of the Respondents, the researcher conducts demographic survey for the un employed youth, and has got 51 respondents (N=51). The Table 2 below is the profile of respondents Characteristics.

Table 2

Profile of Respondents' Characteristic

Variables	N	%	Variables	N	%
Educational Background			Duration stay in Jakarta		
Elementary not graduated	1	2.0	<1 year	4	7.8
Elementary	4	7.8	1-5 years	7	13.7
Junior High School	9	17.6	5 - 10 years	7	13.7
Senior High School	36	70.6	>10 years	33	64.7
University Graduated	1	2.0			
Total	51		Total	51	

Reasons Quitting Schools			Occupation	
Graduated	26	51.0	Helping Parents in Trading	27 52.9
No Financial Funding	12	23.5	Trader	7 13.7
Want to work	11	21.6	Unemployed	7 13.7
Drop Out	1	2.0	Porter & Blue Collar Worker	5 9.8
Others	1	2.0	Motorcycle Taxi	5 9.8
Total	51		Total	51
Desire to Master Skills			Entrepreneurial Experience	
Animal Husbandry	1	2.0	Motorcycle Taxi	1 2.0
Foreign Language	1	2.0	Selling Cookies	2 3.9
Graphic Design	1	2.0	Selling Souvenir	1 2.0
Furniture	2	3.9	Selling Cell phone Voucher	3 5.9
Computer	12	23.5	Printing	1 2.0
Cooking	1	2.0	None	43 84.3
Sewing, Embroidery	2	3.9	Total	51
Machinery	8	15.7		
Automotive	4	7.8		
Printing	7	13.7	Interest in entrepreneurship	
Beauty Salon	2	3.9	No	33 64.7
Compost Making	1	2.0	Yes	18 35.3
Entrepreneurship	1	2.0	Total	51
None	8	15.7		
Total	51			

From the above table it can be said that the majority of respondents has already stayed in Jakarta more than 10 years (64.7%), and majority (64.7%) do not have interest to become entrepreneurs, and mostly are unemployed (66.6% consists of unemployed and helping parents activities).

Step 3: Feedback to stakeholders about the possibilities of action taken according to the results of the Survey

From the survey findings, it shows that the majority of the respondents are not interested to become an entrepreneur (64.7%). This in line with the results of interview and FGD who have stated that they preferred to become employees rather than become entrepreneurs. This result has also enhanced with their interest in mastery the skills of using computer, and life skills mastery is still low.

Through the discussion with the stakeholders, it shows that the problems associated with the respondents (the unemployed youth) are as follows: 1) Lack of need of achievement, 2) Prefer to have quick yielding jobs, 3) Lack of thoroughness, 4) Prefer to have concrete and real skills.

Step 4: Joint action planning between the researcher and stake holders.

In this step, the researcher and stakeholders discuss the results of identification of problems, and planning the solutions. In this regard, based on the stated problems, the intervention that has been agreed upon is providing the respondent with the skills in welding, as with this skills they can be used both for self employed as well as working in the company, as this training conducted by the well-known polytechnic institution, so the certificates can be used to start a new job and or business by their own.

Moreover, it was also planned that it will develop partnership with Home Industry in Cepogo, Central Java (which well known as the centre of metal's accessories and handicrafts). In this

regard, the unemployed youth will be staying with them to learn about welding etc, in order to equip them with the necessary skills in order to develop self employed activities.

Step 5: Action Implementation.

The training for the first batch in elementary welding was done at Depok with 10 participants of unemployed youths, and followed with another 10 participants in the next batch. In order to ensure the presence of the participants, as the location is far from their residences, each participant will receive pocket money every day to cover their cost of transportation and meal. However, the next batch has not done due to respondent's reluctance in participating to this program, as they prefer to have other kind of skills (e.g. computer) in order to equip them in finding jobs.

Step 6: Evaluation and monitoring after Action

After the implementation of the training program, the researcher conduct the monitoring and evaluation with the Stakeholders, and it was found that reactions of the respondents as well as their parents are unfavourable in using the certificate to start a new enterprises and is preferable to find jobs in a big company.

Moreover, there was also reluctance from the parent's side about the internship program of their children in Cepogo area to learn the skills of making the metal handicrafts.

Discussion

The study of entrepreneurship has relevance today, not only because it helps entrepreneurs better fulfil their personal needs but also because of the economic contribution of the new ventures more than increasing new jobs. Based on this concept, development of entrepreneurship in the society is very important. On the other hand, people is still reluctant to become entrepreneurs for many reasons, and prefer to become employee although consequently being unemployed for some time until they can find a job. From the study it was shown that it is difficult to turn people to become entrepreneurs (61.7 % is not interested to become entrepreneurs).

One of important determinant of entrepreneurial behaviour is the individual's exposure to Successful role models (Kent ; Eisenhardt and Forbes; Scherer, Adams and Wiebe; Bird, and Vesper, in Morris, 1998). Studies have shown that many entrepreneurs have parents who were self-employed (Hisrich and Brush, Roristadt, Shapern in Morris, 1998). Others find themselves working for or with an entrepreneur who becomes a role model are also important. Another form of vicarious experience involves watching a friend develop a business. Such role models demonstrate to prospective entrepreneurs that risk-taking, tolerance for ambiguity, proactive. and innovation leads to independence and self-control.

However, in this research, although the majority of the parents' respondents are trader (in a very small scale activities such as opening a Kiosk or selling something in a market), but this role model of entrepreneurship is not strong enough to develop entrepreneurial intention for their children. Moreover, the nurturing life experiences that the respondents have been through in their early life, as well as the complacent peer group experiences and standardized /conforming educational experience (Morris, 1998) have influenced them in having lower level of entrepreneurship.

Furthermore, using both the Planned Behaviour Model (Linan, 2008), and Expectancy Model, it was shown that Entrepreneurial Intention was influenced by Personal Attraction and Perceived Behaviour Control, as well as valence, instrumentality and expectancy seems are not sufficient enough to raise the intention of the youth to become the entrepreneurs.

Moreover, it was shown that the act of entrepreneurship is stimulated by a combination of factors relating to individual such as attitudes and perceptions. As a result, the influence of environment on these dimensions is today beyond doubt. In this regard, the participation of all

stakeholders (university, communities, government, ministry, NGO, association and other institutions) is very important. The collaborative programs such as delivering trainings for unemployed people capacity building, partnering with university and government (ministries) were some of the interventions.

Limitations of the Study

This study was done involving not only the participants (the unemployed youth) but also the Stakeholders in the community (including the formal and informal leader). However, the research was not involving the parents of the participants, which in this case were playing important role in the decision making to become entrepreneurs.

Implications

The future research is needed to study about the factors that can be used to develop and strengthen the entrepreneurial intentions for the unemployed youth. From the results, it can be concluded that government bodies, community, institutions and family (parents) should be involved in terms of developing entrepreneurial intentions in order to make the unemployed youth financially independent, and have different mindsets about entrepreneurs and working as employees. In this regard, the role of family (parents) should not be overlooked in the research.

Concluding Observations

From the observation, it can be concluded that it is not easy to develop the interest of the people to become an entrepreneurs; especially from the start (before the intervention) the interest to become entrepreneurs is quite low. In this regard, in order to develop the entrepreneurial intentions of the people, the valence (values) and the instrumentality should be high. Socialization about the and how to become entrepreneurs as well as small training, coaching, mentoring, and reward to enhance the interests are needed. Furthermore, involving and participation of family (parents) should be enhanced.

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