INTEGRATING THE EXTENDED TPB MODEL WITH TASK TECHNOLOGY FIT TO ENHANCE STUDENT ENTREPRENEURSHIP INTENTION

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A thesis submitted
in fulfilment of the requirements for the degree of
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DECLARATION

I declare that this thesis entitled “Integrating the extended TPB model with task technology fit to enhance student entrepreneurship intention” is the result of my own research except as cited in the references. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

Signature :

Name : RUSTIANA

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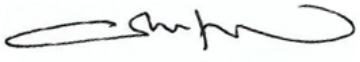
APPROVAL

I hereby declare that I have read this thesis and in my opinion this thesis is sufficient in terms of scope and quality for the award of the degree of Doctor of Philosophy.

Signature : 

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DEDICATION

This thesis I dedicated to my God Yesus Christ, my beloved husband, my children, and in memoriam my parent

ABSTRACT

In recent years, entrepreneurship takes a vital role in economic growth. The essential impact of entrepreneurship is as a driver of global economies. To prepare and foster students' entrepreneurial abilities, higher education develops the potential of students as nascent entrepreneurs with entrepreneurial knowledge, competencies, and skills that would enable them to develop a strong entrepreneurial mindset. Entrepreneurship education provides entrepreneurial knowledge for students who are interested to be an entrepreneur.Entrepreneurship knowledge and task technology fit as a variable moderating, which will change the students' mindset from job seekers to job creators. Thus student's entrepreneurship intention is enhancing. This study aims to integrate the expansion of the Theory of Planned Behavior(TPB) model with the addition of four variables in the pedagogical aspects namely Entrepreneurship Education (EE), Entrepreneurship Knowledge (EK), Entrepreneurship Mindset (EM), and Task Technology Fit (TTF). This model is used to enhance the students' entrepreneurship intention. The respondents were 574 students from Universiti Teknikal Malaysia Melaka (UTeM) and Universitas Atma Jaya Yogyakarta (UAJY). The samples were selected by using the solving method universities. Data collection was obtained by distributing online closed questionnaires via Microsoft Forms. The questionnaire had statements related to variables on the expansion of TPB and TTF. There were eight hypotheses tested by Structural Equotion Model (SEM) with the Warp Partial Least Squares (PLS) statistical tool. All hypotheses were supported, except for the H3b, H3d, and H8d hypotheses were not supported. The study contributes to expanding the body of knowledge by providing a new framework that integrates the expansion of the TPB model (adding four variables, namely entrepreneurship education (EE), entrepreneurship knowledge (EK), entrepreneurship mindset (EM)), and tasks technology fit (TTF)) to enhance students entrepreneurship intentions. Secondly, to provide modification of measurement of the variables for entrepreneurship education, entrepreneurship knowledge, and entrepreneurial mindset.

MENGINTEGRASI MODEL TPB LANJUTAN DENGAN TUGAS KESESUAIAN TEKNOLOGI UNTUK MENINGKATKAN HASRAT KEUSAHAWANAN PELAJAR

ABSTRAK

Dalam beberapa tahun kebelakangan ini, keusahawanan berperanan penting dalam pertumbuhan ekonomi. Kesan penting keusahawanan adalah sebagai pemacu ekonomi global. Untuk mempersiapkan dan memupuk kemampuan keusahawanan pelajar, pendidikan tinggi mengembangkan potensi pelajar sebagai usahawan baru dengan pengetahuan, kecekapan, dan kemahiran keusahawanan yang akan membolehkan mereka mengembangkan pemikiran keusahawanan yang kuat. Pendidikan keusahawanan memberikan pengetahuan keusahawanan kepada pelajar yang berminat untuk memilih kerjaya sebagai usahawan. Melalui pengetahuan keusahawanan dan teknologi tugas sesuai sebagai penyederhanaan pemboleh ubah, akan mengubah pemikiran pelajar dari pencari kerja menjadi pencipta pekerjaan. Oleh itu niat keusahawanan pelajar semakin meningkat. Kajian ini bertujuan untuk mengintegrasikan pengembangan model Theory of Planned Behavior (TPB) dengan penambahan empat pemboleh ubah dalam aspek pedagogi iaitu Pendidikan Keusahawanan (EE), Pengetahuan Keusahawanan (EK), Mindset Keusahawanan (EM), dan Teknologi Tugas Sesuai (TTF). Model ini digunakan untuk meningkatkan niat keusahawanan pelajar. Responden terdiri daripada 574 pelajar dari kedua-dua universiti, Universiti Teknikal Malaysia Melaka (UTeM) dan Universiti Atma Jaya Yogyakarta (UAJY). Sampel dipilih dengan menggunakan kaedah penyelesaian universiti. Pengumpulan data diperolehi dengan menyebarkan borang soal selidik tertutup dalam talian melalui Microsoft Forms. Soal selidik tersebut mengandungi pernyataan yang berkaitan dengan pemboleh ubah mengenai pengembangan TPB dan TTF. Hipotesis diuji dengan menggunakan Structural Equotion Model (SEM) dengan alatan statistik Wrap Partial Least Squares (PLS). Semua hipotesis disokong, kecuali hipotesis H3b, H3d, dan H8d tidak disokong. Kajian ini menyumbang untuk memperluas pengetahuan dengan menyediakan kerangka baru yang mengintegrasikan pengembangan model TPB (dengan menambahkan empat pemboleh ubah, yaitu Pendidikan Keusahawanan (EE), Pengetahuan Keusahawanan (EK), Pola Pikir Keusahawanan (EM)), dan Teknologi Tugas Sesuai (TTF) untuk meningkatkan niat keusahawanan pelajar. Kedua, untuk memberikan modifikasi pengukuran pemboleh ubah untuk pendidikan keusahawanan, pengetahuan keusahawanan, dan pemikiran keusahawanan.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABREVIATIONS

AARS	-	Average adjusted R-squared
AFVIF	-	Average full collinearity VIF
APC	-	Average path coefficient
ARS	-	Average R-squared
ATE	-	Attitude toward entrepreneurship
AVE	-	Average variance extracted
AVIF	-	Average block VIF
CA	-	Cronbach alpha
CCA	-	Confirmatory composite analysis
CFA	-	Confirmatory factor analysis
CLF	-	Cross loading factor
CR	-	Composite reliability
CV	-	Convergent validity
DV	-	Discriminant validity
EE	-	Entrepreneurship education
EFA	-	Exploratory factor analysis
EI	-	Entrepreneurship intention
EK	-	Entrepreneurship knowledge
EM	-	Entrepreneurship mindset
EP	-	Entrepreneurship project
GoF	-	Tenenhaus goodness of fit

HTMT	-	Heterotrait monotrait
IRT	-	Item response theory
LF	-	Loading factor
NLBCDR	-	Nonlinear bivariate causality direction ratio
PBC	-	Perceived behavioral control
PLS – SEM	-	Partial least square - structural equation model
RO	-	Research objectives
RP	-	Research problems
RQ	-	Research questions
RSCR	-	R-squared contribution ratio
SN	-	Subjective norms
SPR	-	Sympson's paradox ratio
SSR	-	Statistical suppression ratio
TPB	-	Theory of planned behavior
TTF	-	Task technology fit
UAJY	-	Universitas Atma Jaya Yogyakarta
UTeM	-	Universiti Teknikal Malaysia Melaka

LIST OF APPENDICES

LIST OF PUBLICATIONS

Journals

Rustiana, Y., Mohd, O., and Mohamad, N., 2022. The Distribution Role of Entrepreneurship Mindset and Task Technology Fit : An Extended Model of Theory of Planned Behavior. *Journal of Distribution Science*, 20(5), pp. 85–96.

Rustiana, Y., Mohd, O., and Mohamad, N., 2022. The Triangulation Model of Entrepreneurship Education, Entrepreneurship Knowledge, and Entrepreneurhip Mindset. *Journal of Distribution Science*, 20(9), pp. 47-59.

International Proceeding

Rustiana, R., Mohd, O., and Mohamad, N., 2021. The effect of task technology fit and entrepreneurship education on student's entrepreneurship intention using the theory of planned behaviour. *Journal of Physics: Conference Series*, 1869(1). https://doi.org/10.1088/1742-6596/1869/1/012101

CHAPTER 1

INTRODUCTION

1.1 Background

In the past several decades, entrepreneurship have played an important role in takes an essential in driving global economies (Cui et al., 2019; Otache, 2019). Entrepreneurship personates a role in developing prosperity for society, communities, and society (Newman et al., 2018) by creating new jobs (Badri and Hachicha, 2019), getting higher income, and ownership through entrepreneurship education (Taşdemir, 2019).

Entrepreneurship is the process of starting a business by offering a product, process, or service in an innovative way (Ridley et al., 2017). Entrepreneurship endure the potential to empower and to transform. Furthermore, entrepreneurship has been viewed as a way of life and encouragements of thinking process when overcoming threats and embracing challenges and chances (Gelaidan, 2017). At the same time, entrepreneurship is capable to create value added in the market through managing resources process, through advancing new technologies, inventing new scientific knowledge, enlightening existing goods and services, and more creavity to produce goods or services by utilizing resources optimally and more efficiently (Mudjijah et al., 2022).

Mostly, nascent entrepreneurs start their business without having huge financial resources, but they arrange entrepreneurship knowledge (EK) and creative ideas will possibly add innovative and significant value to existing products or services (Gretzinger et al., 2018). Entrepreneurship education (EE) supports changing the mindset, developing innovation,