

ANALYSIS OF FACTORS THAT AFFECT EMPLOYABILITY AND ITS IMPLICATIONS

By Fatwa Tentama



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Abstract

Purpose: This study aimed to empirically examine the role of entrepreneur intention and responsibility on the employability of students who attend State Vocational High School 1 Kalasan Yogyakarta, Indonesia.

Methodology: The subjects in this study were 225 students of class XII of State Vocational High School 1 Kalasan Yogyakarta, Indonesia, which amounted to 225 students. The sampling technique was obtained by cluster random sampling. Methods of collecting data used are employability scale, entrepreneurial intention scale, and responsibility scale. The data analysis used in this study is multiple linear regression analysis techniques.

Main Findings: The results showed that there was 1) a very significant correlation between entrepreneur intention and responsibility simultaneously on employability with $R = 0.608$, $p = 0.000$ ($p < 0.01$). 2) a very significant correlation between entrepreneurial intention and employability with $r = 0.171$, $p = 0.005$ ($p < 0.01$). 3) a very significant correlation between responsibility and employability with $r = 0.603$, $p = 0.000$ ($p < 0.01$).

Applications of this study: This study shows that entrepreneur intention and responsibility has an important role in preparing students to get the knowledge and skills needed to get a job, and then applied in the workplace when graduates have worked. This results study also can throw light on strategies to be adopted to enhance employability in students of Vocational High School. It can also be used as a reference to prepare an entrepreneur's intention and responsibility skill training module to improve employability.

Novelty: To the best of our knowledge, psychology research about entrepreneur intention, responsibility, and employability of State Vocational High School students is still rarely done both in Indonesia and abroad. This study focuses on the employability of State Vocational High School students. Previous studies only discussed limited employability for undergraduate and employee graduates, while in this study in vocational high school students.

Keywords: *Employability, Entrepreneur Intention, Responsibility, Student, Vocational High School.*

INTRODUCTION

Vocational High Schools are currently increasingly in demand by the community because they have more excellent employment opportunities than public high schools. This is because the Vocational High School students in the learning process are equipped with the knowledge, understanding, and skills needed in the field of work. Vocational high school graduates are expected to have the competencies required in various fields of work and are ready to enter the workforce because they have been provided with knowledge both in terms of theory and practice. Vocational education is an education that prepares students, especially to work in certain fields. The teaching and learning process in Vocational High Schools includes theory, practice, and work internships. The learning process is expected to produce quality graduates who are ready to work.

In Indonesia, the current reality is that many vocational high school students are not ready to work and even become one of the most significant contributors to unemployment in Indonesia. Results from the Central Bureau of Statistics (2018) show that the open unemployment rate of vocational high school graduates in Indonesia in February 2014 was 7.21% and February 2015 increased to 9.05%, then in February 2016 unemployment in Vocational High Schools increased to 9.84% and in February 2017 unemployment in Vocational High Schools declined slightly by 9.27%. Data shows that many students and graduates of Vocational High Schools currently do not have reasonable and appropriate employability.

Individuals need to prepare themselves as well as possible in the face of competitive world market pressures (Vos, De Hauw, & Van der Heijden, 2011). One skill that needs to be prepared and developed is employability (Van der Heijde & Van der Heijden, 2005). Employability is a significant concern in vocational education that needs attention (Gu, Kavanaugh, & Cong, 2007). Employability plays a role in planning professional development and effective career advancement in individuals, and with strong employability, individuals can realize career goals and start entrepreneurship or work (Wang & Tsai, 2014). Individuals who have employability are believed to be better able to manage their careers (Hess, Jepsen & Dries, 2012; McArdle, Waters, Briscoe & Hall, 2007).

Individuals with low employability tend to be more challenging to enter the workforce or get a job following the expected career (Yorke & Knight, 2007). Low employability also has an impact on low self-esteem, effort, and willingness to enter the workforce (Benabou & Tirole, 2002). Besides, the current number of unemployed people is also caused by the low employability of individuals (Ronnäs & Shamchiyeva, 2011). Another impact caused by low



employability is inappropriate decision making, conflict, inappropriate leadership, low meta-cognitive skills, less effective performance, low social responsibility, and pessimism (Jackson & Chapman, 2012).

Employability is the ability of individuals to enter the workforce, adjust to the workplace, and become dynamic in the workplace (Coetzee & Roythorne-Jacobson, 2007; Herr, Cramer, & Niles, 2004). Employability refers to the ability of individuals who constantly do and get or create jobs through the best possible use of both abilities related to work and meta-career competencies (Hall & Chandler, 2005; Van der Heijde & Van der Heijden, 2006). Employability as skills, knowledge, and competencies enhances the ability of individuals to get jobs and more easily enter the labor market at various periods of the life cycle (Brewer, 2013). Another opinion from DacrePool and Sewell (2007) defines employability as a skill, personality, and knowledge that makes individuals tend to get a job and following the chosen job.

Fugate, Kinicki, and Ashforth (2004) present the concept of employability dimensions. These dimensions consist of: career identity, personal adaptability, and social and human capital. 1) Career identity, the definition of career identity, is construction such as role identity, job identity, and organizational identity that refers to how individuals in a particular work context. In the context of employability, career identity includes goals, expectations, and concerns; personality traits; values, beliefs, and norms. 2) Personal adaptability is the ability of individuals to change personal factors within themselves so they can adapt to the demands of the workplace. The skills contained in these abilities consist of several skills, namely: confidence, adapting, tendency to learn, openness, self-control beliefs, and self-efficacy abilities. 3) Social and human capital, an individual's ability to identify and realize work opportunities is strongly influenced by social and human capital. Social and human capital is good intentions inherent in social networks. Individuals with social and human capital seek employment by utilizing social networks and more formal networks. Social and human capital includes internship experience, training experience, emotional intelligence, and knowledge. So the objective of the study is:

- To empirically examine the role of entrepreneur intention and responsibility on the employability of students who attend State Vocational High School 1 Kalasan Yogyakarta, Indonesia.

LITERATURE REVIEW

Entrepreneur Intention towards Employability

According to Van Gelderen, Brand, Van Praag, Bodewes, Poutsma, and Van Gils (2008), the concept of employability when extended will be related to entrepreneurship intention, because the intention to start and run entrepreneurship greatly contributes to individual employability by way of individual involvement in various tasks and challenges. It requires a variety of skills and knowledge. The problem of low employability has received much attention from researchers; increasing entrepreneur intention is believed to be a workable strategy to deal with the problem of low employability (Schwarz, Wdowiak, Almer-Jarz, & Breitenecker, 2009). According to Vieira and Rodrigues (2012), increasing entrepreneur intention is an alternative that can be done to obtain higher employability. Some researchers argue that instilling entrepreneurship in individuals is believed to be an effective solution to the problem of low employability (Koe, Sa'ari, Majid, & Ismail, 2012).

Entrepreneur intention can describe the psychological condition of an individual who focuses on entrepreneurial goals by mobilizing all thoughts, energy, and behavior (Zhang, Cheng, Fan, & Chu, 2012). Entrepreneurial intention is defined as beliefs that are recognized by individuals who intend to set up new business ventures and consciously plan to do so at some point in the future (Thompson, 2009). Entrepreneurial intention is the desire of individuals to carry out entrepreneurial behavior, to be involved in entrepreneurial actions, to entrepreneurship, or to build new businesses (Dell, 2008; Dohse & Walter, 2010). Besides, the entrepreneurial intention is also a conscious state of mind, which directs personal attention, experience, and individual behavior towards planned entrepreneurial behavior (Krueger, 2007).

Responsibility towards Employability

According to Cotton (2001), in addition to technical skills, non-technical skills such as a sense of responsibility, are also very much needed in improving employability. Some entrepreneurs require that a sense of responsibility is one of the non-technical skills that are required for the workforce so that individuals with a high sense of responsibility can be the initial capital to have better employability (Cassidy, 2006). The idea offered by Van Gelderen et al. (2008) is that individuals who are responsible for their careers tend to have more employability because the preferred skills are transferable to all work settings. In line with Ferreira, Basson, and Coetzee (2010) argue that a sense of responsibility is the main skill for growth and the development of sustainable employability.

Halvorsen, Lee, & Andrade (2009) define responsibility as the individual's willingness to accept successes or failures obtained caused by themselves and not blame external factors. Responsibility is an awareness within oneself to accept the results of their behavior or decisions that have been taken and try to solve problems that result from decision making (Yamamoto, Ito, Ohnishi, & Nishida, 2010). Individual responsibility is shown as a positive attitude and individual obligation to fulfill tasks that are directly or indirectly given to him (Mahmud, Ibrahim, Amat, & Salleh, 2011).



Responsibility describes internal obligations and commitments to produce or prevent prescribed results (Lauermann&Karabenick, 2011).

Based on the explanation of the correlation between the entrepreneur's intention and the responsibilities of employability, it can be illustrated in the chart below:

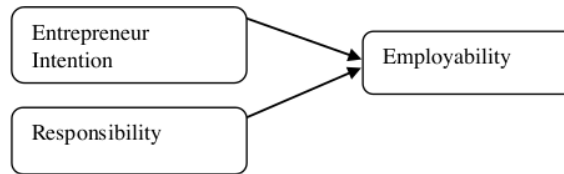


Figure 1: Correlation between entrepreneurial intentions and responsibility for employability

The hypotheses in this study are:

- 1) There is a correlation between entrepreneur intention and responsibility simultaneously on Employability among students of State Vocational High School 1 Kalasan Yogyakarta.
- 2) There is a correlation between entrepreneurial intention on employability among students of State Vocational High School 1 Kalasan Yogyakarta.
- 3) There is a correlation between responsibility on employability among students of State Vocational High School 1 Kalasan Yogyakarta.

METHODOLOGY

Research variable

This research is a quantitative study that consists of three variables: Employability as a dependent variable, entrepreneurial intention, and responsibility as an independent variable.

Population, Sample and Sampling Technique

The population in this study were 372 grade XII students who attended State Vocational High School 1 Kalasan Yogyakarta, Indonesia. The samples of this study were 225 students. The sampling technique was randomized, with a cluster random sampling technique.

Measuring Instrument

Methods of collecting data are using a scale. Employability is revealed by using the employability scale, which refers to aspects of employability, according to Fugate, Kinicki, and Ashforth (2004), namely career identity, personal adaptability, and social and human capital. Entrepreneurial intention is revealed by the scale of entrepreneurship that refers to the dimensions of entrepreneurial intention, according to Van Gelderen et al. (2008), namely desires, preferences, plans, and behavioral expectancies. Meanwhile, responsibility is revealed by using a scale of responsibility that refers to aspects of responsibility, according to Clarken (2010), namely having the responsibility as a person to carry out tasks as much as possible, acknowledging mistakes and failures, and having seriousness in serving others.

Validity and Reliability of Measuring Instrument

Select items on a scale that is by looking at item discrimination. As the selection criteria for items based on corrected item-total correlation criteria are ≥ 0.25 . All items that achieve a corrected item-total correlation of at least 0.25, item discrimination are considered satisfactory. On a scale that does not reach the corrected item-total correlation criteria, the item will be eliminated, because by removing the item, the Cronbach alpha reliability coefficient of the scale will be higher.

On the employability scale with 61 test subjects, the results of the reliability coefficient were 0.821. The corrected item-total correlation index moves from 0.289 to 0.510. Valid and reliable items that are used for research are 20 items.

On the scale of entrepreneurial intention with the 61 subjects, the results of the reliability coefficient were 0.907. The item power index (corrected item-total correlation) moves from 0.486 to 0.805. Valid and reliable items that are used for research are nine items.

On the scale of responsibility with 61 test subjects, the results of the reliability coefficient were 0.903. The corrected item-total correlation index moves from 0.373 to 0.683. Valid and reliable items that are used for research are 21 items.

Data Analysis

The data analysis method uses parametric statistical methods. It was performed using SPSS 19.0 for windows, through multiple regression testing techniques, namely a statistical analysis technique to determine the relationship between



entrepreneurial intention and responsibility for employability. The prerequisite test is a normality test, linearity test, and multicollinearity test.

RESULTS

Normality Test

Based on the results of the analysis of the normality test shown in table 1, it is known that the significance values of employability, entrepreneurial intention, and responsibility are 0.347, 0.341 and 0.060 respectively which have $p > 0.05$ so that each data is normally distributed meaning there is no difference between distributions sample score and population score. In other words, the sample used can represent the population.

Table 1: Normality Test of Employability, Entrepreneurial Intention, and Responsibility

Variable	Skor K-SZ	Significance	Explanation
Employability	0.934	0.347	Normal
Entrepreneur Intention	0.939	0.341	Normal
Responsibility	1.323	0.060	Normal

Source: Data analysis

Linearity Test

Based on the analysis of the linearity test shown in table 2, the results of the linearity test obtained F linearity on entrepreneurship towards employability of 7.056 with a significance level (p) of 0.009, which means linear or there is a line that connects the entrepreneurial intention variable to employability. The results of the linearity test of responsibility for employability obtained F linearity of 130.485 with a significance level (p) of 0.000, which means linear or there is a straight line that connects responsibility for employability.

Table 2: Linearity Test of Entrepreneurial Intention and Responsibility

Variable	F	Significance	Criteria	Explanation
Entrepreneur Intention	7.056	0.009	$P < 0.05$	Linear
Responsibility	130.485	0.000	$P < 0.05$	Linear

Source: Data analysis

Multicollinearity Test

Based on the analysis of the multicollinearity test shown in table 3, the multicollinearity test was conducted to ensure that there was no multicollinearity relationship between the two independent variables. The rule used to determine that there is no multicollinearity relationship is to see tolerance values > 0.1 and VIF < 10 . Based on the analysis, results show that entrepreneurial intention and responsibility have VIF value = 1.029, VIF < 10 and tolerance 0.972, tolerance > 0.1 , then between entrepreneur intention and responsibility does not occur multicollinearity.

Table 3: Multicollinearity Test

Variable	Tolerance	VIF	Explanation
Entrepreneurial Intention	0.972	1.029	No multicollinearity
Responsibility	0.972	1.029	No multicollinearity

Source: Data analysis

Multiple Regression Test

Based on the results of the regression test analysis in table 4, it was found that the magnitude of the relationship between entrepreneurship and employability is $r = 0.171$ with a value of $p = 0.005$, $p < 0.01$, which means that there is a very significant correlation between entrepreneurial intention and employability in students at State Vocational High School 1 Kalasan Yogyakarta, Indonesia. Meanwhile, the results of the regression test analysis between responsibility and employability obtained a value of $r = 0.603$ with a value of $p = 0.000$, $p < 0.01$, which means that there is a very significant correlation between responsibility and employability in students of State Vocational High School 1 Kalasan Yogyakarta, Indonesia.

The results of the regression analysis simultaneously show the value of $R = 0.608$ with a significance level of $p = 0.000$, $p < 0.01$, meaning that entrepreneurial intention and responsibility are simultaneously related to employability in students at State Vocational High School 1 Kalasan Yogyakarta, Indonesia. The magnitude of the contribution of the influence of entrepreneur intention and responsibility with employability is indicated by the value of R Square = 0.369,



which means the contribution of the influence of entrepreneur intention and responsibility is 36.9% and the remaining 63.1% is influenced by other factors outside the variables studied.

Table 4: The Result of Analysis between Variables

Variable	r	Significance	Criteria	Explanation
Entrepreneur Intention with Employability	0.171	0.005	P < 0.01	There is a very significant correlation
Responsibility with Employability	0.603	0.000	P < 0.01	There is a very significant correlation

Source: Data analysis

Table 5: The Result of Multiple Regression Test

Variable	R Square	R	Significance	Criteria	Explanation
Entrepreneur Intention and Responsibility towards employability	0.369	0.608	0.000	P < 0.01	There is a very significant correlation

Source: Data analysis

DISCUSSION

The results of the regression analysis show that entrepreneurial intentions and responsibilities simultaneously relate to employability in students at State Vocational High School 1 Kalasan Yogyakarta. Based on these results, the first hypothesis is accepted so that the variable employability can be predicted based on entrepreneurial intention and responsibility. Together, entrepreneur intention and responsibility contribute 36.9% to employability so that the remaining 63.1% may be influenced by other factors. Other factors that affect employability include employability activities (Van Dam, 2004), self-efficacy and culture of employability (Nauta, Van Vianen, Van der Heijden, Van Dam, & Willemsen, 2009), proactive personality, boundaryless mindset, identity, social networks, social support, self-esteem, job search and re-employment (McArdle, Waters, Bube, & Hall, 2007), positive emotions and commitments (Fugate & Kinicki, 2008), life involvement and satisfaction (De Cuyper, Bernhard-Oettel, Bernston, De Witte, & Alarco, 2008), and health and well-being (Berntson & Marklund, 2007). Partially the results of this study indicate that entrepreneur intention contributes to employability by 2.1%, and the contribution of responsibility to employability is 35.6%. The influence of responsibility on employability is more dominant than entrepreneurship towards employability in students at State Vocational High School 1 Kalasan. Responsibility behavior is shown by students being able to carry out their tasks as much as possible, acknowledging mistakes and failures, and having seriousness in serving others.

In the second hypothesis proposed, it was found that there was a correlation between the variable of entrepreneur intention and employability of students so that the hypothesis was accepted. The results obtained are in line with the findings of Van Gelderen et al. (2008) which also supports previous research and broadens the understanding of entrepreneurial intention which is a modern career concept such as a career without borders that emphasizes flexibility and different possibilities to overcome the low employability of individuals in preparing themselves to enter the world market. The results of the study by Pittaway and Cope (2007) found that one of the main reasons for the importance of instilling entrepreneurial intentions in individuals was to increase employability. Considering that employability is an essential asset for career development, therefore, increasing individual entrepreneurship will contribute to increased employability (Hodzic, Ripoll, Lira, & Zenasni, 2015). Vocational High School Students, after gaining knowledge and skills and doing work practices/internships, can grow the desires, hopes, and plans that are in themselves to start a business and make it as a need that must be achieved. Thus after graduating from Vocational High School, students will be more ready to work (employability) because skills, knowledge, understanding, and attribution of personality are needed in the job.

Students in learning at Vocational High Schools have knowledge and skills through theory and practice according to their vocational fields. Besides, there are special subjects for entrepreneurship lessons given in the second semester. One of the goals is to foster the intention of entrepreneurship in students in Vocational High Schools. The intention of entrepreneurship in students is in the form of high desire or desire to start a business and raise awareness that having a business or an independent business is one of the needs that must be achieved by graduates of Vocational High School. The desire and awareness of entrepreneurship in these students then after graduation students are expected to have the ability to identify their role as an entrepreneur, identify the right job to start and run an entrepreneur so that they can meet the expectations and goals of individuals and others when entrepreneurship. Besides, the intention of entrepreneurship is also reflected in the planned hopes that exist in students to start a business in the future and a review of a possibility for entrepreneurship followed by the target of starting a business so that it will shape students' confidence in adapting to the business world, the tendency to learn, self-control beliefs, and self-efficacy abilities. This will be able to produce a strong influence on identifying opportunities for entrepreneurship.



In the third hypothesis proposed, it was found that there is a correlation between the variables of responsibility and employability of students so that the hypothesis is accepted. The results obtained are supported by the results of previous relevant studies such as the results of Forrier and Sels (2003), which show that the magnitude of the sense of responsibility possessed will affect the level of employability possessed. Furthermore, Fourier and Sels explain that individuals must be responsible for their work or career. Fugate, Kinicki, and Ashforth (2004) argue that individuals are responsible for career information, skills and abilities, and other abilities that are needed to get a job, which proves that the individual's sense of responsibility is believed to increase his employability. Meanwhile, McQuaid and Linsay (2005) believe that a sense of responsibility is one of the non-technical skills that are very important for individuals concerning employability. Vocational High School Students who have responsibility means being able to carry out the tasks that are given as well as possible, and can learn from mistakes and failures experienced before and have seriousness in helping their friends who face difficulties then will have an impact on improving their skills, knowledge, understanding, and personality.

Students who can complete their tasks, such as theoretical assignments from lessons, practical assignments in the laboratory and carrying out internship assignments in the form of industrial work properly, then after graduation students will have the ability to identify their role in work, identify work to be done, and identify the organization as a place to work well. This will have an impact on fulfilling the expectations and goals of individuals and others when working. Besides, it will help students adjust, direct, and maintain their work behavior consistently in certain fields of work.

Students who can learn from mistakes in completing tasks/school work and learn from failures that have been experienced and not despair will form the ability of students to change personal factors to be positive to adjust to the demands of the job. Besides, it will shape the students' confidence in adapting, the tendency to learn, openness, self-control beliefs, and self-efficacy abilities to produce a strong influence on identifying job opportunities.

Students who have seriousness in helping their friends and others who face difficulties will form good relationships in social networks later. Getting a job will be easier if you get information from the network you have. Therefore the ability of individuals to identify and realize work opportunities is strongly influenced by social and human capital. Individuals with social and human capital seek employment by utilizing social networks and more formal networks.

Research on employability in the field of psychology for Vocational High School students is rarely done both in Indonesia and abroad. Previous studies only discussed employability, which is limited to employability for employees in the company. The originality of this study focuses on the employability of vocational high school students viewed from a psychological point of view, namely entrepreneurial intentions and responsible behavior. The concept of employability in this study is the ability of students to get a job by showing their existence career identity, personal adaptability, and social and human capital.

IMPLICATIONS

The implications of this study can provide insight and awareness to students, parents, and teachers. This study shows that entrepreneur intention and responsibility has an important role in preparing students to get the knowledge and skills needed to get a job (employability), and then applied in the workplace when graduates have worked. This results study also can throw light on strategies to be adopted to enhance employability in students of Vocational High School. It can also be used as a reference to prepare an entrepreneur's intention and responsibility skill training module to improve employability.

CONCLUSION

The conclusions in this study include: 1) simultaneously, there is a very significant relationship between entrepreneurial intention and responsibility with student employability. 2) There is a very significant relationship between entrepreneurial intention and student employability. 3) There is a very significant relationship between responsibility and student employability. The role of responsibility towards employability is more dominant than the role of entrepreneurship towards employability in students.

LIMITATION AND STUDY FORWARD

The subject and location of this study are only limited to one school. Subsequent research can involve a broader subject with several schools. Besides, this research only involves internal factors, namely, entrepreneurial intention and responsibility. It does not involve external factors such as the learning environment, social support, curriculum, leadership style and organizational support, and so on.

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