

# How Educational Satisfaction and Relational Support Affect Self-Efficacy and Entrepreneurship of Korean Secondary School Students

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## 교육만족도와 관계적 지원이 한국 고등학교학생들의 자기효능감과 기업가정신에 미치는 영향에 관한 연구

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**Abstract** The purpose of this study is to ascertain the effect of both educational satisfaction and relational support on the self-efficacy of secondary school students and then eventually on their entrepreneurship. Testing self-efficacy as a mediator is another aim of this study. The findings indicated that both educational satisfaction and relational support have positive relationships with the self-efficacy of students. Self-efficacy also had a positive impact on entrepreneurship. The core part of this study focuses on the role of both educational satisfaction and relational support in fostering the self-efficacy and entrepreneurship of secondary school students. These results can serve as practical guidance when making decisions regarding the adequate pedagogy for secondary school students in order to promote entrepreneurship among the adolescents.

**요약** 기업가정신은 국가경제성장과 사회의 부를 창출해 주는 혁신의 원천으로서 많은 국가에서 각광받아왔다. 미래사회의 잠재 혁신가이며 기업가인 청소년들의 기업가정신 함양은 무엇보다 중요하다 하겠다. 이에 따라 중·고등학생들의 기업가정신 함양을 위한 정규교육의 필요성이 날로 증대되고 있는 실정이다. 본 연구의 목적은 (사)한국벤처기업가협회에서 주관한 기업가정신교육프로그램에 참가했던 전국의 고등학생들을 대상으로 기업가정신 교육만족도 및 가족·친지로부터의 관계적 지원이 청소년들의 자기효능감과 기업가정신 함양에 미치는 효과를 실증 검증하는 것이다. 검증결과 교육만족도와 관계적 지원 모두 고등학생들의 자기효능감에 유의한 정(+)의 영향을 미치고 있음을 알 수 있었다. 또한 청소년 고등학생들의 자기효능감은 기업가정신 함양과 유의한 정(+)의 관계에 있음을 알 수 있었다. 자기효능감은 교육만족과 관계적 지원이 각각 기업가정신함양에 영향을 미치는데 있어 부분매개효과를 갖는 것으로 나타났다. 청소년들을 미래 경제성장 동력원으로 육성하기 위해서는 학교에서의 교육뿐만 아니라 부모, 친지 등으로부터 도전에 대한 격려, 성공한 기업가를 통한 역할 모델이 매우 중요할 수 있음을 제시하였다.

**Keywords** : Educational Satisfaction, Entrepreneurship, Korean Secondary School Students, Relational Support, Self-Efficacy

## 1. Introduction

It has been widely agreed that entrepreneurship is attributed to creation of employment and driving force

of economic growth. Under increasingly unpredictable global economy as today, innovative entrepreneurs play a vital role in dynamics and economic prosperity of a society [1]. Thus, nothing matters more than

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promoting entrepreneurship for the economic welfare of a nation. The educational system plays an essential role in forming positive attitude and nurturing necessary skill-sets which are key to entrepreneurship. Because of this reason, the last two decades have seen a huge growth in entrepreneurship education. The education focuses on creativity, innovation and self-employment needs to be enforced even at all educational levels including infant stage which allow people to develop complex cognitive processes: imagining, speculating on innovative idea and then discovering and inventing [2]. Entrepreneurship studies suggests these capabilities become vital in making decision in a prudent way [3], and exhibits how formation of autonomy skills and initiatives at earlier ages help individuals define their career [4]. Meantime, the previous studies argue if students are satisfied with instructor, it is likely that they are satisfied with the course [5]. This brings a new view of importance of education satisfaction in the aspect of fostering entrepreneurship among young people. [6] suggested that the support from family member and close friends is related with one's career selection. Particularly, this special form of social capital is developed by dynamic, interactive, and trustful relationships within family members, and this social capital is available only to family members [7]. A study of [8] stressed the positive relationship between the relational support and entrepreneurial intention. Namely, the support from family and close people influences one's career path as entrepreneur. And so, these external factors should not be ignorable in an attempt to promote entrepreneurship of young people. [9] proposed that self-efficacy was playing as an antecedent of entrepreneurial activity. Followed by this proposal, entrepreneurial self-efficacy has been suggested as an important explanatory variable in entrepreneurial intentions in the literature [10,11].

Although a number of entrepreneurship education programs have been developed and extended even to secondary school students recently, we still have

unanswered questions as to the effectiveness of entrepreneurship promotion activities for students in the secondary school settings. So, this study was designed to ascertain the causalities between those relevant variables aiming at suggesting effective approaches in promoting entrepreneurship for adolescent. Another goal of this study is to attest the mediating effect of self-efficacy based on the proposal of prior studies.

## 2. Literature Review and Hypotheses

### 2.1 Educational Satisfaction and Self-Efficacy

The huge increase of entrepreneurship education in the last several decades is based on scientific evidence of a positive link between entrepreneurial education and entrepreneurial activity [12]. One part of the studies has been focused on the effect of educational satisfaction. [13] noted educational satisfaction is the learner's recognition as to self- success of the education and perception of the accomplished performance. [14] stressed the notion of educational satisfaction in terms of successful educational attainments, since students are gratified with the education, they internalize what are learnt. Effective learning occurs, when new knowledge is integrated into existing knowledge accumulated already. [5] argued if the students are satisfied with the instructor, they are likely to be satisfied with the course. Another interesting study conducted by [15] showed that those students who were satisfied with the education, they tended to be better adaptable and show better performance, even after graduation from the school. Likewise, the satisfaction that students felt during school days with educational infrastructure and curriculum still affect positively on the job satisfaction of their first job. Self-efficacy needs to be acquired, and so arguably, the educational satisfaction works importantly in this process. Meanwhile, [16] noted that self-efficacy plays a role as a linkage among understanding,

knowledge, skills, experience, and even personal attributes and employability. Namely, high levels of self-efficacy allow individuals to be realistic as to their attainments and committed to life-long challenge. [17] noted that entrepreneurship education has a positive relationship with both self-efficacy and entrepreneurial motivation. Based on the discussion above, it is hypothesized that;

*H1. Educational satisfaction would influence positively entrepreneurial self-efficacy of secondary high school students.*

## 2.2 Relational Support and Self-Efficacy

Obtaining access to tangible and intangible assets is critical process for entrepreneurs during new venture creation stage. [18] delineated entrepreneurs need to capitalize human capital and interact with them in order to obtain resources. The interaction with human capital initiates during preparation and start-up stage of a new venture, as accumulating resources is highly cumulative and dependent [19]. Meanwhile, human capital theory delineates that knowledge provides people with enforcement of their cognitive abilities that leads to potentially more productive and efficient activity [20,21]. Accordingly, once stepped into the entrepreneurial process, they should have far outperforming ability in exploiting the opportunities successfully [22]. Meantime, the special social capital developed by relationships with dynamic interaction and trust among family members tend to be available only to family members, which is referred to family social capital [23]. Family social capital is viewed appropriate asset, since it plays effective role in increasing satisfaction of family members as well as nurturing generation to generation [24]. It works as the potential source of competitive advantage for family firms [23,25,26]. In entrepreneurial network theory, it suggests that the endeavors of entrepreneurial activities are affected by various types of resources out of different relationships based on the social networks

[27]. Because social networks provide potential entrepreneurs with a wide scope of valuable resources which were not available already and help them attain their goals [28]. The typical types of resources gaining from networks include information, finance, skill-sets, advice, emotional support [29]. [30] stressed the relational support from family and friend is vital specially in sentimental and financial aspect. Likewise, [31] argued that emotional and financial supports from family, close friends and relatives can affect entrepreneurial intention positively. [16] argued that self-efficacy is viewed as a belief in one's abilities in a particular situation. He noted that an increase in self-efficacy is reflected in an increase in self-confidence through development of high general self-confidence. Thus, we may argue that relational support may affect positively the self-efficacy of secondary school students.

*H2. Relational support would influence positively entrepreneurial self-efficacy of secondary high school students.*

## 2.3 Self-Efficacy and Entrepreneurship

Self-efficacy has been widely studied basically as a key antecedent variable that significantly impacts entrepreneurial intentions [32]. [33] outlined that self-efficacy is viewed to be task and domain specific. [34] developed a theoretical model in which self-efficacy plays as an antecedent of entrepreneurial intention and entrepreneurial behavior. That is, self-efficacy is a determinant whether individuals proceed to execute entrepreneurial action or not. With this background, [35] noted that entrepreneurial self-efficacy works as an explanatory variable in deciding the strength of entrepreneurial intentions and the likelihood that the intentions will result in entrepreneurial actions as well. [40] noted that the development of self-efficacy in young age affects their goal orientations and beliefs on their performance capability in the future. [36] proposed a new concept,

entrepreneurial self-efficacy(ESE) which is regarded as a multi-dimensional construct, to test the behavior of nascent entrepreneurs. ESE is defined as the belief of individuals on their own capability to mobilize cognitive, motivational and behavioral facilities to execute entrepreneurial tasks successfully. [38, 39] argued entrepreneurship can be acquired and fostered through education and training.

Entrepreneurship is often referred to the dynamic process of creating incremental wealth created by individuals who assume the major risks in terms of equity, time and/or career commitment of providing value for some product or service [37]. Entrepreneurship is a dynamic process of vision, change, and creation which requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions [37]. So, it is hypothesized that;

*H3. Self-efficacy of secondary high school students would influence positively the promotion of entrepreneurship*

Meanwhile, there are lots of studies on the role of self-efficacy as a mediator [41,42,43,44]. One of aims of this study is to identify how self-efficacy act as mediator in the setting of secondary school education, too. Thus, it is hypothesized that;

*H4. Self-efficacy will mediate the relationship between educational satisfaction and the promotion of entrepreneurship*

*H5. Self-efficacy will mediate the relationship between relational support and the promotion of entrepreneurship*

### 3. Methodology

#### 3.1 Research Framework

The goal of this paper is to present the effect of

educational satisfaction and relational support on self-efficacy and entrepreneurship focusing Korean secondary high school students. Following research model has been set up based on the suggested hypotheses as shown in Figure 1

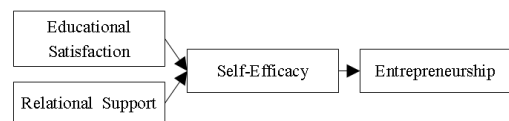


Fig. 1. Research Model

#### 3.2 Data Collection and Measurements

This study utilized the same student cohort, the sample of 2016 Survey of student engagement data of Korea Venture Business Association(KOVA) that comprises of 1st, 2nd and 3rd year secondary school students of 11 high schools from all around the country. All these students participated in entrepreneurship education program at least once during past three years that was provided by KOVA for secondary high school students. The purpose of this program was designed to instigate and foster entrepreneurship of those young students in middle and high school nation-wide. Since back in 2009 when the program has launched first time, total 26,559 students joined in the program which helped them change their views and attitudes about entrepreneur [45]. We were targeting the students who were benefited from the program during 2016 only to measure the latest effect of the program. 1,000 survey questionnaires were distributed and collected with assistance of KOVA from Oct. 15 to Dec. 17, 2016 and then total 217 surveys were obtained as final usable data. The survey was conducted by using a self-administered questionnaire including two sections; On the first section, the respondents were asked to provide demographic informations that include gender(male, female), age(16, 17, 18, others), school name the student belongs to, school year(1st, 2nd, 3rd) and then the parent job (employee, self-employed). On the second section, the respondents were asked about

educational satisfaction, relational support, self-efficacy, and entrepreneurship that consist of 5 items respectively. Each item was measured by using five-point Likert scale ranging from very disagree(1) to very agree(5).

Educational satisfaction is defined as the learner's recognition of self-success in the education and the perception of accomplished performance. Measuring items were developed with a slight modification of validated items from previous studies [13,17] to fit into the purpose of this study. Several sample questions are 'the lecture was easy to understand', 'the education was useful and helpful to understand the value of entrepreneurship', 'the education was such effective enough to stimulate my challenging desire for entrepreneurial opportunity'. Relational support is defined as the wide range of support from family members, relatives and close friends that includes advice, information, emotional and financial support, and skill-sets. The measuring items for this variable were developed on the basis of the prior studies [24,28,29,30,31]. These items included 'my family will support me actively if I start-up my own business', 'my family will prefer establishing of my venture to being hired by others', 'my relatives and friends will support me if I create a new business'. Self-efficacy works as a mediator of which definition is an individuals' belief on one's own abilities to mobilize cognitive, motivational and behavioral facilities for carrying out entrepreneurial tasks successfully. Measuring items for this variable were developed referring to the previous studies [16,29,30,34]. The items include 'I'm confident to overcome obstacle and win the competition', 'I can solve problems that others see it difficulty to do', 'I can manage any difficulties once I started new task'. Finally, entrepreneurship is defined as the process of opportunity seizing, appraisal and exploitation of the opportunity, and the willingness to take calculated risks. The measuring items were developed by modifying the validated items of prior studies [37] which is in line with the construct of

entrepreneurship defined in the literature. The items include 'I feel rarely fear of assuming a new challenging task', 'I'm decisive and I have a strong endurance', and 'I'm creative and opportunity-oriented'.

3 control variables were used to get rid of third variable effects that include gender, school year, and parents job. Gender was coded 0 for male and 1 for female. By the same token, employed parent was coded 0, while self-employed parent was coded as 1. The data was analyzed using causal analytical modeling via stepwise, blocked multiple regression analysis. The control variables were entered first into the regression model and then independent variables using hierarchical sequence. The SPSS statistical software package(SPSS version PASW Statistic 18) was employed to examine the quantitative data analysis.

**Table 1.** Sample Characteristics (*n* = 217)

		Frequence	Weight(%)
Gender	Male	104	47.9
	Female	113	52.1
School	Gyeonggi Global Trade	10	4.6
	Gyeonggi Mobile Sci.	18	8.3
	Gyeonggi Girl's Info.	40	18.4
	Dogye	15	6.9
	Dongducheon	7	3.2
	Busan Information Tour.	15	6.9
	Bucheon Technical	10	4.6
	Wonju Technical	40	18.4
	Yuseong	26	12.0
School Year	1st	34	15.7
	2nd	130	59.9
	3rd	53	24.4
Age	Younger than 16	7	4.3
	16	43	19.8
	17	105	48.4
	18	60	27.6
	Older than 18	2	1.0
Parents	Employee	125	57.6
	Self-employed	92	42.4

### 3.3 Sample Characteristics

Table 1 displays characteristics of the sample. It appeared that the proportion of female(52.1%) was a little higher than that of male(47.9%). Various number of students participated in this study from 11 high

school all around the country. 2nd year students occupied almost 60% out of total sample, while 1st year students took only 15.7%. In terms of age, 17 years of old students made up almost half of the sample, 48.4%. 57.6% of the parents are regular employee and self-employed are 42.4%.

## 4. Empirical Analysis Results

### 4.1 Factor Analysis

As the first step, principal components analysis with Varimax rotation method was adopted under simultaneous multi-group exploratory factor analysis (EFA). This process is to determine the dimensions, and appraise the content and construct validity of all variables.

Table 2. Factor Analysis Results

	SE	EP	RS	ES	Eigen Value	Accu. Total Variance(%)	Cronbach's $\alpha$
SE4	.791				7.511	32.655	.939
SE2	.767						
SE5	.718						
SE3	.696						
SE1	.693						
EP2		.761			5.163	22.449	.940
EP5		.749					
EP4		.740					
EP1		.739					
EP3		.711					
RS2			.839		4.756	20.678	.935
RS1			.826				
RS3			.811				
RS4			.801				
RS5			.736				
ES3				.833	2.154	10.113	.938
ES1				.819			
ES2				.819			
ES5				.813			
ES4				.789			

\*SE: Self-efficacy, EP: Entrepreneurship, RS: Relational support, ES: Educational Satisfaction

As a result, we found that all the variables were grouped into 4 dimension each as anticipated; Educational satisfaction(ES), Relational support(RS), Self-efficacy(SE), and Entrepreneurship (EP) of which Eigen values are all greater than 1.0. Each item

displays high factor loading values higher than .60 which means both content and construct validity are secured enough. The total variance explained by these four factors was 85.895%. Meanwhile, Cronbach's alpha coefficient value was applied to verify reliability of the measurement and the internal consistency of the instrument. The coefficient values of four variables are all greater than the threshold value .7 [46] ; ES(.938), RS(.935), SE(.939) and EP(.940). Consequently, internal consistency of all variables were verified satisfactorily and so, the scales were reliable. Table 2 presents the results of exploratory factor analysis(EFA).

### 4.2 Hierarchical Regression Analysis

Table 3. reports the descriptive statistics for mean value, standard deviations, and inter-correlation coefficients among the factors. The mean value for each variable ranges from the minimum value 3.65 to maximum value 4.00. Inter-correlation analysis presents that ES is correlated with all factors significantly( $p < .01$ ); RS( $r = .514$ ), SE( $r = .655$ ), EP( $r = .667$ ). RS also is correlated with SE( $r = .701$ ) and EP( $r = .688$ ). We found that EP is highly correlated with SE( $r = .832$ ).

Table 3. Descriptive Statistic and Correlation Matrix

Vari.	Mean	SD	# of item	ES	RS	SE	EP
ES	4.006	.812	5	1			
RS	3.652	.866	5	.514***	1		
SE	3.882	.797	5	.655***	.701***	1	
EP	3.891	.787	5	.667***	.688***	.832***	1

\* $p < .1$ , \*\* $p < .05$ , \*\*\* $p < .01$

In order to examine the hypothesized effects of the variable on EP, hierarchical multiple regression was employed twice. First step was to test the effects of both ES and RS on SE. Three control variables were entered first in model 1 as base model, and then the two independent variables were entered in the model 2. Table 4. shows the regression result of the first step. Before analyzing the regression result, the tolerance and variance inflation factor(VIF) were reviewed to ensure free from multi-collinearity problem. As

displayed on table 4, the tolerance values ranged between .727 and 981 which are all much higher than .10 [47] . The VIF values were also in the range from 1.020 to 1.372 that is far below the cut-off value, 10 [48] . Thus, the model has no multicollinearity problem at all. The F statistics of model 2 showed significant at the  $p < .01$  level(F value of Model 1 = 1.178, Model 2 = 67.182 each). As displayed in Model 1, any of control variables was not significantly related to SE. Model 2 exhibits the result of direct effect of two independent variables, ES and RS on SE. Above all, there was a huge change in  $R^2(\Delta R^2 = .598)$  between Model 1( $R^2 = .016$ ) and Model 2 ( $R^2 = .614$ ). And both ES( $B = .329$ ) and RS( $B = .461$ ) had a positive relationship with SE at the level of  $P < .01$  of which results were in line with our expectation. Therefore, both  $H1$  and  $H2$  were supported.

**Table 4.** Results of Hierarchical Regression Analysis

	Model 1		Model 2		Multicoll.	
	B	S.E.	B	S.E.	Toler.	VIF
<i>Control Variable</i>						
Parents job	-.190	.110	-.059	.070	.981	1.020
School Year	-.064	.091	.064	.057	.894	1.118
Gender	.074	.113	-.068	.072	.899	1.112
<i>Independ.. Variable</i>						
ES			.392***	.049	.727	1.375
RS			.461***	.046	.729	1.372
$R^2$	.016		.614			
Adjusted $R^2$	.002		.605			
$\Delta R^2$			.598			
F vlaue	1.178		67.182***			

\* $p < .1$ , \*\* $p < .05$ , \*\*\* $p < .01$

The second regression which examines  $H3$ , the relationship between SE and EP was conducted by iterating the process of the same steps described above. As reported on Table 5, the F statistics of model 2 showed statistic significance at the  $p < .01$  level(F value of Model 1 = 1.148 and Model 2 = 119,868). We found big rise of  $R^2$  from Model 1 to Model 2( $\Delta R^2 = .677$ ) that shows very strong explaining power of SE for EP in model 2. The direct effect of SE( $B = .819$ ) on EP presents also positive at  $P < .01$ . Hence,  $H3$  was also supported.

**Table 5.** Results of Hierarchical Regression Analysis

	Model 1		Model 2		Multicoll.	
	B	S.E.	B	S.E.	Toler.	VIF
<i>Control Variable</i>						
Parents job	-.164	.108	-.008	.061	.981	1.019
School Year	-.091	.089	-.039	.050	.906	1.104
Gender	.098	.112	.037	.063	.909	1.100
<i>Independ. Variable</i>						
SE			.819***	.038	.984	1.017
$R^2$	.016		.693			
Adjusted $R^2$	.002		.688			
$\Delta R^2$			.677			
F vlaue	1.148		119,868***			

\* $p < .1$ , \*\* $p < .05$ , \*\*\* $p < .01$

Finally, we have tested  $H4$  and  $H5$  to see if SE plays as a mediator between the two independent variables(ES and RS) and the dependent variable (EP). A mediator is the variable 'to the extent that it accounts for the relation between the outcome and the criterion' [49] . For instance, the effect of the proposed cause ( $X$ ) on the outcome ( $Y$ ) is often referred to as the *total effect* of  $X$  on  $Y$ . On the contrary, the simplest form of mediation occurs when one variable ( $M$ ) mediates the effect of  $X$  on  $Y$ . In general, the *total effect* can be denoted as  $c$  to distinguish it from  $c'$ , the *direct effect* of  $X$  on  $Y$  after controlling for  $M$ . [49] . To test simple mediation effect, the formal heuristic analysis is widely used from the definition of a mediator suggested by [49] that briefly follows; Variable  $M$  is considered a mediator if (1)  $X$  significantly predicts  $Y$ (i.e.,  $c \neq 0$ ), (2)  $X$  significantly predicts  $M$ (i.e.,  $a \neq 0$ ), and finally, (3)  $M$  significantly predicts  $Y$  controlling for  $X$ (i.e.,  $c' \neq 0$ ,  $b \neq 0$ ). [49] stressed the mediating effect should be performed and the results assessed in accordance with the criteria described above. These criteria can be exhibited as the following equations;

$$Y = i_1 + cX \tag{1}$$

$$M = i_2 + aX \tag{2}$$

$$Y = i_3 + c'X + bM \tag{3}$$

where  $i$  is an intercept coefficient.

When the effect of  $X$  on  $Y$  decreases to zero with

inclusive  $M$ , it is said that perfect mediation have occurred. Meanwhile, when the effect of  $X$  on  $Y$  decreases by a certain amount but not to zero, partial mediation is said to have occurred [50]. Table 6. presents the result of the mediating effect of SE in the relationship between ES and EP. It is clear SE has a partial mediating effect based on the discussion above, as the effect of ES (non- standard B) on EP decrease remarkably with the inclusion of SE ( $c(B \text{ of ES}) = .647 \rightarrow c'(B \text{ of ES when SE was controlled}) = .208$ ). The magnitude of mediating effect of SE was .439 on the basis of equation,  $c-c' = ab(.647 - .208 = .644 \times .683)$ . In addition, the statistic significance of SE was tested by means of Sobel test [51] and the statistic result ensured the significance of SE as mediator ( $Z = 9.5316, p < .01$ ) in this model.

**Table 6.** Mediating Effect Analysis of SE

Step	Dependent Variable	Independent variable	B (non-standard)	SE	$\beta$
1	SE	ES(a)	.644	.051	.655***
2	EP	ES(c)	.647	.049	.667***
3	EP	SE(b)	.683	.047	.692***
		ES(c')	.208	.047	.214***

\* $p < .1$ , \*\* $p < .05$ , \*\*\* $p < .01$

Using the same process as above, mediating effect was tested for SE between RS and EP. As shown in the Table 7. SE was found to be mediating also partially the relationship ( $z(B \text{ of RS}) = .625 \rightarrow z'(B \text{ of RS when SE was controlled}) = .187$ ). The magnitude of direct effect of SE was .438, from the calculation of  $z-z' = xy(.625 - .187 = .645 \times .679)$ . Sobel test results verified the significance of SE as mediator ( $Z = 9.7547, p < .01$ ), too. Thus, both  $H4$  and  $H5$  were supported partially.

**Table 7.** Mediating Effect Analysis of SE

Step	Dependent Variable	Independent variable	B (non-standard)	SE	$\beta$
1	SE	RS(x)	.645	.045	.701***
2	EP	RS(z)	.625	.045	.688***
3	EP	SE(y)	.679	.051	.688***
		RS(z')	.187	.047	.206***

\* $p < .1$ , \*\* $p < .05$ , \*\*\* $p < .01$

## 5. Conclusion

### 5.1 Discussion

This study attested the effect of both educational satisfaction and relational support on self-efficacy and then eventually on promoting entrepreneurship of secondary school students. Identifying mediation effect of self-efficacy is another purpose of the study, as self-efficacy is regarded as one of key variables in entrepreneurship literature. To brief the findings, positive relationships were found between educational satisfaction and self-efficacy as well as relational support and self-efficacy. Self-efficacy gave a positive impact in fostering entrepreneurship of secondary high school students, too. An essence of this study is laid on the importance of both educational satisfaction and relational support in raising self-efficacy and promoting entrepreneurship of secondary school student.

The theoretical contributions of this study are as followings; First, educational satisfaction influences self-efficacy of secondary school student positively. This finding is in line with the notion of [15] who argued the students who were satisfied with the education, they were likely to be adapted better and produced better performance. Second, relational support from family, relatives and close friends affects self-efficacy of high school students. This finding supports [30] who emphasized the vitality of relational support from family and friend in terms of emotion and finance during the process of entrepreneurial career pathway. Third, self-efficacy has a positive relationship with entrepreneurship which backs up [39] who noted that developing self-efficacy in young age affects goal orientations and beliefs on the performance in the future. Finally, self-efficacy is found to play mediator in the pathway from both educational satisfaction and relational support to promoting entrepreneurship. So the findings of this study ensured theoretically consistent with previous studies, and furthermore, this study ascertained that educational satisfaction and relational support are



effective and applicable variables in fostering entrepreneurship of adolescent within the setting of secondary school.

Practical implications are suggested as following. As discussed, education influences the attitudes of students in the long term. Academic empowerment accrues when successful learning takes place. Self-efficacy is known as a key element that determine whether individual would take an entrepreneurial career pathway or not. Educational satisfaction has a strong and positive relationship with self-efficacy of high school students. Thus, to promote entrepreneurship of secondary school student, the focal point should be put on how the school provide an workable and satisfactory education to students aiming at growing their own self-efficacy on entrepreneurial career. Because teacher can orchestrate the students' successes by appraising their newly acquired skills, knowledge and satisfaction, and by customizing learning plans that would move these students' skills upward along their learning goals to become an potential entrepreneur. [5 2] noted that students is likely to become more confident in their own learning capabilities as the direct result of experiencing augmented successes via mastery learning. Hence, in order to make entrepreneurial education more effective and satisfactorily, relevant strategies need to be devised to provide students with a quality educational and vocational guidance service. To put this strategy into practice specifically, designing effective curriculum as well as having authentic teacher group in place need to be proceeded as a priority. Another approach may be to have short term, specific training sessions that help students change their attitudes and prepare them utilizing not only simulated entrepreneurial activities but hands-on practice for business modeling, planning, implementing unique business projects. Meanwhile, relational support is critical to raise entrepreneurial self-efficacy of high school students. This means that the roles and efforts by family and relatives are all vital to foster entrepreneurial self-efficacy of juveniles, too.

Ultimately, a joint effort is required between the school, teachers, students and their families in promoting entrepreneurship among secondary high school students.

## 5.2 Limitation

There are some limitations in this study. At first, the participants in this study were certain groups of secondary school students who joined in 'Yes Leader Program 2016', an entrepreneurship program provided by KOVA. The education effect of this special type program may not be consistent with that of regular course of high school. Secondly, the total number of sample was only 217 across the whole country which may make it difficult to generalize the finding of this research. Finally, entrepreneurship was attested as dependent variable in this study. To give practical and more meaningful implication of the study, the dependent variable need to be switched to intentional or motivational variable.

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### <Research Interests>

Entrepreneurship, Entrepreneurial process, Entrepreneurial motivation & intention, Entrepreneurial networking activity, BPO of SME & Venture Firms