

**EVALUATION OF THE MEDIATION SERVICE PROGRAM AT KPAI
(Indonesian Child Protection Commission)**

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ABSTRACT

The purpose of the study was to determine entrepreneurial intentions of high school students with neurodevelopmental disorders. Descriptive research design was adopted for the study. The sample comprised of 150 college students with neurodevelopmental disorders. A questionnaire was used for data collection. The findings of the study show that attitude, subjective norm and perceived behavioural norm have a significant influence on entrepreneurial intentions of high school students with neurodevelopmental disorders. The following recommendation was given based on the study's findings: all the stakeholders such as government agency, policy makers, school authorities, and parents should create enabling environment that will help the students develop positive attitude and mindset towards entrepreneurship.

Keywords: Career transitions, entrepreneurial intention, high school students, neurodevelopmental disorders

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INTRODUCTION

In recent years, there has been a surge of interest in entrepreneurship, particularly in low-income countries, where it has been identified as a key driver of economic growth, productivity, and social development (Denanyoh et al., 2015; OECD, 2016; Campos et al., 2017). Furthermore, due to its relevance in economic growth, job creation, and productivity, entrepreneurship has piqued the interest of academics (Acheampong & Tweneboah-Koduah, 2018; Elliott, Mavriplis, & Anis, 2020). Entrepreneurial enthusiasm can be found all throughout the world, particularly in industrialized countries, but also in poor countries. Because entrepreneurship is linked with self-employed people, it is seen as a viable solution to the problem of employability, particularly among students with neurodevelopmental disorders. Because students cannot always rely on the governmental and commercial sectors to provide work opportunities, entrepreneurship is often seen as a viable alternative (Iro-Idoro et al., 2017). Individuals' entrepreneurial intentions are defined as their desire to establish their own business (Yldrm et al., 2016). A person's self-acknowledged conviction that they aim to start a new business endeavor and intentionally plan to do so at some time in the future is characterized as entrepreneurial intention (Thompson, 2009). As a result, entrepreneurial intention is a powerful indicator of entrepreneurial potential. . The future referred to in the preceding definition of entrepreneurial intention can be nearby or distant. Similarly, there is a growing interest in investigating entrepreneurial intentions among high school students with neurodevelopmental disorder.

Neurodevelopmental disorders are a broad category of disabilities marked by deficits in cognition, communication, behavior, and motor skills, all of which are linked to the neurological system and brain development. Attention deficit/hyperactivity disorder, autism, learning disabilities, intellectual disability, conduct disorders, cerebral palsy, communication disorders, autism spectrum disorders, and vision and hearing impairments are some examples of neurodevelopmental disorders in children (Kuijper et al., 2017; Mullin et al., 2013). Denanyoh et al. (2015) discovered that educational, family and structural supports all have a role in students' entrepreneurial intention. Personal resources such as general self-efficacy and job adaptability have been shown to have a beneficial impact on entrepreneurial intentions (Tolentino et al., 2014). Arranz et al. (2017) stated that extracurricular activities have a mixed impact on entrepreneurial intention, but that they also assist students turn their intentions into initiatives. Rubin et al. (2002) stated that students who participate in extracurricular activities develop higher social skills than those who do not. Participating in extracurricular activities, in fact, aid students in developing their own network and unique talents, which in turn affects their tendency to establish and maintain a business. According to Lanero et al. (2011) and Sánchez (2013) entrepreneurship education programs have an impact on students' entrepreneurial intentions. Although some researchers have sought to analyze entrepreneurial purpose, their research are limited. Ndofirepi (2020), for example, investigated the link between entrepreneurship education and entrepreneurial goal intentions, using psychological factors as mediators. Ndofirepi (2020) found a favorable and statistically significant association between entrepreneurship education and need for achievement, risk-taking tendency, internal locus of control, and entrepreneurial goal intents. Wathanakom, Khlaisang, and Songkram (2020) investigate the causal relationship

between students' innovativeness and entrepreneurial intention. Shah, Amjed, and Jaboob (2020) investigated the influence of entrepreneurship education in influencing entrepreneurial ambitions. The authors discovered that entrepreneurship attitudes, subjective norms, and self-efficacy are all significant determinants of entrepreneurial ambitions. Furthermore, Zain et al. (2010) focused on personality and economic features, whereas Joyce and Gomathi (2010) highlighted the impact of personality and demographic factors. Other variables, it appears, were not explored in their investigations, resulting in a limited understanding of the influence of other factors on entrepreneurial intention. The emphasis on entrepreneurial intentions is a relatively new phenomenon among high school students with neurodevelopmental disorders, with little study on the subject. As a result, the study's goal is to find out whether high school students with neurodevelopmental issues have entrepreneurial intentions.

Schlossberg Transition Theory

A transition, according to Schlossberg, is any event or non-event that results in altered relationships, routines, assumptions, or responsibilities. It is important to remember that perception is important in transitions because an event, or non-event, only meets the definition of a transition if the person experiencing it defines it that way. The theory explained that there are three types of transitions that college students can go through: anticipated, unanticipated and non-events. For example, while going to college and graduating from college are anticipated transitions, the death of a loved one, falling in love, and marrying while in college can be unanticipated. Transitions that were expected but did not materialize, such as being denied admission to medical school, were classified as nonevents (Chickering & Schlossberg, 1995). The transition theory was used by Schlossberg and Chickering (1995) to explain the college student transition process as moving in, moving through, and moving out. People must learn new roles, relationships, and routines when they move into a new situation. Institutions should establish orientation programs to help people understand what is expected of them, according to Anderson, Goodman and Schlossberg (2012). People go through the moving through period once they have "figured out the ropes." Adults must consider how to combine their hobbies with other aspects of their lives, as well as how to feel encouraged and challenged as they embark on their new adventure. For college students, transitioning may entail making new friends and establishing a support system. According to Schlossberg, moving out marks the end of a set of changes and the beginning of the next phase. The transition eventually becomes integrated, and a period of stability is restored. The following Transition Theory framework coping references were recommended by Chickering and Schlossberg (1995) for moving into, through, and out of college: situation, self, support and strategies. The situation for college students could be learning a skill or hunting for work. Self is the second 'S.' Personal and demographic factors, as well as psychological resources, are two topics to consider under Self. Gender, financial level, stage of life, state of health, ethnicity, and age are all personal and demographic characteristics that have a direct impact on how a person views and evaluates life. According to Schlossberg's theory, age is determined not by the number of birthdays a person has had, but by where they are in life based on their functional, social, and psychological ages. Tools for coping, ego development, outlook, commitment and values are all examples of psychological

resources. Support is the third 'S.' The term "support" refers to a person's ability to help others. Intimate relationships, family, friends, coworkers, and communities can all provide social support, which is frequently seen as the key to dealing with stress. Support systems help individuals organize and operationalize their resources, which may include having people in one's life willing to share responsibilities, give essential materials or talents, or provide direction on how to cope with the shift (Schlossberg, 2008). Strategies is the fourth 'S.' According to Schlossberg (2008), there are three types of coping responses: those that modify the situation, those that control the meaning of the problem, and responses that help the individual manage stress after it has occurred to help the individual cope with existing stress without becoming overwhelmed by it. The aim of the study was to determine entrepreneurial intentions of high school students with neurodevelopmental disorders.

RESEARCH METHOD

The work was ethically approved by the Committee on Research Ethics at the University of Nigeria. The study takes the form of a descriptive survey. The study's participants include high school students with neurodevelopmental disorders. A multi-stage sampling approach was used to select 100 high school students with neurodevelopmental disorders for the study from special schools. The data was collected using Lián and Chen's (2009) Entrepreneurial Intentions Questionnaire (EIQ). The EIQ was develop to assess entrepreneurship intentions (EI) as well as other factors such as entrepreneurial attitude (ATE), subjective norm (SN), and perceived behavioral control (PBC)/self-efficacy (SE). Instead of the 7-point Likert scale used in an early study by Lián and Chen (2009) a 5-point Likert scale with scores ranging from 1 (totally disagree) to 5 (absolutely agree) was utilized (Battistelli, 2001).

RESULTS AND DISCUSSION

Table 1: Demographic Variables of high school students with neurodevelopmental disorders

Gender	Male	Female	
	55(55%)	45(45%)	
Age	14-16	17-19	20 and above
	25(25%)	49(49%)	26(26%)

Table 1 shows the demographic variables of the sampled respondents on the entrepreneurial intention of high school students with neurodevelopmental disorders. The data in the Table 1 indicated that 55 respondents were male representing 55% of the sample size while 44 respondents were female representing 45% of the sample size. Furthermore, with respect to age, 25 respondents were within the age bracket of 14-16 which represents 25% of the sampled size, 49 were within the age of 17-19 which represents 49% of the sample size, and 26 were within the age bracket of 20 and above which represent 26% of the respondents.

Table 2: Multiple Pearson Product Moment correlation among entrepreneurial attitude, subjective norms, perceived behavioural norms, and entrepreneurial intention of high school students with neurodevelopmental disorders

	EIN	ATT	PBC	SN
EIN	1	.46	.19	.27
ATT	.46	1	.54	.13
PBC	.19	.54	1	.41
SN	.27	.13	.41	1

Table 2 shows the Multiple Pearson Product Moment correlation among entrepreneur attitude, subjective norms, perceived behavioural norms, and entrepreneurial intention of high school students with neurodevelopmental disorders. The data shows that entrepreneurial intention of high school students with neurodevelopmental disorders is positively and moderately associated with attitude ($R=0.46$), small but positively associated with perceived behavioural norms ($R=0.19$), and small but positively associated with subjective norms ($R=0.27$). Furthermore, entrepreneurial attitude of high school students with neurodevelopmental disorders is positively and moderately associated with perceived behavioural norms ($R=0.54$), small but positively associated with subjective norms ($R = 0.13$). Finally, perceived behavioural norm of high school students with neurodevelopmental disorders were moderately and positively associated with subjective norms ($R= 0.41$).

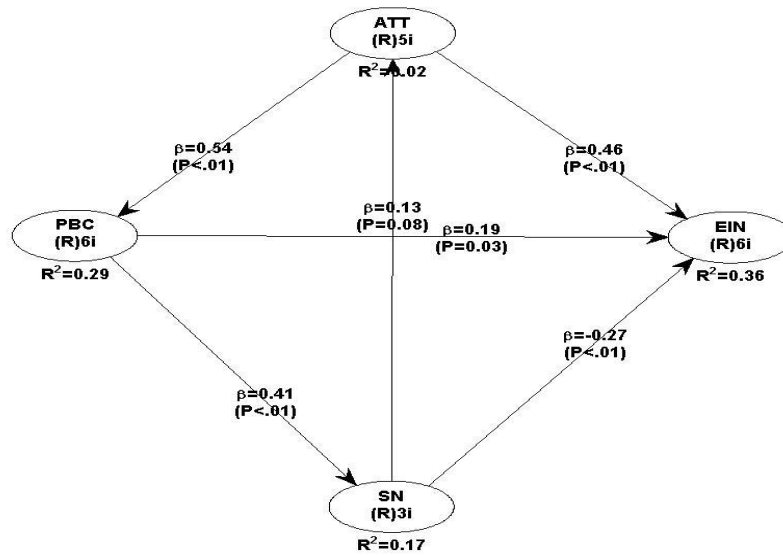


Figure 1. Path Diagram of the interrelationship among attitude, subjective norms, perceived behavioural norms, and entrepreneurial intention of high school students with neurodevelopmental disorders.

Figure 1 shows the path diagram of the interrelationship among entrepreneurial attitude, subjective norms, perceived behavioural norms, and entrepreneurial intention of high school students with neurodevelopmental disorders. The data indicates that there were positive and significant relationship between entrepreneurial attitude and perceived behavioural norms with path coefficient of ($\beta=0.54$; $p=0.01$) and attitude and entrepreneurial intention with path coefficient of ($\beta =0.46$; $p=0.01$). However, the relationship between attitude and subject norms with path coefficient of ($\beta=0.13$; $p=0.08$); was positive but insignificant. Furthermore, there were positive and significant relationship between perceived behavioural norms and entrepreneurial intention with path coefficient of ($\beta=0.19$; $p=0.03$) and perceived behavioural norms and subjective norms with path coefficient of ($\beta =0.41$; $p=0.01$). Finally, positive and significant relationship exist between subjective norms and entrepreneurial intention with path coefficient of ($\beta=0.27$; $p=0.01$).

In addition, entrepreneurial attitude explained 29% variation in perceived behavioural norms and 17% variation in subjective norms while 2% variation in entrepreneurial attitude was explained by subjective norms. Entrepreneurial attitude, perceived behavioural norms and subjective norms explained 36% variation in entrepreneurial intention of high school students with neurodevelopmental disorders.

Table 3: multiple regression of the influence entrepreneurial attitude, subjective norms, and perceived behavioural norms on entrepreneurial intention of high school students with neurodevelopmental disorders.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	df	Mean	F	Significance
1	.601 ^a	.36	0.33	1.78825	3	3.656	1.14	.000

a. Predictors: (Constant), SN, PBC, ATT

Table 3 shows the regression ANOVA of composite influence of entrepreneurial attitude, subjective norms, and perceived behavioural norms on entrepreneur intention of high school students with neurodevelopmental disorders. The data shows that 36% variation in behavioural intention of high school students with neurodevelopmental disorders was explained by combined influence of entrepreneurial attitude, subjective norms, and perceived behavioural norms.

The data equally indicated that there was a significant composite influence of these variables on entrepreneurial intention of high school students with neurodevelopmental

disorders $F(3, 97) = 1.143$, $p = 0.23$., since the associated probability value is less than 0.05 level of significance. Therefore, the null hypothesis which says that there is no composite influence of these variables is rejected.

Table 4: t-test analysis of influence entrepreneurial attitude, subjective norms, and perceived behavioural norms on entrepreneurial intention of high school students with neurodevelopmental disorders.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	20.617	2.693		7.655	.000
1 ATT	0.46	0.088	0.46	5.158	0.01
PBC	0.19	0.095	0.19	1.977	0.01
SN	0.27	0.093	0.27	2.914	0.03

a. Dependent Variable: EIN

In table 4, t-test analysis was conducted to explore the influence entrepreneurial attitude, subjective norms, and perceived behavioural norms on entrepreneurial attitude of high school students with neurodevelopmental disorders. The data shows entrepreneurial attitude had a positive influence on entrepreneurial intention. Therefore, a unit increase in entrepreneurial attitude will increase entrepreneurial intention by 0.46 units. Similarly perceived behavioural norms had a positive influence on entrepreneurial intention. Hence, a unit increase in perceived behavioural control will increase entrepreneurial intention by 0.19 units. Finally, subjective norms had a positive influence on entrepreneurial intention. Thus, a unit increase subjective norms will increase entrepreneurial intention by 0.27 units.

The findings reveal that attitude has a significant and favorable impact on high school students with neurodevelopmental disorders' entrepreneurial intentions. The findings also demonstrated that subjective norm is a good predictor of high school students with neurodevelopmental disorders' entrepreneurial intentions. Furthermore, perceived behavioural norm has a significant and positive influence on high school students with neurodevelopmental disorders' entrepreneurial inclinations. This result is consistent with Abdulazeez's (2022) findings who found that attitude, subjective norms, and perceived behavior all had an impact on entrepreneurial inclinations. Furthermore, the findings of the study are consistent with those of Moriano et al., (2011), who discovered a link between attitude and entrepreneurial intention. Furthermore, according to Paço et al. (2011), attitude, among other things, is the most important element in explaining entrepreneurial

purpose. Moriano et al. (2011), who confirm that social norm is a strong predictor of entrepreneurial inclination, agree with the findings of the study. On the other hand, according to Paço et al., (2011), social norms have historically played a weak role in predicting entrepreneurial intent and thus have little influence on entrepreneurial intention. Similarly, Shook and Bratianu (2010) discovered that social norm does not influence entrepreneurial intent. In a similar line, Paço et al. (2011) and Moriano et al. (2011) discovered that students' perceptions of behavioral control had a beneficial impact on their entrepreneurial intent.

While the results of this study are encouraging, they must be seen in the context of some limitations. The study included only high school students with a neurodevelopmental disorder. Because behavior is constantly changing, the findings may not present a true picture of the relationship between the research variables throughout time. A longitudinal study could be conducted in the future to confirm the effect found in this study at different time intervals. Based on the findings of the study, the following suggestions were made: All stakeholders, including government agencies, policymakers, school administrators, and parents should work together to establish an environment that encourages students to pursue entrepreneurial goals.

Years of essential and groundbreaking research and theoretical work on the process of occupational development have resulted in the phrase career transition. People with neurodevelopmental abnormalities are frequently regarded as unfit or incapable of functioning in the open labor market. Due to additional time and expense for companies, policy and financing limits, this affect people with disabilities. This is especially true for those with neurodevelopmental difficulties, as career transition can be challenging. Transitioning from one career to another is an important step in the lives of students with neurodevelopmental disorder. Because of the complexity of their health-care needs and the stigma associated with physical and intellectual disabilities that may accompany their disorders, these teenagers are more likely to face transition issues. The process by which students gradually prepare for and shift toward adult vocational development is known as transition in career (Gala, 2021). The lack of preparedness for the transfer, the lack of experience and poor relationships and communication among students are all problems in this transition process. Counselors and care providers should play a positive part in the transition process, and failure to do so could result in dangerous and frustrating situations. There are many different sorts of career transitions, all of which include unplanned or even unwanted changes in a person's career path. Furthermore, the phrase career transition can refer to a person's shift from college to a occupational category. Many transitions occur in adulthood, regardless of the type of work change, and it is critical for career counselors to be prepared to handle such midlife career shifts with their adult clients. When one considers the numerous and different aspects that influence the psychological well-being of students with neurodevelopmental disorders during the career-transition process, it is clear that the student could benefit from additional assistance and counseling. Counselors can assist students with neurodevelopmental disorders in identifying their skills or resources that they can offer to the career change, as well as overcoming any difficulties or obstacles they may face. The career transition inventory is an important assessment among the many instruments used to guide persons in career transitions (Science Daily, 2014). This research paper is unique in that it adds to the body of knowledge about entrepreneurial intention among students with neurodevelopmental disorders. Students with neurodevelopmental

disorders are rarely discussed; the impact of elements such as attitudes, social norms, and perceived behavioral norms on high school students with neurodevelopmental disorders has never been thoroughly examined.

The study's findings shed light on entrepreneurial intentions among students with neurodevelopmental disorders, which is useful information for students, teachers, and guidance counselors, as well as the government, in terms of strengthening, reshaping, and enhancing career transition among students with neurodevelopmental disorders. This can be accomplished by implementing focused interventions such as involving students in entrepreneurial goal-setting and establishing alternative strategies of achieving goals. In addition, to encourage and advance understanding of entrepreneurship as support for sustainability, performance among students with neurodevelopmental disorders.

CONCLUSION

The study revealed the entrepreneurial intentions of high school students with neurodevelopmental disorders. The findings demonstrated that subjective norm is a good predictor of high school students with neurodevelopmental disorders' entrepreneurial intentions. Furthermore, high school students with neurodevelopmental disorders' entrepreneurial intentions are influenced by perceived behavioral norms in a significant way. However, it is critical for career counselors to assist and support them in overcoming any barriers or challenges they may have, as well as in achieving their objectives and desires. Furthermore, the researcher believe that this work contributes to the literature in a meaningful way in that it includes preliminary information on high school students with neurodevelopmental disorders' entrepreneurial intentions, as well as implications for career transition.

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