



TESTING THE ENTREPRENEURIAL INTENTION MODEL:
IMPLICATIONS FOR ENTREPRENEURSHIP EDUCATION

By

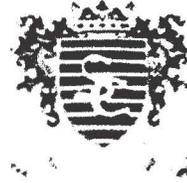
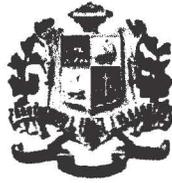
Ms. Cholakorn Ratanavimolchai

A Survey Research Report for
MS 7000 research/IS project

Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Science in Management

November 2009

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COLLEGE OF INTERNET DISTANCE EDUCATION
School of Business Administration

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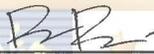
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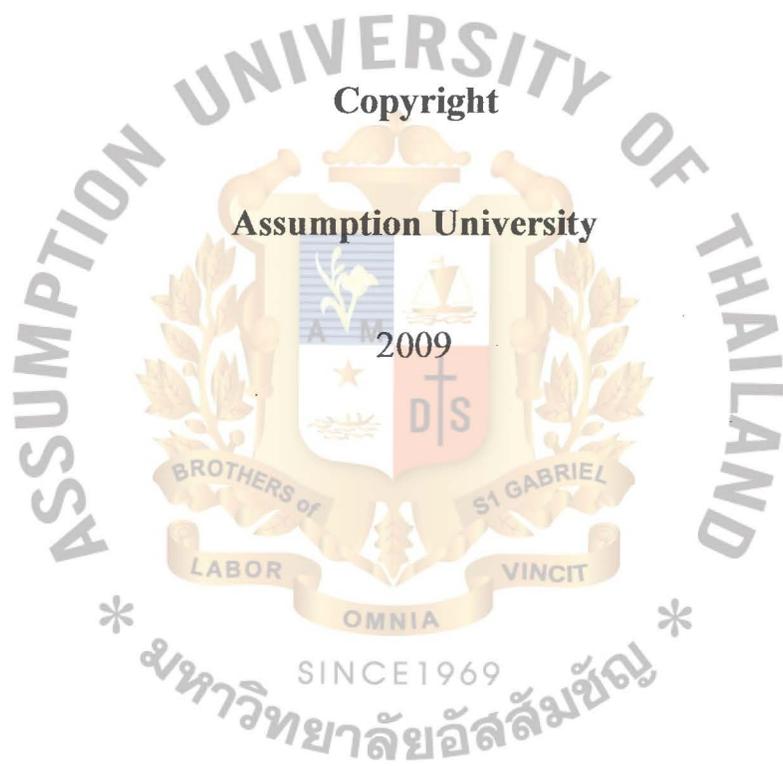

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**College of Internet Distance Education
Assumption University of Thailand**

November 2009



**Research Project Title: TESTING THE ENTREPRENEURIAL INTENTION MODEL:
IMPLICATIONS FOR ENTREPRENEURSHIP EDUCATION**

Researcher: Ms. Cholakorn Ratanavimolchai
Advisor: Dr. Patricia Arttachariya
Degree: Master of Science in Management
School: School of Business Administration
Year: 2009

ABSTRACT

The objectives of this research were (1) to identify level of entrepreneurial intention among Thai university students and (2) to determine the relationships between Thai university students' entrepreneurial intention and attitude towards self-employment, subjective norm, perceived behavioral control, entrepreneurship education experience, entrepreneurial role model, and entrepreneurial work experience.

The survey data from 291 Thai university students were collected during August 2009 at Assumption University using the self-administered questionnaire. The data were analyzed for descriptive statistics and the six hypotheses were tested using Pearson's correlation in SPSS 17.0.

The results of the research revealed that there is a strong entrepreneurial intention among Thai university students. Furthermore, the results indicated that all six independent variables: attitude towards self-employment, subjective norm, perceived behavioral control, entrepreneurship education experience, entrepreneurial role model and entrepreneurial work experience have a significant relationship with Thai university students' entrepreneurial intention. Also, the research offered several implications for entrepreneurship education.

ACKNOWLEDGEMENT

The completion of this research would not have been possible without the assistance of several special individuals.

First of all, I would like to extend my truthful thank to my research advisor Dr. Patricia Arttachariya, for her continuous guidance and support which greatly helped me overcoming all difficulties in completing this academic exercise. Also, she provided many constructive and valuable suggestions to me. Besides my advisor, I would like to thank the other four individuals, Dr. Mayuree Aryupong, Chaiwat Pongcharoenkiat, Du Wayne Meliotes, and Capt. Bhakdinaronk Nunbhakdi, for kindly allowing me to distribute the questionnaires in their classrooms.

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CHAPTER 1

INTRODUCTION

1. Background of the Research

In the last few decades, fostering entrepreneurship has become one of the highest priority topics in most countries. It is determined to be a vital element in the process of economic growth and development because it generates significant opportunities, especially in employment creation (Basu and Virick, 2008). Additionally, entrepreneurship generates relatively high productivity growth and exploiting high quality innovations (Van Praag and Versloot, 2008).

In the situation of Thailand, the Thai government has continually promoted entrepreneurship in several ways, such as developing new regulations and policies to assist small and medium-sized enterprises (SMEs) especially in terms of tax benefits, providing financial and information support, as well as establishing several organizations, for example, the Office of Small and Medium Enterprises Promotion (OSMEP), the Small and Medium Enterprise Development Bank of Thailand (SME Bank), etc., in order to escalate SMEs start-up activities and enhance existing Thai SMEs. Moreover, private sectors have also provided support by offering loans, counseling, and other necessary services, for instance, Kasikorn Bank's loans for start-up SMEs (K-SME Start-up Solutions), Krung Thai Bank's SMEs loan products under "Krung Thai SMEs True Friend Loans for Resolving Crisis Project", etc.

In terms of the cooperation with academic institutions, the Office of SMEs Promotion launched several projects under “SMEs University” scheme as part of SMEs Promotion Plan 2007-2011 with an aim to create university network and produce quality entrepreneurs; and some of the projects are “Young Investor Program” under cooperation of Chulalongkorn University, and “Smart Project” under cooperation of Thammasart University. In addition, Chulalongkorn University has operated the SMEs Incubation Center under collaboration of Aachen University (RWTH Aachen) – Germany and Delft University of Technology – The Netherlands which aims to provide knowledge-base, new technology and business management in order to enhance capability and sustain the competitiveness of Thai SMEs.

Results from a study about Thailand under the Global Entrepreneurship Monitor (GEM) project in 2007 showed that “17.7 million persons (in the adult age group of 18-64) are engaged in some form of entrepreneurial activity. This represents 26 percent of the adult population.” (p 4), and this percentage has dramatically increased comparing to 15.2 percent in 2006 (Virasa and Hunt, 2008). This report also pointed that the vast majority of Thai adult labor force is willing to start a new business, but only half of them are confident that they have requisite skills and capability to start new business.

The findings from the GEM report coincide with an increase in the Thai self-employment rate surveyed by the National Statistic Office. Table 1.1 shows the total number of Thai work forces and self-employment data for the forth quarter of year 2003-2008. Not surprisingly, the trend implies a growing interest of the Thai work force engaged in self-employment career.

Table 1.1: The Number of Thai Work Forces and Self-employment for Whole Kingdom

<i>(Unit: In millions)</i>	Quarter 4 (Oct. - Dec.)					
	2003	2004	2005	2006	2007	2008
total work force	34.6	35.6	36.0	36.3	36.9	37.5
Self-employment	10.8	10.8	11.2	11.5	11.7	12.0
(% Self-employment)	31.1%	30.3%	31.0%	31.8%	31.6%	31.8%

Source: Adapted from Labor Force Survey, National Statistical Office, Ministry of Information and Communication Technology, 2009

2. Statement of the Problem

In order to promote the creation of future quality entrepreneurs, it is very important to focus on the development of educational system of universities which are encouraged to provide an academic environment that may foster entrepreneurial spirit among students. Therefore, this research focused on several factors that are associated with Thai university students' entrepreneurial intention. The research problem of this study was:

Are Thai university students' entrepreneurial intention associated with their attitude towards self-employment, subjective norm, perceived behavioral control, entrepreneurship education experience, entrepreneurial role model, and entrepreneurial work experience?

The research problem was subdivided into the following research questions:

1. What is the relationship between Thai university students' entrepreneurial intention and attitude towards self-employment?
2. What is the relationship between Thai university students' entrepreneurial intention and subjective norm?
3. What is the relationship between Thai university students' entrepreneurial intention and perceived behavioral control?
4. What is the relationship between Thai university students' entrepreneurial intention and entrepreneurship education experience?
5. What is the relationship between Thai university students' entrepreneurial intention and entrepreneurial role model?
6. What is the relationship between Thai university students' entrepreneurial intention and entrepreneurial work experience?

3. Research Objectives

The purpose of this research was to identify level of entrepreneurial intention among Thai university students. Specifically, the research employed the intention-based theory to determine the relationships between Thai university students' entrepreneurial intention and attitude towards self-employment, subjective norm, perceived behavioral control, entrepreneurship education experience, entrepreneurial role model, and entrepreneurial work experience.

4. Significance of the Research

This research provided valuable information about the level of entrepreneurial intention among Thai university students and also identified the relationships between Thai university students' entrepreneurial intention and several factors.

The results from this research can be utilized by Thai universities to develop a better understanding about Thai university students' entrepreneurial intention and be able to enhance their entrepreneurship education and training programs to foster stronger entrepreneurial intentions among students.

5. Limitations of the Research

5.1 The present research focused only on selected factors that are associated with Thai university students' entrepreneurial intention based on the Theory of Planned Behavior (TPB), which are attitude towards self-employment, subjective norm, and perceived behavioral control. Additionally, three entrepreneurial experiences: entrepreneurship education experience, entrepreneurial role model, and entrepreneurial work experience were also included in the scope of this study. Therefore, other factors which may be included in other previous studies, such as gender, personal values, personality characteristics, environmental factors, etc., were excluded.

5.2 Since data collection was conducted during a specific time frame, the research findings may not be generalized across all time frames. Respondents may change their views over time.

5.3 This study collected data only from fourth-year students (senior) studying in the Bachelor of Business Administration (BBA) at Assumption University in academic year 2009. Hence, caution is needed to infer these findings to Thai university students as a whole, as well as students in other education levels or students in other Thai universities.

6. Definitions of Terms

In this section, the important key terms used in this research were defined.

Attitude towards self-employment is the degree to which performance of self-employment career is positively or negatively valued (adapted from Ajzen, 1991).

Entrepreneur refers to a major owner or manager of a business venture not employed elsewhere (Brockhaus, 1980, cited in Gartner, 1988).

Entrepreneurial intention refers to the willingness of individual to enter in self-employment career or become self-employed entrepreneur (adapted from Ajzen, 1991).

Entrepreneurial role model refers to the individual's family members, closest friends, or other closest persons, who are self-employed (own/run their own business).

Entrepreneurial work experience refers to the past work experience of individual in self-employment career, which can be referred to as experiences in working in one's family business, working experiences in someone else's small business, or experiences in starting one's own business (adapted from Krueger, 1993).

Entrepreneurship refers to the process of creating of new ventures (Kouriloff, 2000, cited in Maes, 2003)

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (http://en.wikipedia.org/wiki/Entrepreneurship_education, retrieved on February 17, 2009)

Perceived behavioral control is the perceived ease or difficulty of becoming self-employed entrepreneur (adapted from Ajzen, 1991).

Role model appears in the form of family members, employers, teachers, or anyone whom the individual has had an opportunity to observe (Sexton and Smilor, 1986, cited in Smith-Hunter, Kapp, and Yonkers, 2003)

Subjective norm is an individual's perceived social pressures from closest family, closest friends, and other important persons (Kolvereid, 1996; Chong, Jayanty and Mazuki, 2005; Basu and Virick, 2008) of becoming or not becoming self-employed entrepreneur.

Thai university students refer to the fourth-year students (senior) who are currently studying in the Bachelor of Business Administration (BBA) at Assumption University in academic year 2009.

7. Organization of Research Chapters

Chapter One, "Introduction," provides a broad overview of the research. This chapter presents background of the research, statement of the research problem with specific research questions, research objectives, significance of the research, as well as limitations. It also contains definitions of key terms and organization of the research study.

Chapter Two, “Literature Review,” presents a review of literature that explains various concepts of entrepreneurship. It explores the relationship of intention-behavior and background of the theory of planned behavior, as well as provides information about entrepreneurship education in Thailand. It also demonstrates a review of literature relevant to independent variables and dependent variable of the research model. The last part of this chapter contains the conceptual framework and consequent hypotheses of the research study.

Chapter Three, “Research Methodology,” introduces the design of the research, respondents involved, sampling procedure, research instrument and measurement of the instrument, pretest result, data collection process, and statistical analysis methods applied for this research.

Chapter Four, “Research Results,” presents the data analysis and the results of this research. This chapter provides demographic information of the samples. Also, it demonstrates descriptive statistics, such as minimum value, maximum value, mean, and standard deviation of each key variable. Lastly, it provides the results of reliability test and hypotheses testing.

Chapter Five, “Conclusions and Recommendations,” demonstrates summary of the research, implications and recommendations of the findings, and suggestions for further research.

CHAPTER 2

LITERATURE REVIEW

This chapter discusses previous research relevant to the study. First, a review of the literature that explains the concept of entrepreneurship is given. Second, the relationship of intention-behavior and the theory of planned behavior are discussed in detail. Third, this section reviews relevant information of entrepreneurship education in Thailand. Fourth, each of key variables of the research framework and the empirical studies relevant to this research are examined. Fifth, conceptual framework of this research is presented together with consequent hypotheses. Lastly, the operationalization of independent and dependent variables are listed.

1. A Perspective of Entrepreneurship

There are two distinct approaches frequently referred to explain a long tradition in the entrepreneurship field, known as the “trait approach” and the “behavioral approach”. These two approaches are presented in this following section along with a various definitions of “entrepreneur” and “entrepreneurship”.

1.1 The Trait Approach

The more traditional approach in the entrepreneurship research focused primarily on an individual in the process, the dancer of the dance (Smith-Hunter, Kapp, and Yonkers, 2003). The research question has long asked, “Who is an entrepreneur?” or

“Why do certain individuals start firms when others, under similar conditions, do not?”, however, this ‘why’ question has been answered with ‘who’: the reason why X started a firm is because X has a certain inner quality (Gartner, 1989). This approach is known as the trait approach. The entrepreneur in this trait approach is assumed to be a personality type which is a state of being (Gartner, 1989). That means most of researchers try to identify traits and characteristics of individuals in order to differentiate entrepreneurs from non-entrepreneurs. Specific characteristics that are frequently mentioned in literature are the need for achievement, the locus of control, and the risk taking propensity (Bygrave, 2003; Gartner, 1989; Maes, 2003; Smith-Hunter, Kapp, and Yonkers, 2003).

The early work by David McClelland distinguished entrepreneurs from the rest of the population by arguing that entrepreneurs have a higher need for achievement than non-entrepreneurs, and that a high need for achievement drives people to become entrepreneurs (McClelland, 1961, as cited in Smith-Hunter, Kapp, and Yonkers, 2003). Locus of control is another trait of interest. It does appear that entrepreneurs tend to have a strong internal locus of control, which means that they believe in their ability to control their own destiny (Bygrave, 2003). Therefore, individuals who have strong belief in themselves seem to be alert in discovering the opportunities. Another entrepreneur’s trait that has received attention is risk-taking propensity. The risk-tolerant persons are more-likely to start a business than risk-averse people (Knight, 1921, cited in Baum, Frese, and Baron, 2007). Another view belongs to McClelland (1961, cited in Bygrave, 2003) who posited that entrepreneurs are high in the need for achievement, and therefore prefer moderate levels of risks.

Since the study based on the trait approach has received long attention by researchers, various definitions of entrepreneur have been provided along with the traits that determined to be unique to entrepreneurs, as shown in table 2.1.

Table 2.1: Definitions and Characteristics of Entrepreneurs

Author(s)	Definitions	Characteristics
Brockhaus (1980)	... An entrepreneur is defined as a major owner and manager of a business venture not employed elsewhere. (p. 510)	Risk taking propensity
Hornaday and Aboud (1971)	The "successful entrepreneur" was defined as a man or woman who started a business where there was none before, who had at least 8 employees and who had been established for at least 5 years.	Need for achievement, autonomy, aggression, recognition, independence leadership, regimentation, family background, power, innovative tendencies
Hull, Bosley, and Udell, (1980)	A person who organizes and manages a business undertaking assuming the risk for the sake of profit. For present purpose, this standard definition will be include those individuals who purchase or inherit an existing business with the intention of (and effort toward) expanding it. (p.11)	Interest in "money or fame," social desirability, task preferences, locus of control, risk propensity, creativity, achievement
Mescon and Montanari (1981)	Entrepreneurs are, by definition, founders of new businesses	Achievement, autonomy, dominance, endurance, order, locus of control
Wainer and Rubin (1969)	The entrepreneur in McClelland's scheme is "the man who organizes the firm (the business unit) and/or increase its productive capacity." (p. 178)	Achievement, power, affiliation

Source: Cited in Gartner, W.B. (1989). "Who is an entrepreneur?" is the wrong question.

Nevertheless, Gartner (1989) pointed the flaw of this approach that many authors use very vague definitions to identify entrepreneurs and few studies use the same definition. This lack of the shared term to define “who an entrepreneur is” could seriously prevent the accumulation of knowledge in this area of research (Maes, 2003). Similarly, Low and MacMillan (1988) confirmed that most of these traits have not been found to be unique to entrepreneurs, but rather based in many successful individuals, therefore the attempts to develop a personality profile of the typical entrepreneur have been considerably unsuccessful. Gartner (1989) also concluded in his study that focusing on the personality characteristics based on the trait approach will neither lead us to a definition of the entrepreneur nor help us understanding the phenomenon of entrepreneurship.

1.2 The Behavioral Approach

The behavioral approach increases the complication of entrepreneurship compared to the trait approach. This approach views entrepreneurship as the process of creating new organizations and the entrepreneur is part of this complex process (Gartner, 1989). This behavioral approach stresses more contextual and process-oriented than earlier work by aiming to understand why the entrepreneurial achievement has come into existence instead of finding out ‘who is the entrepreneur’ (Maes, 2003). Therefore, the organization being created is treated as the primary level of consideration and the role of the individual now is seen as a series of actions that result in the creation of a new business. In short, “We do not artificially separate dancer from the dance” (Gartner, 1989, p 64).

The Global Entrepreneurship Monitor or GEM, which is a global research program aiming to collect data globally and study the entrepreneurial activity among countries, also provided an impressive definition of entrepreneurship as “any attempt at new business or new venture creation, such as self-employment, a new business organization, or the expansion of an existing business, by an individual, a team of individuals or an established business” (Virasa and Hunt, 2008, p 32).

In addition, various definitions of entrepreneurship along with the behavioral view were brought together as shown in table 2.2, and similar to the trait approach, there is no universal definition of entrepreneurship (Maes, 2003). However, this implied a growing awareness that entrepreneurship is a “process of becoming rather than a state of being” (Bygrave, 1989, p 21, as cited in Boyd and Vozikis, 1994). Moreover, Low and MacMillan (1988) suggested that future entrepreneurship research should continue focusing on this process-oriented approach, and that will provide advancement in the entrepreneurship field.

In this study, entrepreneurship is referred to the process of engaging in entrepreneurship career (or self-employment), which is often used synonymously with a process of starting a business (e.g. Kruger and Carsrud, 1993, cited in Kolveried, 1996).

Table 2.2: Definitions of Entrepreneurship

Author(s)	Definitions
Miller (1983)	A firm's actions relating to product market and technological innovation
Kanter (1985)	The creation of new combinations
Gartner (1985;1989)	The process of new venture creation; the process by which new organizations come into existence
Schuler (1986)	The practice of creating or innovating new products or services within businesses or within newly forming businesses
Stevenson & Jarillo (1990)	The process by which individuals-either on their own or inside organizations -pursue opportunities without regard to the resources they currently control
Jones & Butler (1992)	The process by which firms notice opportunities and act to creatively organize transactions between factors of production so as to create surplus value
Krueger & Brazeal (1994)	The pursuit of an opportunity irrespective of existing resources
Kouriloff (2000)	The process of creating a new venture
Shane & Venkataraman (2000)	The discover, creation and exploitation (including by whom and with what consequences) of opportunities into existence future goods and services
Low (2001)	The creation of new enterprise

Source: Cited in Maes, J. (2003), *The Search for Corporate Entrepreneurship*:

A clarification of the concept of the concept and its measures

2. Intention as Predictor of Planned Behavior

2.1 Intention-Behavior Relationship

Intention indicates how hard people are willing to try and how much of their effort to perform the behavior, and the intention is defined as an immediate antecedent of actual behavior (Ajzen, 1991). Bird (1988; 1992, as cited in Boyd and Vozikis, 1994) also defined the intention as a state of mind that focuses a person's attention,

experience, and behavior toward a specific object or method of behaving. Fishbein and Ajzen (1975) suggested that the simplest way to know whether or not an individual will perform a given behavior is to ask the individual whether he/she intends to perform that behavior.

Fishbein and Ajzen (1975) found that the intentions have been conceptualized as being a function of beliefs that provide a link between beliefs and subsequent actual performance of the behavior. The authors demonstrated the linkage of beliefs to attitudes, attitudes to intentions, and intentions to behaviors, and these relationships can be illustrated as in figure 2.1. In summary, the authors concluded that individual's intentions lead to performance or non-performance of the behavior.



Figure 2.1: Relationship of Beliefs-Attitudes-Intentions-Behavior

The predictive value of intentions can be discussed in several assumptions. Firstly, the behavior under the person's volitional control can be best predicted by the intention alone (Fishbein and Ajzen, 1975). Much of human behavior appears to be under volitional control (Ryan, 1970, as cited in Fishbein and Ajzen, 1975), which means people perceive their abilities to perform the behavior in question and thus the person's intentions are formed. If an individual perceives that the performance of the behavior requires certain abilities or resources over his capability, the person may not perform the behavior although he intends to, e.g. the intention to stop smoking, drinking, or using drugs (Fishbein and Ajzen, 1975).

Secondly, Ajzen and Fishbein (1980) indicated that there must be a correspondence between the measures of behavior and the elements of intention-action. Perhaps it is the most important to measure the intention at the same level of specificity as the behavior to be predicted, as the behavior can vary in term of behavior itself, the target, the situation and time (Fishbein and Ajzen, 1975).

Next, a person's habit is another factor that can lead people to do something else than their intentions, e.g. driving a car in the same route from home to office even if the person may intend to try new route before leaving his home (Fishbein and Ajzen, 1975).

Finally, the predictive value of intention is influenced by the stability of intention, and it is clear that a person's intention may change over time (Fishbein and Ajzen, 1975). The longer the time interval between measurement of intention and corresponding behavior, the greater the probability of intention changes will be.

2.2 Theory of Planned Behavior (TPB)

The theory of planned behavior (TPB) was first described in 1985 (Ajzen, 1985). It is one of the most popular social-psychological models for the prediction of the behavior. The theory of planned behavior is an extension of Ajzen and Fishbein's (1980) theory of reasoned action, which assumes that most human social behavior is under volitional control and, hence, can be predicted from intentions alone. The theory of planned behavior was developed due to a limitation of the theory of reasoned action in dealing with behaviors over which people have incomplete volitional control (Ajzen, 1991).

The theory of planned behavior indicates the predominant role of intention as to explain and predict human behavior. Figure 2.2 shows the theory in the form of structural diagram. As mentioned in the theory of reason action, the individual's intention to perform a given behavior is assumed to be the immediate antecedent of behavior (Ajzen, 1991).

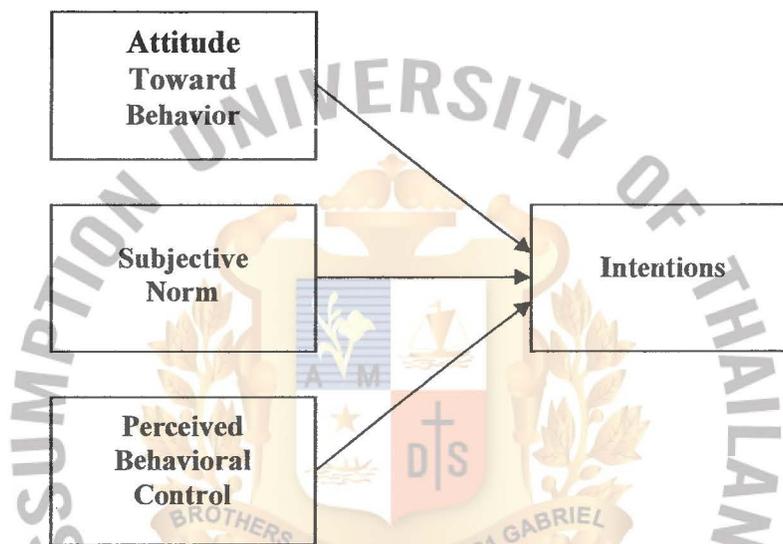


Figure 2.2: Ajzen's (1991) Theory of Planned Behavior

Ajzen's (1991) theory of planned behavior indicates three conceptually antecedents of intention: (a) "attitude towards behavior," which refers to a favorable or unfavorable evaluation of the outcome of behavior in question; (b) "subjective norm," which subsumes the perceived social pressure influences on the decision to perform or not to perform a behavior; and (c) "perceived behavioral control," which refers to personal perceptions of the behavior's feasibility.

The more favorable the attitude and subjective norm, and the greater the perceived behavioral control, the stronger should be the person's intention to perform the behavior in question (Ajzen, 1991; Ajzen and Gilbert, 2008). The support for the

theory of planned behavior has been established in many tests across several domains, some examples are shown in table 2.3. The findings imply that the relative importance of the three predictors as determinants of intentions can vary according to population, situation, and behavior.

Table 2.3: Previous Research Using the Ajzen's (1991) Model

Study	Intention	Support for		
		AB	SN	PBC
Vab Ryn & Vinokur (1991)	Search for a job	Yes	Yes	Yes
Watters (1989)	Election participation	Yes	No	Yes
	Voting choice	Yes	No	Yes
Netemeyer, Burton & Johnston (1990)	Lose weight	Yes	No	Yes
Beal & Manstead (1991)	Limit infant's sugar intake	Yes	No	Yes
Parker et al., (1990)	Commit traffic violations	Yes	Yes	Yes
Godin et al., (1990)	Exercise after coronary	Yes	No	Yes

AB = Attitude toward the behavior
 SN = Subjective norm
 PCB = Percieve behavioral control

Source: Derived from Summers (2000), the Formation of Entrepreneurial Intentions

3. Entrepreneurship Education in Thailand

In Thailand, the education system has traditionally been anchored on teacher-oriented, however, it was argued as ineffective approach in transforming a person from a potential to an accomplished person; and these criticisms helped to influence the passage of the Education Reform Act in 1999 which set out the policies and guidelines for the formulation of reforms of the education system (Itao, 1999). The

Ministry of Education played a vital role in implementing the education reform process, and there have been many initiatives to introduce entrepreneurship elements in the education system in anticipation of this paradigm shift (Itao, 1999).

Today's students may become entrepreneurs in the future. This may explain why the entrepreneurship is increasingly being recognized as the key components of Thai education system. According to College of Management of Mahidol University (2009), their Entrepreneurship Management program was the first Master Degree program in Thailand that is uniquely designed to provide the mix of knowledge, skills, and the EQ needed for future entrepreneurs. In addition, Sasin Graduate Institute of Business Administration of Chulalongkorn University (SASIN), one of the most prominent business schools, also includes entrepreneurship as one of their Master of Business Administration's (MBA) learning goals.

Not surprisingly, several entrepreneurship courses have also been integrated into many business programs of Thai universities. For example, entrepreneurship courses as 'New Venture and Entrepreneurship', 'Small Business Management', and 'Managing the Growing Business', are included in the Bachelor of Business Administration (BBA) international program of Thammasat University ("Thammasat Business School"). Additionally, recently Assumption University also added 'Entrepreneurship' subject as one of core compulsory courses in their BBA program ("Faculty of Business Administration").

Moreover, an increasing awareness of entrepreneurship education can also be recognized from various activities and training conducted by several government and

private organizations aiming to foster entrepreneurial activities among Thai students. For example, the seminar topic “Business to Entrepreneur: Innovations in Corporate Entrepreneurship” and the business plan competition “Thammasat Asia Moot Corp Competition 2008” were conducted with the cooperation of Thammasat University, Stock Exchange of Thailand (SET) and private sectors (http://www.tsi-thailand.org/Activitise_photo/2551/TUAMC/news.html, retrieved on February 17, 2009). Besides, the training workshop “Young Entrepreneur Camp 5/2552” was organized by the International Institute for Trade and Development (ITD) and the Vocational Education Commission (VEC) to provide training about international trade and border trade to vocational students in Thailand (<http://www.itd.or.th/en/activities/090130>, retrieved on February 17, 2009).

In conclusion, since education is an integral part of society and entrepreneurship education has been widely recognized in Thailand, it is therefore worthwhile to examine its importance and find the area for future development.

4. Independent Variables

According to the theory of planned behavior, behavioral intention is determined by the independent variables of attitude towards behavior, subjective norm, and perceived behavioral control (Ajzen, 1991). In the context of this study, these variables were adapted to attitude towards self-employment, subjective norms, and perceived behavioral control in respect to engage in self-employment career. A discussion of each of these variables, including other variables relevant to entrepreneurial experiences, is captured in this following section.

4.1 Attitude towards Self-employment

Attitude towards behavior refers to the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question (Ajzen, 1991).

In the context of this study, the attitude towards self-employment was defined as the degree to which performance of self-employment career is positively or negatively valued (adapted from Ajzen, 1991).

Ajzen (1991) indicated that the behavior is a function of beliefs relevant to the behavior, and behavioral beliefs are assumed to constitute the attitude towards behavior. In addition, Fishbein and Ajzen's (1975) expectancy-value model of attitudes inserts that attitudes are developed reasonably from the beliefs people hold about the object of the attitude. In summary, the belief links a given behavior to its consequences which are valued positively or negatively, and that the attitudes are automatically formed. Thus, it is considered to be logical that the more favorable the attitude with respect to a behavior, the stronger the individual's intention to perform the behavior under consideration, and not to perform unfavorable behavior (Ajzen and Fishbein, 1977).

Kolvereid (1996) conducted a study aiming to predict employment choice intentions among Norwegian undergraduate business students, and the attitude towards becoming self-employed was found to have a significant correlation with an individual's self-employment intention. In addition, Kolvereid's (1996) study implied that the entrepreneurial activities in a certain nation or geographical area were not only dependent on the attitude towards the entrepreneurship (self-employment), but

also relied upon the attitude towards the employment (salary-wage employment), for example, in the situation of increased job security or more flexible working hours in the salary-wage employment, the self-employment can become less desirable.

Similar empirical results were found in Franke and Lüthje's (2004) study of the entrepreneurial intentions of MBA students in that the more students' appreciation on the entrepreneurial career, the stronger the students' entrepreneurial intentions.

4.2 Subjective Norm

Subjective norm is defined as the perceived social pressure to perform or not to perform a behavior in question, and it is defined as an immediate antecedent of behavioral intention (Ajzen, 1991). The author also referred the subjective norm to a person's normative belief and a motivation to comply; where the normative beliefs were concerned with the influence of an important referent whether to approve or disapprove to perform a given behavior.

An individual will develop intention when they perceive that others support them (Ajzen and Fishbein, 1980, as cited in Chong, Jayanty and Mazuki, 2005). Wood and Bandura (1989, as cited in Chong, Jayanty and Mazuki, 2005) also supported that if people receive positive encouragement, they will be more likely to exert greater effort. The different referents involved in the formation of subjective norms may be friends, parents, families, spouse, co-worker (Ajzen and Gilbert, 2008).

Chong, Jayanty and Mazuki (2005) conducted an empirical study and found that the subjective norm influences entrepreneurial choice intention of business

undergraduates in Malaysia. Besides, Basu and Virick (2008) explored the entrepreneurial intentions among students at San Jose State University and found that the stronger the students' subjective norms, the stronger the students' entrepreneurial intentions.

In the context of this study, subjective norm referred to an individual's perceived social pressures from closest family, closest friends, and other important persons (Kolvereid, 1996; Chong, Jayanty and Mazuki, 2005; Basu and Virick, 2008) of becoming or not becoming self-employed entrepreneurs.

4.3 Perceived Behavioral Control

Perceived behavioral control is the perceived ease or difficulty of performing the behavior, and it is assumed to reflect past experience as well as anticipated obstacles (Ajzen, 1991).

This concept was introduced into the theory of planned behavior to accommodate the non-volitional elements that are potentially present in every behavior (Ajzen, 1985). Ajzen (1991) indicated that the perceived behavioral control is formed by control beliefs, which may be based on individual's past experience of the behavior, perception on the available resources and opportunities, and by other factors that increase or reduce the perceived difficulty of performing the behavior in question. A high level of perceived control would strengthen a person's intention to perform the behavior (Ajzen, 1991). In other terms, individuals usually perform a behavior that they think they will be able to control and master.

Kolvereid's (1996) study strongly supported that the greater the perceived behavior control of becoming self-employed, the stronger the individual's intention to become self-employed. Research by Chong, Jayanty and Mazuki (2005) further suggested that perceived behavioral control showed significant positive correlation with the entrepreneurial choice intentions.

The perceived behavioral control construct is closely consistent with the construct of perceived self-efficacy (Ajzen, 1987, cited in Boyd and Vozikis, 1994), which refers to people's judgments regarding their ability to perform a given activity (Bandura, 1977; 1982; and 1986, cited in Brice and Spencer, 2007). Boyd and Vozikis (1994), for example, employed the concept of self-efficacy to examine the entrepreneurial intentions, and their study proposed that self-efficacy influences the development of entrepreneurial intentions; hence the probability of venture creation. A person will form the intention to create a new venture, or act upon an existing entrepreneurial intention, only when self-efficacy is high relative to the perceived requirements of a specific opportunity (Boyd and Vozikis, 1994).

In the context of this study, perceived behavioral control referred to the perceived ease or difficulty of becoming self-employed entrepreneur (adapted from Ajzen, 1991).

4.4 Entrepreneurship Education Experience

Entrepreneurship, or certain aspects of it, is seen as something that could be taught and should not be seen as some traits that one was born with (Kuratko, 2005).

Drucker (1985, cited in Kuratko, 2005) also emphasized on this point: ‘the entrepreneurial mystique? It’s not magic, it’s not mysterious, and it has nothing to do with the genes. It’s a discipline. And, like any discipline, it can be learned’.

An additional support for this view came from a 10-year (1985 to 1994) literature review of enterprise, entrepreneurship, and small business management education that reported, “... most of the empirical studies surveyed indicated that entrepreneurship can be taught, or at least encouraged, by entrepreneurship education” (Gorman, Hanlon, and King, 1997, p 63).

Entrepreneurship education, by definition, is an area of study that is centered on dealing with ambiguity, uncertainty, and complexity (Envick and Padmanabhan, 2006). Its definition was also specifically given by Shepherd and Douglas (1997, cited in Solomon, 2006):

The essence of entrepreneurship is the ability to envision and chart a course for a new business venture by combining information from the functional disciplines and from the external environment in the context of the extraordinary uncertainty and ambiguity which faces a new business venture. It manifests itself in creative strategies, innovative tactics, uncanny perception of trends and market mood changes, courageous leadership when the way forward is not obvious and so on. What we teach in our entrepreneurship classes should serve to instill and enhance these abilities. (p 18)

Entrepreneurship curricula can vary in content and approach. In general, it focuses on particular skills of new venture formation and the mechanics of small-business management, in which to explain the routine management tasks, relationships with venture capitalists and other sources of external finance, product development, marketing, and so on (Klein and Bullock, 2006). Various techniques are applied in entrepreneurship education that include case studies, lectures, experiential exercises,

business plans, consulting projects, and guest speakers (Heriot and Campbell, 2005).

Solomon, Duffy, and Tarabishy (2002) discussed the results of a 20-year investigation of teaching entrepreneurial education and small business management in the United States. The authors argued that a trend existed toward greater integration of practical applications and technology. They noted that new venture creation, small business management, and small business consulting remained the most popular courses in the field. Courses and programs in entrepreneurship education must be relevant to skill-building courses in negotiation, leadership, new product development, creative thinking and exposure to technological innovation (McMullen and Long, 1987; Vesper and McMullen, 1988, cited in Solomon et al., 2002).

It has been shown in the literature that students desire to study entrepreneurship because they may have a plan to set up their own business or to acquire knowledge and skills which will be helpful in their careers in larger organizations (Young, 1997, cited in Jack and Anderson, 1999). Considering that education is a given choice in itself, entrepreneurship students seem to consider starting their own business than others because their own choice is to study in an entrepreneurship program (Storey, 2000, cited in Jack and Anderson, 1999). Jack and Anderson (1999) also concluded that participation in certain entrepreneurship education program seems to raise students' entrepreneurial intentions.

The emphasis on the role of entrepreneurship education programs to promote self-employment was built on the notion that entrepreneurship or certain facets of it can be taught or at least encouraged by these programs. Entrepreneurship education is

strongly related to entrepreneurial intention, with entrepreneurship majors expressing higher intentions to start a business (Noel, 1998, cited in Basu and Virick, 2008). Importantly, consistent with research on the early formation of career interests, Dyer (1994) indicated that entrepreneurship education can particularly increase students' interest in entrepreneurship as a career. Therefore, getting an adequate education may foster entrepreneurial intention of a person. In other terms, the development of entrepreneurial skills in the education system increases the supply of future entrepreneurs.

In this context, the present research aimed to replicate the investigation by determining the relationship between the previous entrepreneurship education of students and their entrepreneurial intentions.

4.5 Entrepreneurial Role Model

Social Learning Theory (SLT) proposed that one way learning can occur through the observation of behaviors in others, which can be referred to role model (Bandura, 1977, as cited in Ozbilgin and Malach-Pines, 2007). Individuals having exposure to other entrepreneurs are likely to engage in entrepreneurial ventures later in life (Schaver and Scott, 1991, cited in Smith-Hunter et al, 2003).

Entrepreneurial role model could appear in the form of family members, employers, teachers, or anyone whom the individual has had an opportunity to observe; in addition, most entrepreneurs were more likely to have been exposed to role models involved in the entrepreneurial process (Sexton and Smilor, 1986, cited in Smith-Hunter, Kapp, and Yonkers, 2003).

Bygrave (2003) pointed out that role models are very important because a desire to become an entrepreneur can be inspired if an individual has a close relationship with entrepreneurs, especially if those entrepreneurs are their mother or father. Scott and Twomey (1988, as cited in Van Auken, Fry, and Stephens, 2006) proposed that parental role models inspire the perception of oneself as an entrepreneur, and that self-perception then creates a higher preference for self-employment career. However, it is not necessary that a would-be entrepreneur should come from a business-owning family, for example, Bill Gates whose family tradition is in a legal career (Bygrave, 2003).

In addition, Van Auken, Fry, and Stephens (2006) found in their study that the perceived positive aspects of the role model (e.g. comfortable life style as a result of their career, good discussion about role model career, etc) had a powerful influence on career intentions of the respondents; in contrast, the perceived issues related to the negative aspects of the role model's career (e.g., work long hours, bring work home, etc) also discourages the respondents from pursuing a business start-up.

In this context, this research aimed to identify the relationship between the entrepreneurial role model and the entrepreneurial intention, in which the entrepreneurial role model was referred to individual's family members, closest friends, or other closest persons, who are self-employed (own/run their own business).

4.6 Entrepreneurial Work Experience

Work experience as a determinant of business start-up can be discussed in two aspects. First, dissatisfaction with the previous wage-employment, unemployment, or

personal crises is considered as “push factor”, which inspires the individual to start their own business (Huisman and de Ridder, 1984; Van Uxem and Bais, 1996, as cited in Hofstede, Noorderhaven, Thurik, Uhlaner, Wennekers and Wildeman, 2004). Second, “pull factor” is concerned with the expectation of being an entrepreneur that could generate greater material and/or non-material benefits (Hofstede, et al., 2004). In this sense, individual’s expectation might be created from their previous work experience in term of the benefits gained by a business owner. Smith-Hunter, Kapp, and Yonkers (2003) added that people mostly choose to start a business based on their work experience.

Chong, Jayanty, and Mazuki’s (2005) study supported the linkage between entrepreneurial experiences and entrepreneurial career intentions by indicating that individuals with past entrepreneurial experiences tend to have higher intentions of becoming entrepreneurs. Basu and Virick’s (2008) study also found that prior entrepreneurial experiences are significant correlated with entrepreneurial intentions among students. Shane (2003, cited in Kuehn, 2008) reaffirmed that past experiences, such as start-up experience, help predicting individual’s self-employment.

According to Krueger (1993), a review of literature suggested four sources of entrepreneurial experiences: one’s family business, a business start-up by relative or friend, work experiences in someone else's small business, and starting own business.

In this research, the entrepreneurial work experience was defined as the past work experience of an individual in a self-employment career, which can be referred to as experiences in working in one’s family business, working experiences in someone

else's small business, or experiences in starting one's own business (adapted from Krueger, 1993).

5. Dependent Variable: Entrepreneurial intention

Intentions have been proved to be the best predictors of individual behaviors particularly when the behavior is rare, hard to observe or involves unpredictable time lags (Kruegel and Brazeal, 1994). Since much of entrepreneurship is intentional (Krueger, Reilly, and Carsrud, 2000), many scholars consequently have focused on studying entrepreneurial intentions (e.g. Bird, 1988; Krueger et al, 2000).

According to Bird (1988), entrepreneurial intention is “entrepreneurs’ state of mind that directs attention, experience, and action toward a business concept, sets the form and direction of organization at their inception” (p 442). In particular, the study of entrepreneurial intentions is crucial in examining the complex relationship among the entrepreneurs’ ideas and the consequences of such ideas (Bird, 1988). In addition, Boyd and Vozikis (1994) added that the stronger the entrepreneurial intentions, the higher the probability of entrepreneurial actions.

Following the literature, the entrepreneurial intention is referred mainly to the intention to start a business (Henley, 2005; Krueger et al, 2000) or the entrepreneurial choice intentions (intention to become self-employed) (Kolveried, 1996). According to Kolvereid (1996), the entrepreneurial intention would be a previous and determinant element towards performing entrepreneurial behaviors.

In this context, the present research focused on the decision to become an entrepreneur, therefore entrepreneurial intention refers to an individual's willingness to enter in self-employment career or become self-employed entrepreneur (adapted from Ajzen, 1991).

6. Previous Empirical Study

There has been very few relevant research studies conducted in Thailand. Smithikrai (2005) studied the entrepreneurial potential of 3,154 senior undergraduate students from 7 state-owned universities in Thailand. The main purposes were to examine the entrepreneurial potential of Thai university students; to compare entrepreneurial potential based on several independent variables; and to examine predictive power of attitude towards entrepreneurship, social norm, and perceived feasibility on students' entrepreneurial intention. The study stated that Thai university students had a moderate to high level of entrepreneurial potential; there was no significant difference in entrepreneurial potential between students with different genders and fields of study; however, there were significant differences in entrepreneurial potential among students with different business experiences, family incomes, and parents' occupations. Furthermore, the research found that attitude towards entrepreneurship, social norm, and perception of feasibility jointly predicted entrepreneurial intention of Thai university students.

Fitzsimmons and Douglas (2005) investigated the relationship between entrepreneurial attitudes and abilities and entrepreneurial intentions to become self-employed among MBA students across four countries: India, China, Thailand and

Australia. Their study found that entrepreneurial attitudes are significant in explaining career decisions in all four countries. In addition, Thai samples were found to have higher entrepreneurial intentions on average to start a business within the next two years than the other three countries. Their study also concluded that Thais desired more ownership, more income, more independence, less work effort, and less risk.

In summary, the review of literature revealed that the factors related to Thai students' entrepreneurial intention have not been widely investigated. Consequently, further research is needed to examine the relationship between these factors (attitude towards self-employment, subjective norm, perceived behavioral control, entrepreneurship education, entrepreneurial role model, and entrepreneurial work experience) and Thai students' entrepreneurial intentions.

7. Conceptual Framework

The present research applied the theory of planned behavior (Ajzen, 1991) to establish the relationships between the independent variables of attitude toward self-employment, subjective norm, and perceived behavioral control, and the dependent variable of entrepreneurial intention. Additionally, three entrepreneurial experiences: entrepreneurship education experience, entrepreneurial role model, and entrepreneurial work experience were also included in the conceptual model, as shown in figure 2.3.

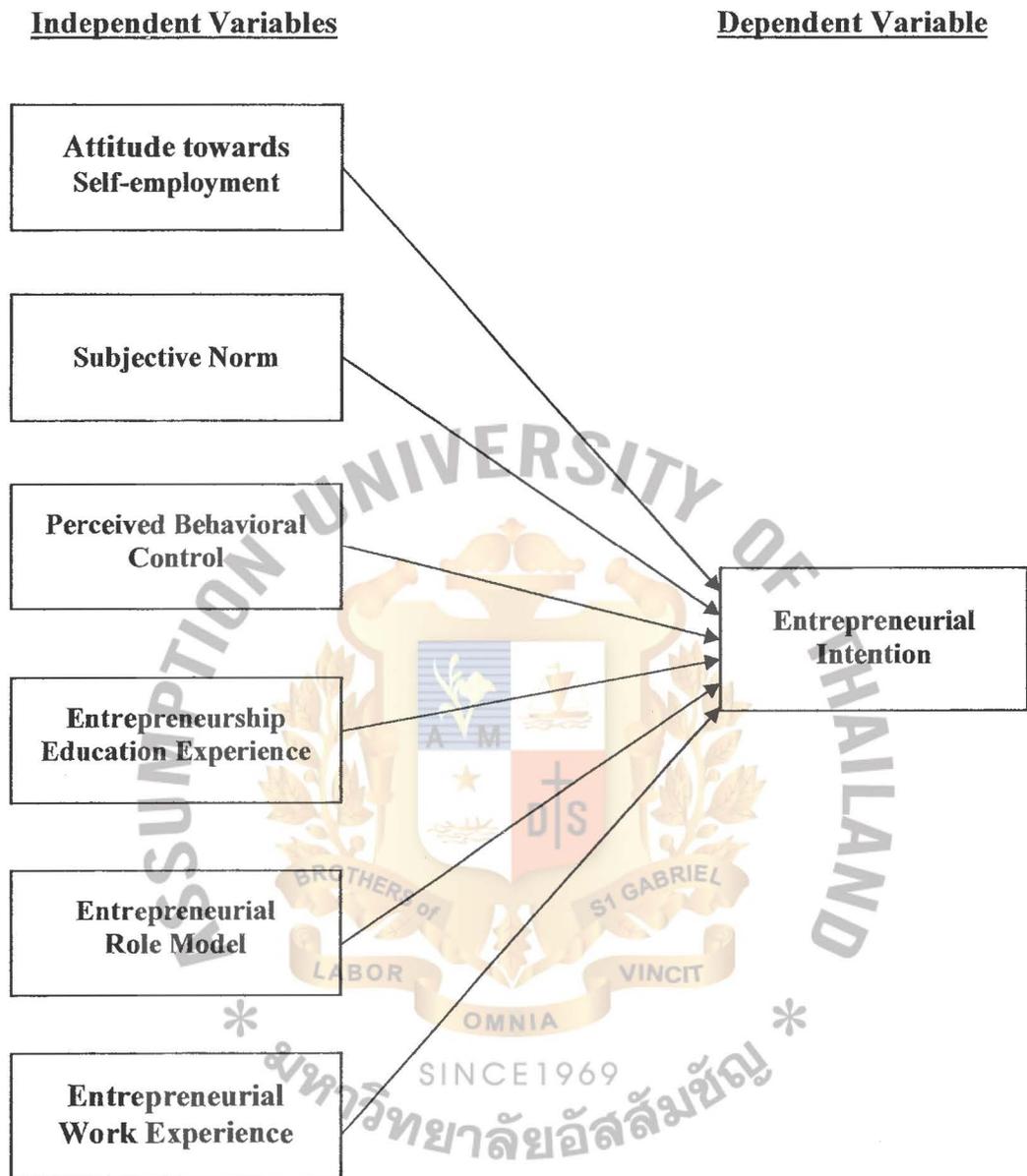


Figure 2.3: Conceptual Framework of the Research

8. Research Hypotheses

Corresponding to the conceptual framework, the following hypotheses were tested in this research study.

H₀1: There is no relationship between Thai university students' attitude towards self-employment and entrepreneurial intention.

H_a1: There is a relationship between Thai university students' attitude towards self-employment and entrepreneurial intention.

H₀2: There is no relationship between Thai university students' subjective norm and entrepreneurial intention.

H_a2: There is a relationship between Thai university students' subjective norm and entrepreneurial intention.

H₀3: There is no relationship between Thai university students' perceived behavioral control and entrepreneurial intention.

H_a3: There is a relationship between Thai university students' perceived behavioral control and entrepreneurial intention.

H₀4: There is no relationship between Thai university students' entrepreneurship education experience and entrepreneurial intention.

H_a4: There is a relationship between Thai university students' entrepreneurship education experience and entrepreneurial intention.

H₀5: There is no relationship between Thai university students' entrepreneurial role model and entrepreneurial intention.

H_a5: There is a relationship between Thai university students' entrepreneurial role model and entrepreneurial intention.

H₀₆: There is no relationship between Thai university students' entrepreneurial work experience and entrepreneurial intention.

H_{a6}: There is a relationship between Thai university students' entrepreneurial work experience and entrepreneurial intention.

9. Concepts and Operationalization of Variables

Table 2.4 presents the conceptual definition, operational component, type of measurement and type of variable used in this research.

Table 2.4: Operational Definitions of Independent and Dependent Variables

Variables	Operational Component	Measurement	Type of Variable
Entrepreneurship Education Experience	- Had entrepreneurship education experience	Interval	Independent variable/ In question no. 1
Entrepreneurial Role Model	- Had entrepreneurial role model	Interval	Independent variable/ In question no. 2
Entrepreneurial Work Experience	- Had entrepreneurial work experience	Interval	Independent variable/ In question no. 3
Attitude towards Self-employment	- Advantages - Attractive career - Opportunity to start a firm - Great satisfaction - Rather be self-employed	Interval	Independent variable/ In question no. 4
Subjective Norm	- Support from Family - Support from Friends - Support from Important people	Interval	Independent variable/ In question no. 5
Perceived Behavioral Control	- Easy to be self-employed - High probability of succeeding - Low chance of failure - Low out of control situation	Interval	Independent variable/ In question no. 6
Entrepreneurial Intention	- Goal is to become self-employed - Make effort to start and run firm - Intention to start a firm	Interval	Dependent variable/ In question no. 7

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research methodology of the study. The first part of this chapter is the presentation of the method used for testing the hypotheses which includes target population, sample and sampling process, research instrument, and pretest of the instrument. Next, it describes the data collection method, consisting of data collection process and time frame. Lastly, the statistical techniques used to test the hypotheses are presented.

1. Research Design

This study is a descriptive research, in which the sample survey method was employed in collecting data. A self-administered questionnaire was used as a research technique to gather information from a sample group.

2. Target Population and Sample

2.1 Target Population

People who are most likely to enter self-employment have a high level of education (Bates, 1995); and it has been found that “the self-employed more often have a formal university education compared to people in wage and salary employment.” (Robinson and Sexton, 1994; Brüderl, 1998, as cited in Franke and

Lüthje, 2004, p 2). Therefore, the target population of this research was defined as fourth-year students studying in the Bachelor of Business Administration (BBA) at Assumption University which is one of the largest international business schools in Thailand. According to the Registration Office (2009), there are approximately 1,200 fourth-year BBA students at Assumption University in the academic year 2009.

2.2 Sample Size

The number of respondents was determined by using the confidence interval method, Cochran's sample size formula (Bartlett, Kotrlik, and Higgins, 2001). A 95 percent level of confidence is applied in this study, which means that if the samples are selected 100 times at least 95 of these samples would be certain to represent the characteristics of population. The estimated percentage of the entrepreneurial intention of Assumption University's BBA students was set at 50% in the population ($p = 50\%$) with a 5% acceptable error rate ($d = 5\%$). Therefore, the required sample size for this research was 291 respondents at the 95% level of confidence, as shown below:

$$\begin{aligned}
 \text{Sample Size } (n_0) &= \frac{(t)^2 * (p)(q)}{(d)^2} \\
 &= \frac{(1.96)^2 * (0.5)(0.5)}{(0.05)^2} \\
 &= 384
 \end{aligned}$$

Where $t =$ value for selected alpha level of 0.025 in each tail = 1.96

$(p)(q) =$ estimate of variance = $(0.5)(0.5)$

$d =$ acceptable margin of error for proportion being estimated = 0.05

For a population of approximately 1,200, the required sample size was 384. However, since this sample size exceeds 5% of the population ($1,200 \times 0.05 = 84$), Cochran's (1977, cited in Bartlett, et al., 2001) correction formula was used to calculate the final sample size. The calculation was shown as follows:

$$\begin{aligned} \text{New Sample Size } (n_1) &= \frac{n_0}{(1 + n_0 / \text{Population})} \\ &= \frac{384}{(1 + 384 / 1,200)} \\ &= 291 \end{aligned}$$

Where Population size = 1,200

$n_0 =$ required return sample size according to Cochran's formula = 384

$n_1 =$ required return sample size because sample > 5% of population

2.3 Sampling Procedure

This study employed a convenience sampling method (non-probability sampling) due to a limited time frame of the research study. A sample of 291 fourth-year BBA students of Assumption University was drawn at Suvarnabhumi campus. To ensure that respondents are fourth-year BBA students, the potential respondents were first asked one screening question of whether they are fourth-year BBA students. Meeting these criteria suggested that the respondents were qualified as the target population.

Identical sets of questionnaires were given to 300 respondents both in classroom and outside classroom. Specifically, the questionnaires were distributed in “Entrepreneurship (MGT4914)” classrooms in order to ensure that the respondents who already studied the entrepreneurship subject were included in the sample of this study. However, only 291 of the total number of questionnaires collected were completed and used for this research, accounting for 97% effective response rate.

3. Research Instrument

The self-administered questionnaire was used as the research instrument of this study. The process to develop the questionnaire was divided into two stages, which were the instrument development stage and the pretest stage.

3.1 Instrument Development

The questionnaire was initially drafted in English and then carefully translated into Thai using the “Simple Direct Translation” method involving a translation from the “source language” (English) to the “target language” (Thai) (Behling and Law, 2000). As such, two bilingual translators translated the English questionnaire in parallel and their Thai versions were compared and reconciled. Both English and Thai questionnaires were used for the sample survey because some respondents were foreign students.

The questionnaire comprised of three sections. The first section aimed to assess respondents' entrepreneurial experiences which were measured by three Yes/No questions. The answer "Yes" and "No" were coded as "1" and "0" respectively, so these three variables were transformed to be dummy variables and measured at the interval scale level.

Entrepreneurship education experience was measured by asking whether respondents have "ever taken a class in entrepreneurship."

Entrepreneurial role model was measured by asking a question about whether their closest family members, closest friends, or other closest persons, are self-employed (owns/runs their own businesses)?

Entrepreneurial work experience was also measured with a single question that asked whether respondents have "ever worked in family business, worked in someone else's small business, or started their own business?"

The second section of the questionnaire covered the items relating to respondents' attitude towards self-employment, subjective norm, perceived behavioral control, and entrepreneurial intention. These variables were measured by using 5-point likert-type scales ranged from "Strongly Disagree" to "Strongly Agree". All relevant items used to measure attitude towards self-employment, subjective norm, perceived behavioral control, and entrepreneurial intention variables were adapted from the Entrepreneurial Intention Questionnaire (EIQ) previously developed by Liñán, Rodríguez-Cohard, and Guzmán, (2008). The detailed process of construction and validation of the tool were explained in their study.

Five items were used to measure respondents' attitude towards self-employment (being self-employed implies more advantages than disadvantages to me, a career as self-employed is attractive for me, if I had the opportunity and resources I would like to start a firm, being self-employed would entail great satisfaction for me, and among various options I would rather be self-employed).

Subjective norm was measured with three items which were "my closest family would support my decision to pursue a self-employed career," "my closest friends would support..." and "people important to me would support ...". Perceived behavioral control was measured with four items (for me being self-employed would be easy, if I become self-employed I would have a high probability of succeeding, if I pursue a career as self-employed the chances of failure would be low, and the number of events outside my control which could prevent me from being self-employed are few).

Three items were used to measure respondents' entrepreneurial intention (my professional goal is to become self-employed, I will make every effort to start and run my own firm, and I have the intention to start a firm some day).

The last section of the questionnaire was for gathering respondents' demographic information. These questions asked information about respondents' gender, age, and occupation.

3.2 Pretest

The drafted questionnaires were distributed to a convenience sample of 30 fourth-year students of Assumption University at Suvarnabhumi Campus. However, only 25 questionnaires were used for the pretest since 5 out of 30 students did not study in the BBA program. Based on the pretest, modifications and improvements were made to some wording. In addition, one screening question was added at the beginning of the questionnaire to ensure that the respondents are fourth-year BBA students which are the target population of this study. The characteristics of the pretest sample are shown in table 3.1.

Table 3.1: Pretest Sample Profile

Characteristics	Frequency (N = 25)	Percentage
<i>Gender</i>		
Male	13	52.0%
Female	12	48.0%
<i>Age</i>		
20-22 years	21	84.0%
More than 22 years	4	16.0%
<i>Occupation</i>		
Full-time student	23	92.0%
Other	2	8.0%

52 percent of the total respondents (n=13) are male while 48 percent (n=12) are female. The respondents who are aged between 20-22 years account for 84 percent (n=21) and the respondents aged over 22 years account for 16 percent (n=4). The highest number of the respondents are full-time students, accounting for 92 percent (n=23), while 8 percent (n=2) of the sample also work part-time in other occupations.

The data collected from the pretest also permitted a preliminary evaluation of item reliability. The pretest data was entered into SPSS 17.0 and tests of reliability were conducted on the multi-item scale constructs. Cronbach's alpha was used for assessing internal consistency of the set of items. After testing the data, the alpha values ranged between 0.740 and 0.922, as shown in table 3.2. Since the alpha values were well above the general 0.70 threshold for acceptability (Morgan, Leech, Gloeckner, and Barrett, 2004), the questionnaires were deemed reliable and sufficient for examining the research hypotheses.

Table 3.2: Pretest Reliability Coefficients (Cronbach's Alpha) Results

Variables	Items	Reliability Coefficient (Cronbach's Alpha)
Entrepreneurial Intention	- Goal is to become self-employed - Make effort to start and run firm - Intention to start a firm	0.922
Attitude towards Self-employment	- Advantages - Attractive career - Opportunity to start a firm - Great satisfaction - Rather be self-employed	0.740
Subjective Norm	- Support from Family - Support from Friends - Support from Important people	0.857
Perceived Behavioral Control	- Easy to be self-employed - High probability of succeeding - Low chance of failure - Few out of control situations	0.759

4. Collection of Data

The primary data was collected by self-administered questionnaires distributed to fourth-year BBA students of Assumption University. After completing the collection of data from 291 respondents, the data were input to SPSS 17.0 to generate results for analysis and further interpretation. For secondary data, a thorough search from various sources, such as textbooks, academic journals, and online database sources (e.g. HighBeam and Emerald Insight) was conducted.

In order to collect reliable responses, the collection of data was conducted on weekdays during August 24-28, 2009. The purpose of such a data collection schedule was to enable the researcher to approach a large group of fourth-year BBA students.

5. Proposed Data Processing and Analysis

After finishing data collection stage, the researcher employed the SPSS version 17.0 to analyze the collected data by the following statistics:

5.1 Descriptive Statistics

The descriptive statistics such as frequencies and means were discussed to provide a better understanding of the respondents and the characteristic of the collected data. To describe attitude towards self-employment, subjective norm, perceived behavioral control, and entrepreneurial intention, the mean score of each variable were interpreted into one of the five levels, ranged from “Very Low” to “Very High”, as shown in table 3.3.

Table 3.3: Mean Score Interpretation

Mean Score	Interpretation
1.00 - 1.80	Very Low
1.81 - 2.60	Low
2.61 - 3.40	Moderate
3.41 - 4.20	High
4.20 - 5.00	Very High

The interpretation ranges were set from calculating the range of measure scales, which is 0.80, as shown in the following equation:

$$\text{Range} = \frac{\text{Maximum} - \text{Minimum}}{\text{The number of levels}} = \frac{5 - 1}{5} = 0.80$$

5.2 Pearson's Correlation Coefficient

The Pearson's correlation analysis was used to determine the relationships between all six independent variables and the dependent variable. Table 3.4 shows the value of a correlation coefficient and its interpretation used in this research study.

Table 3.4: Interpreting a Correlation Coefficient

Sized of the Correlation Coefficient	General Interpretation
0.8 - 1.0	Very strong relationship
0.6 - 0.8	Strong relationship
0.4 - 0.6	Moderate relationship
0.2 - 0.4	Weak relationship
0 - 0.2	Very weak relationship

Source: Salkind, N.J. (2003). Statistics for people who (think they) hate statistics.

CHAPTER 4

DATA ANALYSIS AND RESULTS

This chapter presents the data analysis and the results of this research. The data analysis is presented in four parts: sample profile, descriptive data analysis, reliability test, and hypotheses test results.

1. Sample Profile

In this section, the information related to the demographic profile of the samples is presented. Frequency distribution was used to organize the set of data by summarizing the number of times a particular value of a variable occurs.

Table 4.1: Sample Profile

Characteristics	Frequency (N = 291)	Percentage
<i>Gender</i>		
Male	128	44.0%
Female	163	56.0%
<i>Age</i>		
20-22 years	225	77.3%
More than 22 years	66	22.7%
<i>Occupation</i>		
Full-time student	283	97.3%
Self-employed	6	2.1%
Other	2	0.7%

Table 4.1 presents the proportion of gender, age and occupation of the samples of this research. A majority of the samples, 56 percent of the total respondents ($n = 163$) are female while 44 percent ($n = 128$) are male. The respondents who are aged between 20-22 years account for 77.3 percent ($n = 225$) and the respondents aged over 22 years account for 22.7 percent ($n = 66$). The highest number of the respondents are full-time students, accounting for 97.3 percent ($n = 283$), while 2.1 percent ($n = 6$) of the respondents also work part-time as self-employed and 0.7 percent ($n = 2$) of the respondents also work part-time in other occupations.

2. Descriptive Data Analysis

Additional descriptive statistics (minimum value, maximum value, mean, and standard deviation) of all individual items measuring each key variable were analyzed and presented, as shown in table 4.2.

Entrepreneurial Intention: Three items were used to measure individual's entrepreneurial intention. Intention to start a firm has the highest mean score (mean = 4.19), followed by goal is to become self-employed (mean = 3.97) and make effort to start and run firm (mean = 3.92). The mean score of all three items are considered to be rather high.

Attitude towards Self-employment: Five items were used to measure attitude towards self-employment. The result indicated high mean scores of attitude towards self-employment items. Opportunity to start a firm has the highest mean score (mean = 4.36), followed by attractive career (mean = 4.16), rather be self-employed (mean = 4.01), great satisfaction (mean = 3.95), and advantages (mean = 3.79).

Table 4.2: Independent and Dependent Variable Item Descriptive Statistics

Variables	Items	Min.	Max.	Mean	Avg	SD.
Entrepreneurial	- Goal is to become self-employed	2	5	3.97		0.894
Intention*	- Make effort to start and run firm	1	5	3.92	4.03	0.907
	- Intention to start a firm	2	5	4.19		0.855
Attitude towards	- Advantages	1	5	3.79		0.873
Self-employment*	- Attractive career	1	5	4.16		0.851
	- Opportunity to start a firm	1	5	4.36	4.05	0.850
	- Great satisfaction	1	5	3.95		0.804
	- Rather be self-employed	2	5	4.01		0.881
Subjective Norm*	- Support from family	2	5	4.15		0.749
	- Support from friends	2	5	3.88	4.04	0.745
	- Support from important people	2	5	4.09		0.701
Perceived	- Easy to be self-employed	1	5	2.55		0.855
Behavioral	- High probability of succeeding	1	5	3.24	2.86	0.706
Control*	- Low chance of failure	1	5	3.01		0.752
	- Few out of control situations	1	4	2.64		0.777
Entrepreneurship Education Experience**		0	1*	0.47	0.47	0.500
Entrepreneurial Role Model**		0	1	0.82	0.82	0.384
Entrepreneurial Work Experience**		0	1	0.55	0.55	0.499

* Items were measured on 1 to 5 Likert scales, with 1 being strongly disagree and 5 being strongly agree.

** Items were measured on dummy scales (0 = "no", 1 = "yes")

Subjective Norm: Three items were used to measure individual's perception about support from their closest people in pursuing a career as self-employed. Of the three items, support from the respondents' family members has the highest mean score (mean = 4.15). The following items are support from the respondents' other important people (mean = 4.09) and support from the respondents' friends (mean = 3.88). These results revealed that the respondents have a high level of subjective norm.

Perceived Behavior Control: Four items were used to measure individual's perception of his/her ability to pursue a self-employment career. The result revealed moderate mean scores of perceived behavioral control items. Of the four items, high probability of succeeding has the highest mean score (mean = 3.24), followed by low chance of failure (mean = 3.01), few out of control situation (mean = 2.64), and easy to be self-employed (mean = 2.55). These results indicated that the respondents have a moderate level of perceived behavioral control in becoming self-employed.

Entrepreneurship Education Experience: The mean score of entrepreneurship education experience was 0.47 (out of 1). As entrepreneurship education experience was coded as "0=No" and "1=Yes", the result indicated that 47 percent of the total respondents have already taken the entrepreneurship subject while 53 percent of the respondents have never taken the entrepreneurship subject.

Entrepreneurial Role Model: The mean score for entrepreneurial role model was 0.82 (out of 1). As entrepreneurial role model was coded as "0=No" and "1=Yes", the result indicated that majority of the respondents (82 percent) have their closest family members, closest friends, or other closest persons working as self-employed.

Entrepreneurial Work Experiences: The mean score for entrepreneurial work experience is 0.55 (out of 1). As entrepreneurial role model was coded as “0=No” and “1=Yes”, this result indicates that 55 percent of the total respondents have had entrepreneurial work experience while 45 percent of the respondents have never had entrepreneurial work experience.

3. Reliability Test

The data collected from the questionnaire was entered into SPSS 17.0 and tests of reliability were conducted on the multi-item scale constructs. The Cronbach’s alpha in table 4.3 shows that each of the variables ranged between 0.716 and 0.913.

Table 4.3: Reliability Coefficients (Cronbach’s Alpha) Results

Variables	Items	Reliability Coefficient (Cronbach’s Alpha)
Entrepreneurial Intention	- Goal is to become self-employed - Make effort to start and run firm	0.913
Attitude towards Self-employment	- Intention to start a firm - Advantages - Attractive career - Opportunity to start a firm - Great satisfaction - Rather be self-employed	0.872
Subjective Norm	- Support from Family - Support from Friends - Support from Important people	0.746
Perceived Behavioral Control	- Easy to be self-employed - High probability of succeeding - Low chance of failure - Few out of control situations	0.716

Since the alpha values were above the general 0.70 threshold for acceptability (Morgan, Leech, Gloeckner, and Barrett, 2004), the question items were deemed reliable and sufficient for testing the research hypotheses.

4. Results of Hypotheses Testing

The stated hypotheses regarding to the relationships of six independent variables: attitude towards self-employment, subjective norm, perceived behavioral control, entrepreneurship education experience, entrepreneurial role model, and entrepreneurial work experience with entrepreneurial intention were tested using the Pearson's correlation, as shown in table 4.4.

Table 4.4: Pearson's Correlation Results

	1	2	3	4	5	6	7
1 Entrepreneurial Intention	1	.667**	.364**	.125*	.199**	.313**	.163**
Sig.		.000	.000	.033	.001	.000	.005
2 Attitude towards self-employment		1	.276**	0.05	.152**	.276**	.133*
Sig.			.000	.395	.010	.000	.023
3 Subjective norm			1	.273**	0.064	.248**	.147*
Sig.				.000	.275	.000	.012
4 Perceived behavioral control				1	0.107	0.078	0.024
Sig.					.069	.182	.677
5 Entrepreneurship education					1	.149*	0.079
Sig.						.011	.180
6 Entrepreneurial role model						1	.278**
Sig.							.000
7 Entrepreneurial work experience							1
Sig.							

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Referring to H_01 , attitude towards self-employment has significance level of 0.000, which is below the standard significant level of 0.05. As a result, the null hypothesis is rejected. It means there is a statistically significant relationship between attitude towards self-employment and entrepreneurial intention.

Referring to H_02 , subjective norm has significance level of 0.000, which is below the standard significant level of 0.05. As a result, the null hypothesis is rejected. It means there is a statistically significant relationship between subjective norm and entrepreneurial intention.

Referring to H_03 , perceived behavioral control has significance level of 0.033, which is below the standard significant level of 0.05. As a result, the null hypothesis is rejected. It means there is a statistically significant relationship between perceived behavioral control and entrepreneurial intention.

Referring to H_04 , entrepreneurship education experience has significance level of 0.001, which is below the standard significant level of 0.05. As a result, the null hypothesis is rejected. It means there is a statistically significant relationship between entrepreneurship education experience and entrepreneurial intention.

Referring to H_05 , entrepreneurial role model has significance level of 0.000, which is below the standard significant level of 0.05. As a result, the null hypothesis is rejected. It means there is a statistically significant relationship between entrepreneurial role model and entrepreneurial intention.

Referring to H_06 , entrepreneurial work experience has significance level of 0.005 which is below the standard significant level of 0.05. As a result, the null hypothesis is rejected. It means there is a statistically significant relationship between entrepreneurial work experience and entrepreneurial intention.

Comparing Size and Significance. Among six independent variables, attitude towards self-employment has the strongest positive relationship with entrepreneurial intention ($r = 0.667$). Subjective norm ($r = 0.364$) and entrepreneurial role model ($r = 0.313$) were found to have a positive relationship with entrepreneurial intention although the relationships were relatively weak. The three remaining variables, entrepreneurship education experience ($r = 0.199$), entrepreneurial work experience ($r = 0.163$) and perceived behavioral control ($r = 0.125$) were also found to have a positive relationship with entrepreneurial intention although the relationships were very weak.

In summary, the hypotheses test results led to the rejection of hypotheses H_01 , H_02 , H_03 , H_04 , H_05 and H_06 which means attitude towards self-employment, subjective norm, perceived behavioral control, entrepreneurship education experience, entrepreneurial role model, and entrepreneurial work experience were found to have a statistically significant correlation with entrepreneurial intention. Table 4.5 summarizes the results of hypotheses testing for all six independent variables.

Table 4.5: Summary Table of Hypotheses Tested

Hypotheses	r-value	Magnitude	Sig.	Results
H ₀ 1: There is no relationship between Thai university students' attitude towards self-employment and entrepreneurial intention.	.667	Strong Relationship	.000	Reject H ₀ 1
H ₀ 2: There is no relationship between Thai university students' subjective norm and entrepreneurial intention.	.364	Weak Relationship	.000	Reject H ₀ 2
H ₀ 3: There is no relationship between Thai university students' perceived behavioral control and entrepreneurial intention.	.125	Very weak Relationship	.033	Reject H ₀ 3
H ₀ 4: There is no relationship between Thai university students' entrepreneurship education experience and entrepreneurial intention.	.199	Very weak Relationship	.001	Reject H ₀ 4
H ₀ 5: There is no relationship between Thai university students' entrepreneurial role model and entrepreneurial intention.	.313	Weak Relationship	.000	Reject H ₀ 5
H ₀ 6: There is no relationship between Thai university students' entrepreneurial work experience and entrepreneurial intention.	.163	Very weak Relationship	.005	Reject H ₀ 6

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter provides summary of the research, implications and recommendations of the findings, and suggestions for further research.

1. Summary of the Research

This research was conducted to determine the relationship between the six independent variables: attitude towards self-employment, subjective norm, perceived behavioral control, entrepreneurship education experience, entrepreneurial role model, and entrepreneurial work experience and entrepreneurial intention by using the Pearson's correlation analysis. All six null hypotheses were rejected, indicating that each independent variable is significantly correlated with entrepreneurial intention. The implications and suggestions of these results are discussed in details in the following sections.

Attitude towards Self-employment and Entrepreneurial Intention

This hypothesis was tested to determine the relationship between attitude towards self-employment and entrepreneurial intention. The attitude towards self-employment is the combination of attitude towards factors related to self-employment career e.g. advantages, attractive career, opportunity to start a firm, great satisfaction, and rather be self-employed. The result indicated that there is a positive relationship

between Thai university students' attitude towards self-employment and their entrepreneurial intention. This analysis is consistent with the finding of past studies (e.g. Ajzen, 1991, Kolvereid, 1996, Franke and L uthje, 2004), which implies that the more positive the attitude towards self-employment, the stronger the students' entrepreneurial intention.

Subjective Norm and Entrepreneurial Intention

This hypothesis was tested to determine the relationship between subjective norm and entrepreneurial intention. The subjective norm is the combination of perceived support from family members, friends, and other important people. The result indicated that there is a positive relationship between Thai university students' subjective norm and their entrepreneurial intention. This analysis is paralleled with the finding of past studies (e.g. Ajzen, 1991, Kolvereid, 1996, Chong, Jayanty and Mazuki, 2005, Basu and Virick, 2008), which implies that the greater the subjective norm, the stronger the students' entrepreneurial intention.

Perceived Behavioral Control and Entrepreneurial Intention

This hypothesis was tested to determine the relationship between perceived behavioral control and entrepreneurial intention. The perceived behavioral control is the combination of perceived difficulty of becoming self-employed e.g. easy to be self-employed, high probability of succeeding, low chance of failure, and few out of control situation. The result indicated that there is a positive relationship between Thai university students' perceived behavioral control and their entrepreneurial intention. This analysis is supported by previous researches (e.g. Ajzen, 1991, Kolvereid, 1996,

Chong, Jayanty and Mazuki, 2005) that the greater the perceived behavioral control in becoming self-employed, the stronger the students' entrepreneurial intention.

Entrepreneurship Education Experience and Entrepreneurial Intention

This hypothesis was tested to determine the relationship between entrepreneurship education experience and entrepreneurial intention. The entrepreneurship education experience was determined by assessing whether the students have taken the entrepreneurship subject. The result indicated that there is a positive relationship between Thai university students' entrepreneurship education experience and their entrepreneurial intention. Therefore, it is implied that there is a tendency for students who have already taken the entrepreneurship subject to have strong entrepreneurial intention.

Entrepreneurial Role Model and Entrepreneurial Intention

This hypothesis was tested to determine the relationship between entrepreneurial role model and entrepreneurial intention. The entrepreneurial role model was determined by assessing whether the students have any of their closest people working as self-employed. The result indicated that there is a positive significant relationship between Thai university students' entrepreneurial role model and their entrepreneurial intention. Therefore, it is implied that there is a tendency for students who have their closest people working as self-employed to have strong entrepreneurial intention.

Entrepreneurial Work Experience and Entrepreneurial Intention

This hypothesis was tested to determine the relationship between entrepreneurial work experience and entrepreneurial intention. The entrepreneurial work experience was determined by assessing whether the students have ever had any chance to work in a self-employment. The result indicated that there is a positive significant relationship between Thai university students' entrepreneurial work experience and their entrepreneurial intention. Therefore, it is implied that there is a tendency for students who have prior entrepreneurial work experience to have strong entrepreneurial intention.

2. Implications and Recommendations

The current research reveals several important implications and recommendations. These recommendations would benefit Thai universities to have a better understanding about Thai university students' entrepreneurial intention and be able to enhance their entrepreneurship education and training programs to foster stronger entrepreneurial intentions among students.

Entrepreneurial Intention: The research result showed that Thai university students have relatively strong entrepreneurial intention. This implies that there is a high tendency for Thai university students to become self-employed entrepreneurs in the future. This finding is also in line with the study of the Global Entrepreneurship Monitor which claimed that the vast majority of Thai adult labor force is willing to start a new business (Virasa and Hunt, 2008). It is very interesting that the self-employment career seems to be a popular career choice from students' point of view.

One of the reasons behind this trend is probably because there are a large percentage of Assumption University's students whose parents are entrepreneurs. In addition, it could be due to the economic recession in Thailand and also on a global level in these few years. Many of large organizations have been closing down, resizing or merging with other companies; consequently, a lot of people have been laid off and people have to compete to each other to find new jobs.

Attitude towards Self-employment: The research result illustrated that Thai university students have relatively high positive attitude towards self-employment. This suggests that students perceive self-employment as an attractive career choice. It is possible that the high positive attitude towards self-employment may come from the less desirable in salary-wage employment. As mentioned earlier, a difficulty in finding a job and a high unemployment rate in Thailand may create the negative attitude towards the salary-wage employment career. On the other hand, the self-employment career may become less desirable in the situation of increased job security or more flexible working hours in the salary-wage employment.

Furthermore, the finding revealed that the more positive attitude towards self-employment, the stronger the students' entrepreneurial intention. Therefore, to form the positive attitude towards self-employment among Thai university students, the university should design, or redesign, the entrepreneurship subject to promote great benefit outcomes and advantages of self-employment career. Moreover, the entrepreneurship subject should educate students on how to seize opportunities and find resources for developing entrepreneurial ideas.

Subjective Norm: The research result indicated that Thai university students perceive high support from their closest people, which refers to students' family members, friends, and other important people, in becoming self-employed entrepreneurs. Specifically, among students' closest people, family members are perceived to provide the highest support.

The finding also indicated that the greater the perceived subjective norm, the stronger the students' entrepreneurial intention. Therefore, to increase the level of perceived subjective norm among Thai university students, the university should persuade the students that pursuing self-employment career is a good career choice. For instance, the university may create exhibitions or activities to promote the self-employment career and also invite students' closest people to attend and observe; therefore, those people will further serve as sponsors for students in pursuing self-employment career rather than pursuing salary-wage employment career.

Perceived Behavioral Control: The research result revealed that there is a moderate level of perceived behavioral control among Thai university students. This result suggests that Thai university students have a self-confidence and readiness to become self-employed at a certain level only. The reason behind this may due to the self-employment involving in risk and uncertainty. From the research, students perceive that it is not easy to become self-employed. Also, it is found that they are not certainly confident about their ability in becoming self-employed.

The findings further reported that the greater the perceived behavioral control, the stronger the students' entrepreneurial intention. Therefore, to enhance the level of

perceived behavioral control among Thai university students, the university should provide students all required entrepreneurial knowledge through quality entrepreneurship education. Not only having the entrepreneurship subject available, but also the university should design an effective entrepreneurship subject in which aiming to enhance students' perceived abilities.

Entrepreneurship Education Experience: To increase the exposure in entrepreneurship education experience among Thai university students, the university should consider including the entrepreneurship subject as a mandatory subject in all academic programs. In addition, entrepreneurship subject's lecturers should take a key role in providing practical entrepreneurial lessons and sharing real experiences to students. For instance, the university may employ individuals who have had previous entrepreneurial experiences as entrepreneurship class's lecturers.

Entrepreneurial Role Model: It seems that students involving with entrepreneurs will be able to observe and develop their entrepreneurial idea for their future business ventures. To increase a high exposure in entrepreneurial role model among Thai university students, the university should find practical ways to develop the entrepreneurial role model for all students through the entrepreneurship education. For example, the university should occasionally invite well-known or famous entrepreneurs to be special lecturers in the entrepreneurship subject in order to create students' entrepreneurial inspiration. Also, all students will have a chance to observe and gain inside entrepreneurial experiences, and could finally develop their entrepreneurial beliefs.

Entrepreneurial Work Experience: To increase a high exposure in entrepreneurial work experience among Thai university students, the university should design the entrepreneurship subject to create such opportunity for their students. For example, the university should encourage students to apply for an internship program in entrepreneurial companies. Besides, the entrepreneurial subject should require students to develop individual business plan and present in the class. By doing so, students will have a chance to exchange entrepreneurial idea with lecturers and their classmates.

3. Suggestions for Further Research

This research contributes to our understanding of the relationships between entrepreneurial intention and attitude towards self-employment, subjective norm, perceived behavioral control, entrepreneurship education experience, entrepreneurial role model, and entrepreneurial work experience. Because of the specific scope of this study, there are several other issues that could be addressed in future research.

First, as this research is limited to study only the relationships between the six independent variables and the entrepreneurial intention, future research may consider including other variables in the scope of study, such as gender, personal values, personality characteristics, environmental factors, etc. Second, as this research collected data only from the fourth-year Thai university students studying in the BBA program at Assumption University, caution is needed in interpreting the results. These fourth-year BBA students at Assumption University are not able to be representatives of all Thai university students as a whole. Future research might be extended to study

these relationships among students in other education levels or students in other Thai universities. Moreover, future research might consider conducting the study to compare entrepreneurial intentions and the other key variables among different Thai universities. By doing so, the result may benefits the university to understand their students' entrepreneurial intentions and also able to compare it with other Thai universities.



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Are you a fourth-year student studying in the Bachelor of Business Administration (BBA) program?

- Yes
 No (if answer is "No", please stop answering the questionnaire)

Part 1: Entrepreneurial Experiences

Entrepreneurship Education Experience:

1. Have you ever taken a class in entrepreneurship (MGT 4914: Entrepreneurship)?

- Yes No

Entrepreneurial Role Model:

2. Have your closest family members, closest friends, or other closest persons ever owned/run their own business?

- Yes No

Entrepreneurial Work Experience:

3. Have you ever worked in family business or other's small business, or started own business?

- Yes No

Part 2: Entrepreneurial Attitudes and Intentions

Attitude towards Self-employment:

4. Indicate your level of agreement with the following sentences. (select one box per line only)

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
- Being self-employed implies more advantages than disadvantages to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- A career as self-employed is attractive for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- If I had the opportunity and resources, I would like to start a firm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Being self-employed would entail great satisfaction for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Among various options, I would rather be self-employed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subjective Norm:

5. If you decided to become self-employed, would people in your close environment support that decision? *(select one box per line only)*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
– My closest family would support my decision to pursue a self-employed career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– My closest friends would support my decision to pursue a self-employed career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– People important to me would support my decision to pursue a self-employed career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perceived Behavioral Control:

6. To what extent do you agree with the following statements regarding your perceived behavioral control? *(select one box per line only)*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
– For me, being self-employed would be easy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– If I become self-employed, I would have a high probability of succeeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– If I pursue a career as self-employed the chances of failure would be low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– The number of event outside my control which could prevent me from being self-employed are few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Entrepreneurial Intention:

7. Indicate your level of agreement with the following sentences. *(select one box per line only)*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
– My professional goal is to become a self-employed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– I will make every effort to start and run my own firm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– I have the intention to start a firm some day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Please indicate general information

8. Gender: Male Female
9. Age: Less than 20 years 20 – 22 years
 More than 22 years
10. Occupation: *(select one box only)*
- Full-time student Company employees
- Government officer Self-employed
- Other (please specify) _____

ท่านเป็นนักศึกษาชั้นปีที่ 4 ซึ่งศึกษาในระดับปริญญาตรี คณะบริหารธุรกิจ (BBA Program) ใช่หรือไม่

ใช่

ไม่ใช่ (ถ้าตอบว่า “ไม่ใช่” กรุณาจบแบบสอบถาม)

ส่วนที่ 1 ประสพการณ์เกี่ยวกับการเป็นผู้ประกอบการ

การศึกษาด้านวิชาการเป็นผู้ประกอบการ:

1. ท่านเคยศึกษาด้านวิชาการเป็นผู้ประกอบการ หรือไม่ (วิชา Entrepreneurship: MGT 4914)

เคย

ไม่เคย

ความสัมพันธ์กับบุคคลที่เป็นผู้ประกอบการ:

2. ท่านมีบุคคลใกล้ชิดในครอบครัว เพื่อนสนิท หรือบุคคลใกล้ชิดอื่น เป็นผู้ประกอบการหรือไม่

มี

ไม่มี

ประสพการณ์ในการเป็นผู้ประกอบการ:

3. ท่านมีประสพการณ์ในการเป็นผู้ประกอบการหรือไม่ เช่น เคยช่วยกิจการของครอบครัว เคยทำงานในธุรกิจขนาดเล็กของผู้อื่น หรือเคยประกอบกิจการของตนเอง

มี

ไม่มี

ส่วนที่ 2 ข้อมูลทัศนคติและความตั้งใจในการเป็นผู้ประกอบการ

ทัศนคติต่อการเป็นผู้ประกอบการ:

4. กรุณาแสดงความเห็นของท่านคือข้อความต่อไปนี้ (ใส่เครื่องหมาย ✓ ในช่องว่างที่ตรงกับความคิดของท่านมากที่สุด)

	ไม่เห็นด้วย อย่างมาก	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วย อย่างมาก
- การเป็นผู้ประกอบการให้ผลดีมากกว่าผลเสีย	<input type="checkbox"/>				
- การเป็นผู้ประกอบการเป็นอาชีพที่น่าดึงดูดใจ	<input type="checkbox"/>				
- ถ้าท่านมีโอกาส ท่านเลือกที่จะเป็นผู้ประกอบการ	<input type="checkbox"/>				
- การเป็นผู้ประกอบการจะทำให้ท่านได้รับความพอใจ	<input type="checkbox"/>				
- หากเปรียบเทียบกับทางเลือกอื่น ท่านเลือกที่จะเป็นผู้ประกอบการ	<input type="checkbox"/>				

บรรทัดฐานทางสังคม:

5. หากท่านตัดสินใจที่จะเป็นผู้ประกอบการ บุคคลที่ใกล้ชิดท่านจะสนับสนุนการตัดสินใจของท่านหรือไม่ กรุณาแสดงความเห็นของท่านต่อข้อความต่อไปนี้ (ใส่เครื่องหมาย ✓ ในช่องว่างที่ตรงกับความคิดของท่านมากที่สุด)

	ไม่เห็นด้วย			เห็นด้วย	
	อย่างมาก	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	อย่างมาก
- ครอบครัวของท่านจะสนับสนุนการตัดสินใจของท่านที่จะเป็นผู้ประกอบการ	<input type="checkbox"/>				
- เพื่อนสนิทของท่านจะสนับสนุนการตัดสินใจของท่านที่จะเป็นผู้ประกอบการ	<input type="checkbox"/>				
- บุคคลที่มีความสำคัญต่อท่านจะสนับสนุนการตัดสินใจของท่านที่จะเป็นผู้ประกอบการ	<input type="checkbox"/>				

การรับรู้ความเป็นไปได้ในการเป็นผู้ประกอบการ:

6. กรุณาแสดงความเห็นของท่านต่อข้อความต่อไปนี้ - ซึ่งเกี่ยวข้องกับการรับรู้ความเป็นไปได้ในการเป็นผู้ประกอบการของท่าน (ใส่เครื่องหมาย ✓ ในช่องว่างที่ตรงกับความคิดของท่านมากที่สุด)

	ไม่เห็นด้วย			เห็นด้วย	
	อย่างมาก	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	อย่างมาก
- การเป็นผู้ประกอบการเป็นเรื่องง่ายสำหรับท่าน	<input type="checkbox"/>				
- มีความเป็นไปได้สูงที่ท่านจะประสบความสำเร็จในการเป็นผู้ประกอบการ	<input type="checkbox"/>				
- มีความเป็นไปได้น้อยที่ท่านจะประสบความสำเร็จในการเป็นผู้ประกอบการ	<input type="checkbox"/>				
- ปัจจัยภายนอกที่จะเป็นอุปสรรคต่อการเป็นผู้ประกอบการของท่านมีน้อย	<input type="checkbox"/>				

ความตั้งใจในการเป็นผู้ประกอบการ:

7. กรุณาแสดงความเห็นของท่านต่อข้อความต่อไปนี้ (ใส่เครื่องหมาย ✓ ในช่องว่างที่ตรงกับความคิดของท่านมากที่สุด)

	ไม่เห็นด้วย			เห็นด้วย	
	อย่างมาก	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	อย่างมาก
- เป้าหมายในการประกอบอาชีพของท่านคือการเป็นผู้ประกอบการ	<input type="checkbox"/>				
- ท่านจะพยายามเต็มที่เพื่อจะเป็นผู้ประกอบการ	<input type="checkbox"/>				
- ท่านมีความตั้งใจที่จะเป็นผู้ประกอบการในอนาคต	<input type="checkbox"/>				

ส่วนที่ 3 ลักษณะของผู้ตอบแบบสอบถาม

8. เพศ ชาย หญิง
9. อายุ น้อยกว่า 20 ปี 20-22 ปี
 มากกว่า 22 ปี
10. อาชีพ (กรุณาเลือกตอบเพียง 1 ข้อ)
 นักศึกษา (Full-time) พนักงานบริษัท / ธนาคาร / ห้างร้านเอกชน
 รับราชการ ผู้ประกอบการ
 อื่นๆ (โปรดระบุ) _____

