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計劃行為擴展理論對千禧年世代創業意圖的影響
Extended Theory of Planned Behavior for Millennial
Generation toward Entrepreneurial Intention

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摘要

論文題目：計劃行為擴展理論對千禧年世代創業意圖的影響

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論文摘要內容

如今，外部商業環境變得波動，不確定，複雜和模糊（VUCA）。Y 世代是一個統治勞動力的年齡組，他們也需要在這個變化的世界中建立自己的職業生涯。因此，Y 一代被認為是維持的關鍵目標，因為它們是全球勞動力的保存和存在。

在這方面，這篇理論論文提出了一個探索結構，將 Ajzen (1991) 的安排行為假設擴展到計劃行為理論，考慮千禧年時代的進取目標。本研究旨在建立一個更全面的框架，以解釋企業家教育，企業的自我創業意圖與行為。

本研究的結果揭示了企業家的教育，自我效能與企業間意向之間的溫和關係，這在過去的研究中通常被忽略。

關鍵詞：知識、企業家意圖、企業家精神、千禧一代、計劃行為理論

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ABSTRACT

Nowadays, the external business environment became volatility, uncertainty, complexity and ambiguity (VUCA). Generation Y is consider as the key target to maintain because they are preservation and existence to the workforce in global.

In that capacity, this theoretical paper proposed an exploration structure by expanding Ajzen's (1991) hypothesis of arranged conduct Theory of planned behavior to consider enterprising goal among millennial age. This study seeks to develop a more comprehensive framework to explain the relationship between enterprenuership education, enterprenuership self-efficacy enterprenuerial intention and behavior.

The findings of this study revealed a positive relation among Enterprenuership education, enterprenuerial self-efficacy, and enterprenuerial intention and entrepreneurial behavior which were usually ignored in the past researches.

Keywords: Knowledge, Entrepreneurial Intention, Entrepreneurship,

Millennial Generation, Theory of Planned Behavior

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CHAPTER 1

INTRODUCTION

1.1 Research Background

Entrepreneurs accept a basic employment in getting money related changes and degrees of progress to a country's economy. The responsibilities of business visionaries towards monetary headway have been inspected by Baron and Shane (2008), that authors representatives as "motors of financial development".

In all probability, business people have contributed basically to economy, society and humanity. Specifically, work creation has been seen as one of noteworthy responsibilities of business visionaries. As a matter of employability for alumni, much consideration has been given by the Vietnamese government.

Researchers have agreed that entrepreneurs are made and not borned (Boulton & Turner, 2005; Mellor, 2009), in which entrepreneurs can be trained. In this way, it is important to consider the factors that make someone become entrepreneur and the issues related to the development of entrepreneurs (Kadir et al., 2011). As shown, corporate exercises are deliberately focused (Krueger et al., 2000), in which visionaries of the company started with some degree of creative objective before they became ones. At the end of the day, people will not become a business person in an unexpected goal without specific triggers.

As Kobia and Sikalieh (2010) have stated, business is usually a youthful field of research and suggested that this problem should be explored. Accordingly, it is still considered imperative and helpful to look into the company sector. Furthermore, the standard theory of quality may not be relevant to ebb and flow company individuals as experts have continuously agreed that company individuals are created, not conceived (Boulton & Turner, 2005; Mellor, 2009). Schwarz et al. (2009) also drew attention to the fact that the company looks at what elements influence the creative objective.

1.2 Reseach Objective

Pioneering aim has been widely explored in the West, for models, Carr and Sequeira (2007), Kautonen (2009, 2010) and Schwarz (2009), just to give some examples. In any case, regardless it stays as an under-considered zone in Vietnamese. Application of the West examinations in Vietnamese setting would bring up an issue of their suitability and appropriateness. As discoveries on determinants that anticipate pioneering aim differs crosswise over nations and societies (Boulton & Turner, 2005; Moriano, 2011); a few investigations are without a doubt required at the nearby setting to expand the importance and exactness of the outcomes. Although some local scholars have attempted to think about pioneering expectation to Vietnamese students, a few restrictions can be found in their examinations. For example, Yusof (2007) and Ismail (2009) concentrated because of character qualities on innovative goal. Furthermore, Zain (2010) concentrated on character and financial characteristics (Joyce & Gomathi, 2010) stressed the impact of character and statistic variables.

Clearly, no different factors were tried in their examinations; accordingly causing constrained comprehension of the impact of different components toward enterprising aim.

Without uncertainty, from the writing gathering, there are various investigations utilizing hypothesis of arranged theory of planned behavior to foresee enterprising aim. Regardless, a few constraints can be recognized from the past writing. In some ongoing investigations, do Paço (2011), Moriano (2011) and van Gelderen (2008) did not coordinate different factors into their TPB model to foresee aim. In spite of the fact that Fini (2009), Sommer and Haug (2011) and Schwarz (2009) have broadened the model, some significant factors were rejected in their examinations, for example, character characteristics and social links. These constraints have resulted in the determinants influence pioneering aim still stay vague. Above all, theory of planned behavior has not been very much tried in nearby setting to consider enterprising goal.

1.3 Research Purpose

In light of the above constraints, this study examination is showed to top off the previously mentioned holes by concentrating on the accompanying targets:

1. To recognize the determinants influencing on enterpreneurial intetion of generation Y age.
2. To verify the relationship between factors and entrepreneurial intention.
3. To verify the relationship between factors and entrepreneurial behavior.

CHAPTER 2

LITERATURE REVIEW

This chapter will discuss the relevant literature on theory of plan behavior, entrepreneurship, millennial, knowledge, personal attitude, subjective norm, entrepreneurship education, entrepreneurial intention, entrepreneurial self-efficacy, entrepreneurial behavior. This research uses the definition and analysis of various experts and scholars as the reference literature for this research.

2.1 Theory of Plan Behavior

The theory of planned behavior (TPB) depends on emotional utility hypothesis (Savage, 1954), as shown in figure 2-1. Emotional utility hypothesis expect that choices and activities depend on a normal assessment of the probabilities and estimations of the results related with alternatives. People are said to settle on decisions which expand constructive results and limit contrary ones. Inside the sociologies, the most broadly inquired about manifestation of the emotional utility model is the TPB (Ajzen, 1991). As indicated by the TPB, the probability that somebody will take part in an activity basically relies upon his or her aim to perform it (Ajzen, 1991 ; Fishbein & Ajzen, 1975).

This creation is thusly controlled by three important segments: positive or negative frame of mind towards the conduct being referred to, abstract standards towards the conduct (the emotional social strain to perform, or not perform, it), and the people apparent conduct control towards the conduct.

Rueger (2000) point out that business enterprise is an after effect of deliberate and arranged conduct.

Therefore, utilizing TPB to examine enterprising goal is viewed as practical. As a matter of fact, In the case of TPB, the inspections and understanders of enterprises were seen as an efficient and compelling template (Morianio et al., 2011; Shook & Bratianu, 2010; Van Gelderen, 2008). Although TPB has proved to be a feasible device in a pioneering goal study, incorporating other relevant variable into the TPB model is crucial to enhance its ability to clarify and anticipate expectation.

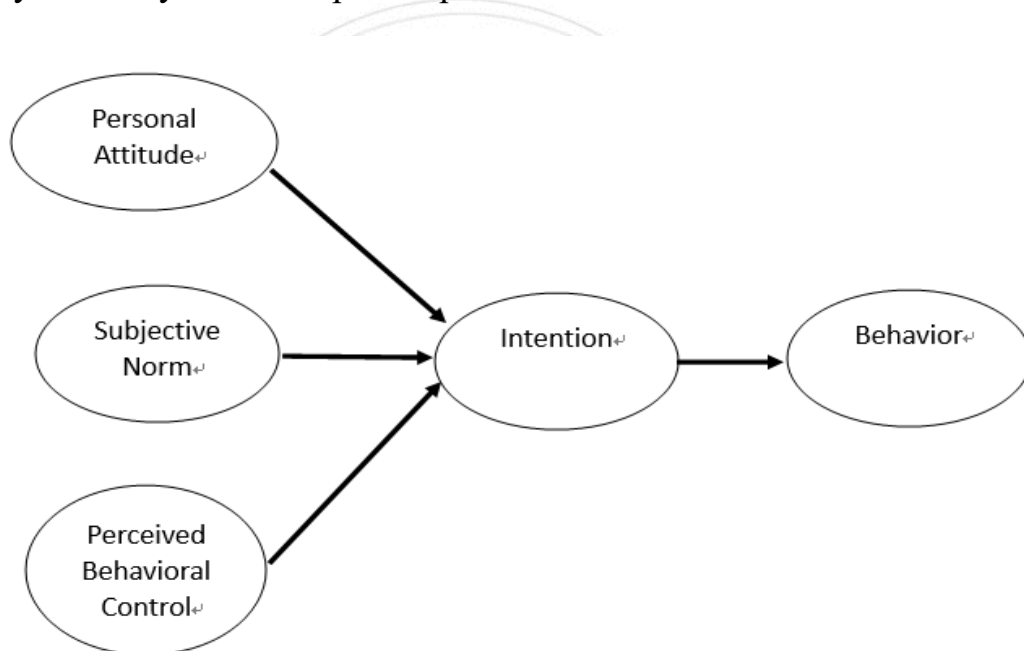


Figure 2 - 1 Framework of the theory of planned behavior

Note : From “ The theory of planned behavior” by Ajzen, I. 1991, *Organizational Behavior and Human Decision Processes*, 50(2), p.182.

In 1991, Ajzen found that hope of progress is like the idea of seeing conduct control. The hope of succeeding was characterized as "saw likelihood of prevail in at a given errand." It's like apparent conduct control since it alludes to a particular conduct setting and summed up propensity. Moreover, self-viability hypothesis is a standout amongst the most known for direct seen conduct control, the principle thought is self-adequacy can impact the selection of exercises, readiness for an action, exertion used amid the exhibition, just as thought designs and passionate responses (Bandura, 1986; Zimmerman, 2000) expressed that the person who has higher self-adequacy convictions bolster themselves an arrangement of self-administrative to persuade through the learning procedure. The arrangement of self-administrative including objective setting, self-checking, self-assessment, and methodology use. At the end of the day, the hypothesis of arranged conduct produced an increasingly mineral system of the relations among convictions, disposition, expectations, and conduct by setting the development of self-viability conviction or saw conduct control.

2.2 Entrepreneurship

Entrepreneurship has gotten much thought throughout the latest 20 years (Davidsson, 2008). The obligations of business visionaries are immensity. For perspectives, work creation, thing and technique improvement, and furthermore creation are among the standard obligations of business visionaries. Several experts named operators as "motors of money related headway" (Baron & Shane, 2008; Ethugala, 2011). Regardless of their obligations towards budgetary improvement, Mellor (2009) has conveyed that

standard money related framework has concentrating a lot on regard variable and has removed the immensity of creation and progression; it is agents who's going into it progress and progress and finally make fresh or better something to the general populace.

Until this point, "business" has been appeared in changed courses and there is single definition has been established (Baron & Shane, 2008). Despite the way that risky and questionable in depicting the word, Baron and Shane (2008) have recommended that business as look for after.

2.3 Millennial

Cekada (2012) clarify that millennial is additionally called generation Y, which alludes to an age conceived between 1980 to 2000. Moreover, Neuborne and Kerwin (1999) have likewise referenced that this age is otherwise called echo boomers or the millennium generation. Strauss and Howe (1992) likewise discovered that this age has appeared incredible distinction from its past age.

As per Nabi et al. (2010), an attention on understudy movement from advanced education to graduate business person could be properly set to guarantee understudies build up an increasingly proficient innovative aim. Likewise, Yusof (2007) additionally notice that all together for the new innovative dares to be a triumph, this youthful age ought to be examined and broke down.

The difference definition of gen Y is measured by six variables observed, from 2002 to 2014 as the table 2-1.

Table 2 - 1 The Differences Definition of Gen Y

Definition	Year	Authors
Generation Y born between approximately 1978 and 1995	2002	Smola & Sutton
Generation Y born between 1978 and 1988	2005	Martin
Generation Y usually specified individuals who were born from the 1980s to the mid-1990s.	2010	Levenson
Generation Y born between the years from 1980 to 2000.	2012	Cekada
Defines Gen Y as those individuals born between 1977 and 1994.	2013	Luscombe et al.
Generation Y called as millennial, who are born in 1980s-1990s.	2014	Kilber et al.

2.4 Knowledge

Definition of knowledge show that satisfactory information, instruction and motivation for business, the likelihood of picking an enterprising vocation may increment among youngsters (Turker & Selcuk, 2009). As per Roxas (2008), pioneering learning picked up from a formal innovative course will upgrade people's enterprising goals. Besides, unprecedented spearheading the skills taught in classrooms and by notable teacher adult training programmes who think about inventive development can moreover impact a person's likelihood to partake in business endeavor (Engle, 2010). Besides, Devonish

(2010) notice that business visionaries could apply its insight to impact their very own youngsters to carry on its privately-owned companies or to grow new organizations. As indicated by Yusof (2007), a legitimate emotionally supportive network, instruction and the improvement of administrative abilities may go far in making them fruitful.

Properly, venturesome learning is connected with the improvement of spearheading data. Turker (2009) recognizes two specific sorts of inventive data that supplement one another while choosing new interest creation shapes. This incorporates the disclosure and appraisal of new interest openings. Seeing business openings incorporates having the alternative to recognize a market or a social affair of people going up against a specific basic reasoning this issue every now and again incorporates the improvement of a creative or new procedure.

2.5 Personal Attitude

Individual Attitude suggests individuals' perspective on the individual alluring nature of performing spearheading conduct. According to Nicolaidis (2011), an attitude towards an exhibit is how much an individual has a positive or foreboding appraisal or assessment of the direct being alluded to. The later makers seem to have gathered their points of view on near and dear manners from Ajzen's (1991) theory of planned behavior model. The theory of planned behavior predicts the attitudes of people towards explicit exercises are enthusiastic aware of it. wonders. With respect to business, PA, hence, suggests how much individuals hold a helpful or opposite valuation towards spearheading conduct (Miralles, Riverola & Giones, 2012). In that limit, it is both of them are mental endeavor that significantly exists in oneself.

Meanwhile, the earth can in like manner sway it. In blueprint, singular attitude is an objectively orchestrated state for any known subject.

Frame of mind is regarded as one of the deciding factors of aim, Ajzen (1991) characterizes it as “the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question”. Frame of mind has demonstrated as a significant variable to clarify aim towards social alteration. Frames of mind toward a conduct allude to one's sure or negative impression of the conduct (Ajzen, 1991). The social convictions incorporate two segments: conviction quality and result assessment. Conviction quality alludes to people's discernments about the probability of the event of the specific results on the off chance that they play out the given conduct.

2.6 Subjective Norm

In other word, premise of intention is a social element called social norm, which refers to “perceived social pressure to perform or not to perform the behavior” (Ajzen, 1991, pp 188). There are a lot of previous researches have shown controversial results about the relationship between social norm and entrepreneurial intention.

For example, Moriano et al. (2011) confirm that the meaning of social norm is an important predictor of entrepreneurial intention. In addition, van Gelderen et al. (2008) also found that the importance of social norm was in explaining intention towards entrepreneurship; they further discussed that students who have entrepreneur family members and friends have a positive social norm with regard to entrepreneurship. Carr and Sequeira (2007) and Kautonen et al. (2009) get the same points of view.

2.7 Perceived Behavior Control

The clear ease or battle associated with certain conduct alludes to apparent social control as characterized, Ajzen (1991). Seen conduct control alludes to the judgment of the degree wherein one is gifted enough to play out a particular conduct. It is impacted by various elements, of which some pursue. Right off the bat, control convictions with respect to the presence of elements that may empower or impede conduct execution manage apparent social control (Ajzen & Cote, 2008).

Moreover, the degree to which someone is responsible for the circumstance can plainly be appeared by expectation and saw social control (Ajzen, 1991). In addition, if individuals in the social esteem and support the enterprising conduct. It is plausible that an individual will feel that they can play out the conduct (Kautonen, 2013).

Furthermore, people with past independent work information are well on the way to have improved innovative expectations as Gird and Bagraim (2008) as well as Douglas and Fitzsimmons (2013) claimed. As indicated by Ajzen (1991), there are significant similitudes between seen conduct control and the hypothesis of saw self-efficacy by Bandura (1977) and Bandura (1982) places that apparent self-efficacy manages observations about an individuals precision in attempted the presentation of certain conduct.

2.8 Entrepreneurship Education

Entrepreneurship education is defined in many ways by different scholars. An agreement on which definition should be used universally has not been reached. Entrepreneurship is a diverse phenomenon that can associated with different educational sectors (Aderemi, 2008). Education is described by Van

den Aardweg (1993) as a “purposeful, conscious, intervention by an adult in the life of a non-adult with the specific purpose of bringing the nonadult successfully to adulthood. Education includes, not only teaching of subject matter, but through teaching the imparting of qualities such as leadership, perseverance, patience, morals, values and decision-making”.

Entrepreneurship education is the determined involvement of an educationalist in the education life of the student to promote entrepreneurial qualities and expertise to qualify the learner to stay abreast in the business economy(Gouws, 2002; Isaacs, 2007). Entrepreneurship education is defined as the courses and lectures that are part of the curriculum scope that provides entrepreneurship, expertise and understanding to students, so that they can follow the entrepreneurship path as a profession (Ekpoh & Edet, 2011; Keat et al., 2011). According to Politis (2005), entrepreneurship education is a continuous procedure taken to simplify the development of acquaintances and the necessary skills for starting a business. Martinez et al. (2010) define entrepreneurship education as the development of Chapter 2: entrepreneurial intention 17 know-how and abilities towards entrepreneurship. This training can be at different educational levels, from primary to tertiary.

According to Jones and English (2004), entrepreneurship education is referred to as a process of providing individuals with the skill to identify opportunities that were overlooked by others and the vision, confidence, acquaintance, and expertise to produce valuable results. Gibson et al. (2011) state that the principal aim of entrepreneurship education is to develop and nurture future entrepreneurs who are skilled in starting and sustaining successful ventures, irrespective of their educational background. Conversely,

it is commonly accepted that most educators teach about entrepreneurship instead of teaching for entrepreneurship (Kirby, 2004). The following section provides insights into entrepreneurship education as an overview.

Entrepreneurship education as a matter of culture or state of mind including aspects of entrepreneurship education that focus on values, beliefs, and attitudes because they play an important role in forming one's attitude towards entrepreneurship, entrepreneurship intentions, or inclination. Entrepreneurship education is a behavioral issue that relates to specific skills such as identifying and seizing opportunities, making informed decisions, and developing social skills to be able to communicate well with parties. Entrepreneurship education as a matter of creating specific situations relates to the influence of entrepreneurship in the creation of new ideas, new firms, and enterprises (Fayolle & Klandt, 2006).

The above multi-dimensional conception of entrepreneurship education is also emphasized by Mapfaira and Setibi (2014), who argued that meaningful entrepreneurship education is an attempt at fostering entrepreneurial awareness as a career option through the enhancement of the understanding in students of the process of initiating and managing a business.

2.9 Entrepreneurial Intention

According to Ajzen (1991, pp 181), intention refers to “the indication of how difficult people are willing to try, of how much an effort they are planning to exert, to perform the behavior”. In general, the stronger the intention, the more likely a person will perform a particular behavior. It is practical to study intention because behavior is difficult to be measured in a study (Wu, 2010).

Entrepreneurial intention is closely related to entrepreneurship behavior. Ajzen (1991) mentioned that intention is a direct predictor of behavior. In addition, Krueger et al. (2000) also explained that entrepreneurial behavior is intentional and planned. Because entrepreneurial behavior is intentional, many researchers agreed that it can be predicted by entrepreneurial intention (Krueger & Carsrud, 1993).

Intentions have been proved to be the best predictors of individual behaviors, especially when the behavior is rare, difficult to observe or involves unpredictable time delays (Krueger & Brazeal, 1994). The establishment of new ventures and the creation of new value in existing ones, which have been identified by Bird (1988) as the two outcomes of entrepreneurial intentions, are good examples of such behaviors. Entrepreneurial intention is often regarded as the purposive pursuit of forming a new organization (Gartner, 1989). Therefore, in accordance with previous studies, entrepreneurial intentions are deemed to be individuals' plans to start a new business venture.

2.10 Entrepreneurial Self-Efficacy

Over the past decade, the global financial crisis and oil prices decline has diverted attention to developing alternative sources of income. Entrepreneurship is the only effective area to be developed. The college graduates having entrepreneurial self-efficacy are suitable to target the society that must focus and develop. Entrepreneurial self-efficacy (ESE) which includes factors related to individual's beliefs about their capabilities to accept and manage challenges and risks and have enough patience and strength to solve business related problems.

ESE is an amazing asset to anticipate the expectations of an individual (Krueger & Brazeal 1994). Likewise, ESE has demonstrated to recognize people most appropriate for getting to be business person in this way turning into an indispensable forerunner to innovative decision (Pihie & Bagheri 2010) Notwithstanding amid conditions of hazard and vulnerability ESE is utilized to foresee pioneering conduct (Shane 2012). Enterprising mindfulness, preparing, and pioneering courses were found to have an interceding sway on self-adequacy and vocation expectations (Moy, 2008). Scientists inferred that Malaysian auxiliary school understudies were good towards getting to be independently employed, yet they don't have enough certainty to be a business visionary, understudies with positive self-efficacy and entrepreneurial interest will likewise have more grounded goal to act naturally utilized.

They also laid emphasize training and education (Akmaliah 2009). Another author used Ajzen's intention model to measure entrepreneurship attitude. They found that networking, self-independence, and new venture creation are positively and significantly correlated (Mushtaq et al. 2011).

2.11 Entrepreneurial behavior

Definition of entrepreneurial behavior as a field of inquire about or concentrate examines mental structure which motivates people or individuals to turn into a trade individual (Krueger, Reilly & Carsrud, 2000), and acumen have been characterized as" a capacity framework that's utilized for examinations, reasonability or choices related with circumstance evaluation, commerce startup, and improvement" (Mitchell, 2002).

2.12 Hypothesis development

2.12.1 Knowledge and Personal Attitude

Knowledge refers to an individual's appreciation of the concepts, skills, and psychology expected of an entrepreneur (Jack & Anderson, 1999). The first type of knowledge relates to individuals' ability to recognize entrepreneurial opportunities. This involves the discovery and evaluation of new venture opportunities. Recognizing business opportunities involves being able to identify a market or a group of people facing a specific problem. Solving this problem often involves the development of an innovative or new approach. Accordingly, entrepreneurial learning is associated with the development of entrepreneurial knowledge. Personal attitude refers to individuals' perceptions of the personal desirability of performing entrepreneurial behavior.

2.12.2 Knowledge and Subjective Norm

However, do Paço et al. (2011) conclude that social norm has traditionally played a weak impact role in predicted entrepreneurial intention. Therefore, it is no significant in influencing entrepreneurial intention Fini et al. (2009) and Sommer and Haug (2011). Similarly, Shook and Bratianu (2010) also indicated that social norm is not positively related to entrepreneurial intention. The contradicting results of the predictability of social norm on entrepreneurial intention have made this variable requires further investigation.

2.12.3 Knowledge and Perceived Behavioral Control

Compatibility is elicited from the innovation diffusion theory (IDT). This principle suggests that compatibility represents the level of information technology complying with the users' existing values, past experience, and current needs (Moore & Benbasat, 1991; Rogers, 1995). Previous research has shown evidence that compatibility is strongly correlated with attitude towards the adoption of information technology (Cho, 2006). Perceived behavioral control reflects beliefs regarding the access to resources and opportunities needed to perform a behavior. It may encompass two components (Ajzen, 1991; Taylor & Todd, 1995). The first component reflects the availability of resources needed to engage in the behavior.

2.12.4 Personal Attitude and Entrepreneurial Intention

Attitude refers to an individual's emotional and evaluative deliberations about a behavior (Ajzen, 2001; Liñán & Chen, 2009). This psychological trait exists in every human being in the form of critical observation and evaluation. Shook and Bratianu (2010) argue that the attitude of an individual toward a specific issue depends on his or her beliefs about the end result it. And the better the perception of it, the firmer the intention to exercise specific behaviour. The more positive the final result is, the better perception of Frames of mind have a solid huge positive association with the business enterprise purpose in studies by Callifornia, Kallifornia, Moscow (2013), Angriawan (2013), Kolvereid and Isaksen (2012), Kuttim, Kallastea, Venesaara and Kiis (2014); Linan and Chen (2009), Linan et al (2013); Zampetakis, Anagnosti and Rozakis (2013).

2.12.5 Subjective Norms and Entrepreneurial Intention

Subjective norms which is relevant persons or individuals support or do not support the performance of a particular behaviour. In research, subjective norms is commonly measured by asking participants to what level they think about their closest ones – family members, friends, or colleagues – would support them in engaging in entrepreneurial activities (Linan & Chen, 2009; Ajzen, 2001). Since these perceptions of individuals are subjectively in their nature. The people of social arrange are involved by individuals who have interested in business have great impact on business action (Angriawan et al., 2012). Subjective standards are altogether persuasive on entrepreneurial eagerly as uncovered by Angriawan (2012), Kautonen Marco and Erno (2012) , Souitaris (2007), Sahindis Giovanis and Sdrolias (2012) , and Malebana (2014).

2.12.6 Perceived Behavioral Control and Entrepreneurial

Intention

It is described as the perceived probability to succeed at performing a specific task. The theory of planned behaviour is distinguished from the previous theory of reasoned action by Ajzen (1991) in the fact that it introduces PBC. The theory of planned behaviour proposes that PBC, along with behavioural intention, might be a good predictor of the achievements of an individual in a specific field. Majority of the work done in the field of perceived behavioural control is done by Bandura and his associates (Adams & Beyer, 1977; Bandura, Adams, Hardy & Howells, 1980). Beliefs about self-efficacy to a great extent impact the choice of tasks, the effort invested

into that specific task, as well as a person's thoughts and emotional stability (Bandura, 1981). In the point of view of this paper, the structure proposes that an individual will turn into a business person because of the presence of expectation and the apparent social control.

2.12.7 Entrepreneurship Education and Entrepreneurial

Intention

Entrepreneurship education has an influence on entrepreneurial intention. Entrepreneurship education can contribute to intention by fostering the right mindset, by raising awareness of career opportunities as an entrepreneur or as a self-employed person, and by providing relevant business skills. McMullan and Shepherd (2006) argue that entrepreneurship education not only improves knowledge, skills and information needed to pursue an opportunity but also equips individuals with analytical ability and knowledge of entrepreneurial process. Beside that, Nabi and Holden (2008) indentify entrepreneurship education is a human capital investment to prepare a student to start a new venture through integration of experience, skills and knowledge important to develop and expand a business. Other scholars posit that entrepreneurship education aims at equipping people with skills and enhances their abilities to recognize, evaluate, marshal resources and initiate to run the business.

Empirical studies that have investigated in the influence of entrepreneurship education on entrepreneurial intention of participants are less unanimous on the results. While some scholars have positive effects (Bae et al., 2014; Otuya et al., 2012; Ngugi et al., 2012) others find insignificant and mixed results (Souitaris et al., 2007; von Graevinitz et al., 2010). Further, some scholars report negative findings (do Paço, Ferreira, Raposo, Rodriguez,

& Dinis, 2013; Marques et al., 2012; Oosterbeek, van Praag & Ijsselstein, 2010; Olomi & Sinyamule, 2010). These components are not, in any case, palatably investigated. There is a decrease of intrigue and a development in negative frames of mind towards business among those understudies who did not participate in enterprise instruction.

2.12.8 Entrepreneurial Self-Efficacy and Entrepreneurial

Intention

In entrepreneurship, scholars conceptualised self-efficacy as task-specific in nature, referred to as entrepreneurial self-efficacy. Entrepreneurial self-efficacy was defined as the individual's ability to successfully engage and execute any entrepreneurial activities (Chen et al., 1998). Most entrepreneurs are self-efficacious in nature (Bradley & Roberts, 2004), thus the conclusion that entrepreneurial self-efficacy is a distinctive characteristic that can differentiate entrepreneurs from non-entrepreneurs (Chen et al. 1998). Also, entrepreneurial self-efficacy significantly affects opportunity recognition (Ozgen & Baron, 2007) and also influences the persistence and perseverance to ensure successful utilisation of the said opportunity (Chen, Gully & Eden, 2004; Mitchell & Shepherd, 2010).

In essence, despite the entrepreneurial self-efficacy construct being very recent (Chen et al., 1998; De Noble et al., 2007), its role in determining and explaining entrepreneurial action is significant (Bandura, 1986; Zhao, Seibert, & Hills, 2005). Hence, understanding entrepreneurial self-efficacy is very important, as it does not only explain the behaviours of those who are willing to be entrepreneurs, but those who are already entrepreneurs (Li & Jing, 2008). Also, entrepreneurial self-efficacy is a task specific construct that recognises

both individual and environmental characteristics about entrepreneurial action (Boyd & Vozikis, 1994; Chen et al., 1998).

Entrepreneurial self-efficacy is also the key personal capability that motivates entrepreneurial behaviors (Tyszka et al. 2011; McGee et al. 2009; DePillis & Reardon 2007; Chen et al. 1998) and enables entrepreneurs to overcome difficulties during the entrepreneurship process such as opportunity recognition, marshalling resources and improving performance of the new business (Tumasjan & Braun, 2012; McGee et al., 2009; Barbosa et al., 2007; Bryant, 2006; Markman & Baron, 2003). Entrepreneurial self-efficacy, therefore, not only influences individuals' decision to choose an entrepreneurial career but also directs their future performance in the process of managing and developing a new venture (McGee et al., 2009; Bandura, 2000).

Students' involvement in these learning activities shapes their beliefs in their capabilities to perform entrepreneurial tasks and helps them decide on whether to pursue an entrepreneurial career path (Wilson et al., 2007; Souitaris et al., 2007; Fayolle et al., 2006; Zhao et al., 2005; Erikson, 2003). However, there is little knowledge about how the acquired self-efficacy in performing entrepreneurial tasks improves students' intention to become an entrepreneur. Moreover, few researchers have examined the association between students' entrepreneurial self-efficacy, entrepreneurial intention and other personal attributes such as self-regulation (McMullen & Shepherd, 2002). This study aims to address this gap by measuring university students' entrepreneurial self-efficacy, self-regulation and entrepreneurial intention; the personal capabilities that can be developed by education and training

(Tumasjan & Braun, 2012; Bryant 2006, 2007; Wilson et al., 2007; Fayolle et al., 2006; Ajzen, 2002).

2.12.9 Entrepreneurial Intention and Entrepreneurial Behavior

Bird's (1989) approach means that entrepreneurial conduct is seen in an organisation that involves distinctive forms by people within the creation of modern firms rather than the exercises attempted by the individuals Company supervision (Bird, Gartner & Starr, 1992). A definition of entrepreneurial intentions is entrepreneurs' states of mind that attention, experience, and action directly affted to start a business. They guide their goal setting, communications, commitment, organization, and other kinds of work. In the same way, business enterprise centers on investigation defined classically entrepreneurial intentions as the cognitive state temporally and causally prior to the decision and action of starting a business. Thus, in an intentional action the intention functions as a mediator. For several scholars, intentionality seems to be central to behaviors and for an emerging new venture. In general, behavior is shaped and motivated by cognitions and affects and it is an outcome of traits, knowledge, skills, abilities. Nevertheless, it's important to consider that the cognitive theory has demonstrated that intentions have an impact on behavioral outcome.

2.13 Theoretical framework

Base on Theory Plan Behavior (TPB) of Ajzen 1991 organizational behavior and human decision processes. After that, it was developed model by add more factors influence on basic model with out come is entrepreneurial intention that is behavioral intention which this study developed.

There are eight variables in this study: knowledge, personal attitude, subjective norms, perceived behavioral control, entrepreneurship education, entrepreneurial intention, entrepreneurial self-efficacy, entrepreneurial behavior. The theoretical basic of this research combined from knowledge by Turker and Selcuk (2009), personal attitude by Ajzen (1991), subjective norm by Ajzen (1991), perceived behavior control by Ajzen (1991), entrepreneurship education by Aderemi (2008), entrepreneurial intention by Ajzen (1991), entrepreneurial self-efficacy by Krueger and Brazeal (1994), entrepreneurial behavior by Krueger, Reilly and Carsrud (2000) are showed as figure 2-2

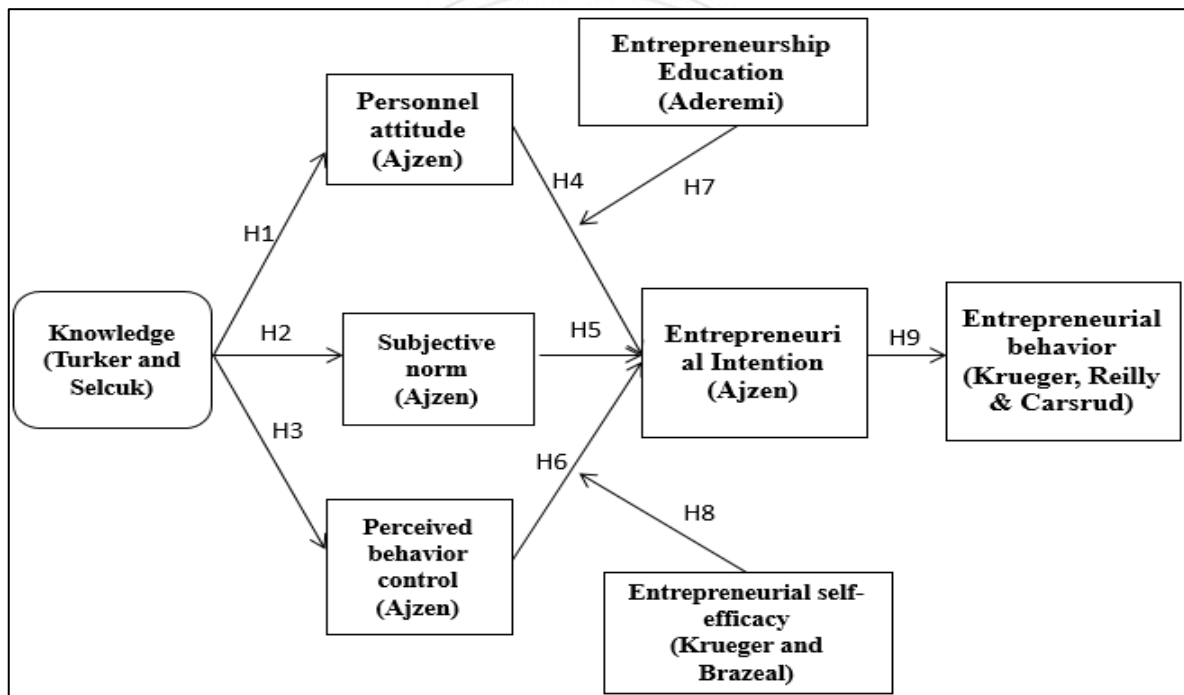


Figure 2 - 2 Research Framework

2.14 Research Hypotheses

Base on research framework and referencs of journals we have:

H1 : Knowledge has a positive impact on personal attitude.

H2: Knowledge has a positive impact on subjective norms.

H3: Knowledge has a positive impact on perceived behavioral control.

H4: Personal attitude has a positive impact on entrepreneurial intention.

H5: Subjective norms has a positive impact on entrepreneurial intention.

H6: Perceived behavioral control has a positive impact on entrepreneurial intention.

H7: Entrepreneurship education mediates the relationship between personal and entrepreneurial intention.

H8: Entrepreneurial self-efficacy mediates the relationship between perceived behavioral control and entrepreneurial intention .

H9: Entrepreneurial intention has a positive impact on entrepreneurial behavior.

CHAPTER 3

RESEARCH METHODOLOGY

Chapter 3 also discusses research methods for analyzing, testing hypotheses and how the research is carried out. A number of sub-sections such as research design, questionnaire design, method and data collection plan, data analysis methods will be presented in this chapter.

3.1 Research Design

The study aimed to examine the relationship among knowledge, personal attitude, subjective norm, perceived behavior control, entrepreneurship education, entrepreneurial self-efficacy, entrepreneurial intention and entrepreneurial behavior. The inquiry about survey was planned to get specific data that required to conduct this think about and to look at the factors recorded within the investigate theories. The questionnaire was developed to successfully achieve the objectives of this study.

The questionnaire was structured into two parts. The first part consists of knowledge, personal attitude, subjective norms, perceived behavioral control, entrepreneurship education, entrepreneurial self-efficacy, entrepreneurial intention and entrepreneurial behavior. Likert-type scales (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree) were used to measure the variables. 55 items survey questionnaire was developed to obtain the response from respondents. The questionnaire of the study consisted of 8 constructs: knowledge (4 items), personal attitude (15 items), subjective norms (3 items), perceived behavioral control (6 items), entrepreneurship education (8 items), entrepreneurial self-efficacy (8 items),

entrepreneurial intention (6 items), entrepreneurial behavior (5 items). The second part was the demographics. This part considered gathering the personal information for descriptive analysis: gender, age, education levels.

They were surveyed via email and direct surveys.

3.2 Sample planning

Subject in the study is undergraduate Viet Nam students. Author selected Vietnamese students in Taiwan who have age around 18 to 40-year-old. Author posted the questionnaire on a group of Vietnamese students studying in Taiwan. Respondents agreed to participate in this study and complete the questionnaire fully.

3.3 Construct Measurement

The study has considered eight research constructs, after that the interrelationship among these variables also be assessed. There are 8 main identified constructs which are knowledge, personal attitude, subjective norms, perceived behavioral control, entrepreneurship education, entrepreneurial self-efficacy, entrepreneurial intention and entrepreneurial behavior. Each construct has its operational conceptions and measurement items. All of them are separated to 8 parts. Appendix tables present the questionnaire items for this study.

The demographic characteristics had designed to investigate the dissimilar features among every respondent, who took part in this survey. According to previous studies, the individual demographic features could be measured by the following indicators: gender, age, jobs, education levels.

3.3.1 Knowledge

It is believed that with adequate knowledge, education and inspiration for entrepreneurship, the possibility of choosing an entrepreneurial career may increase among young people (Turker & Selcuk, 2009). According to Roxas et al. (2008), entrepreneurial knowledge gained from a formal entrepreneurial course will enhance individuals' entrepreneurial intentions.

Questionnaire of knowledge developed by Bojica and Fuente (2012). This dimension includes 4 questionnaires from KL1 to KL4 as table 3-1

Table 3 - 1 Questionnaire of Knowledge

Question
[KL1] Through subjects about the company we have access to more market understanding.
[KL2] Through subjects about the company usually gets data about the needs and trends of our customers
[KL3] Through subjects about technology and significant know-how are obtained from the company.
[KL4] Through subjects about the company we get helpful understanding for our company management.

3.3.2 Personal Attitude

Attitude is considered as one of the determinants of intention, Ajzen (1991, pp 188) defines it as “the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question”.

Question of personal attitude developed by Paco, A., Ferreira, J., Raposo, M., Rodrigues, R., & Dinis, A., (2011). The study questionnaire measured in 15 question from KL1 to KL15 as table 3-2.

Table 3 - 2 Questionnaire of Personal Attitude

Question
[PA1] Being a businessman means more benefits to me than more inconveniences.
[PA2] I am attracted by a career as a businessman.
[PA3] I would like to begin a company if I had the chance and resources.
[PA4] Being a businessman would bring me excellent satisfaction.
[PA5] I'd rather be an entrepreneur among different alternatives.
[PA6] After finishing college, I want to work for myself
[PA7] I find the concept of working for myself very attractive
[PA8] I believe that self-employment is very essential
[PA9] My private self-employment satisfaction is very high
[PA10] I was efficiently ready for an entrepreneurial career by the university entrepreneurship program
[PA11] I regard entrepreneurship as a desirable career choice
[PA12] I enjoyed lessons in entrepreneurship
[PA13] I regard entrepreneurship as significant if not more significant than any other topic.
[PA14] After finishing college, I want to work for myself
[PA15] I am pleased to have learned education in entrepreneurship

3.3.3 Subjective norms

Another antecedent of intention is a social factor called social norm, which refers to “perceived social pressure to perform or not to perform the behavior” (Ajzen, 1991). Past literature has shown controversial results on the relationship between social norm and entrepreneurial intention.

Questionnaire of subjective norms developed by Marire, I., (2015), displayed in table 3-3.

Table 3 - 3 Questionnaire of subjective norms

Question
[SN1] I shall approve my choice by my close family.
[SN2] I am going to agree with my colleague
[SN3] My colleagues are going to endorse my choice.

3.3.4 Perceived Behavioral Control

The apparent easiness or struggle involved in certain behaviour refers to perceived behavioural control as defined by Ajzen (1991). Perceived behavioural control refers to the judgement of the extent in which one is skilled enough to perform a specific behaviour. It is influenced by a number of factors, of which some follow.

Questionnaire of perceived behavioral control developed by Paco, A., Ferreira, J., Raposo, M., Rodrigues, R., & Dinis, A., (2011) and displayed in table 3-4.

Table 3 - 4 Questionare of Perceived Behavioral Control

Question
[PBC1] It would be simple for me to begin a company and maintain it running
[PBC2] I am willing to begin a sustainable company
[PBC3] I can monitor the development of a fresh company.
[PBC4] I understand the practical information needed to begin a company
[PBC5] I understand how an entrepreneurial project should be developed.
[PBC6] I would have a high likelihood of succeeding if I tried to begin a company.

3.3.5 Entrepreneurship Education

According to Ajzen (1991), intention refers to “the indication of how difficult people are willing to try, how much an effort they are intend to exert, to perform the behavior.

Questionare of entrepreneurship education developed by Marire, I., (2015) mearures 8 variables from EE1 to EE8 as show on table 3-5.

Table 3 - 5 Questionare of Entrepreneurship Education

Question
[EE1] I learnt knowledge about the entrepreneurial environment
[EE2] I learnt about entrepreneurial characteristics
[EE3] I learnt about the preferences to be an entrepreneur
[EE4] I learnt necessaries abilities to be an entrepreneur
[EE5] I am intended to become an entrepreneur
[EE6] My university builds my skills and entrepreneurship
[EE7] My college offers the required entrepreneurial expertise
[EE8] My school promotes me to create creative thoughts to be a businessman

3.3.6 Entrepreneurial Self-Efficacy

ESE has proved to identify the most suitable individuals to become entrepreneur, thus becoming a vital antecedent to entrepreneurial choice (Pihie and Bagheri 2010) Even during circumstances of risk and uncertainty ESE is used to predict entrepreneurial behavior (Shane 2012).

Questionare of entrepreneurial self- efficacy developed by Shahab, Y., Chengang, y., Arbizu, A.D., & Haider, M.E (2018) which measured 8 variables from ESE1 to ESE8 shown on table 3-6.

Table 3 - 6 Questionare of Entrepreneural Self-Efficacy

Question
[ESE1] I can effectively handle an enterprise
[ESE2] I am well qualified in financial and management
[ESE3] In constant stress, pressure and conflict, I can operate productive
[ESE4] New thoughts and products I can develop
[ESE5] I have beneficial relations to establish and retain
[ESE6] I can see new market opportunities for new products and services.
[ESE7] I can hire important staff and train them.
[ESE8] I can create a working atmosphere where individuals are encouraged to try something new.

3.3.7 Entrepreneural Intention

According to Ajzen (1991, pp 181), intention refers to “the indication of how hard people are willing to try, of how much an effort they are planning to exert, in order to perform the behavior”. The questionare of entrepreneural intention is measured by 6 questions from EI1 to EI6 as show on table 3-7.

Table 3 - 7 Questionare of Entrepreneurial Intention

Question
[EI1] I'm willing to do anything to be a businessman
[EI2] My professional objective is to become a businessman
[EI3] I will do my utmost to begin and operate my own company
[EI4] I am determined to establish a company in the future
[EI5] I was thinking very seriously about beginning a company
[EI6] I'm determined to begin a company some day

3.3.8 Entrepreneurial Behavior

Gartner suggests that the solution is to look for entrepreneurship in the organizational process and that entrepreneurship is about creating a new organization. In doing so, the entrepreneur is taking on several roles such as an innovator and the leader/manager. Entrepreneurial behavior could be a subset of entrepreneurial exercises concerned with understanding, anticipating and impacting person conduct in entrepreneurial settings (Callahan 2010), as shown in table 3-8.

Table 3 - 8 Questionare of Entrepreneurial Behavior

Question
[EB1] I spend time on new business development
[EB2] I encourage entrepreneurial orientation at the work environment.
[EB3] I develop an enabling atmosphere for staff to think about exciting ways to do their work
[EB4] I create an environment where people feel free to try new things
[EB5] I track my rivals carefully

Source: Akala, A (2015)

3.4 Pilot Test

A trial test is conducted in Vietnamese version to fortify questionnaire's effectiveness. The pilot test is handled on the Internet and 50 responses are collected intentionally. Consequently, this trial data is analyzed in a reliability test to get the internal consistency of each item and factors. An acceptable level of internal consistency would be reflected in a Cronbach's α value of no less than 0.70 in this study, as shown on table 3-9 ~3-16.

Base on 50 respondent of students in millennial context. Multiple regression is conducted to test the relationship between factor in this topic.

3.4.1 Knowledge

In general, the KMO value for all factors in each construct is 0.833 hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0, which indicates correlations between the variables are significant, as shown on table 3-9.

All items of factor Knowledge have factor loadings higher than 0.7. Between each item, item KL3 has the highest factor loading is 0.815 which indicates the highest relation to construct Knowledge. Besides, construct's Eigen value is 2.537 higher than 1.

Reliability test showed five variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of Cronbach's coefficient alpha $\alpha = 0.881$. Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total four items were selected for further analysis.

Table 3 - 9 Results of Factor Analysis and Reliability Tests on Knowledge

Construct	Item	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Knowledge (KMO=.833)			2.537	45.326		.881
	KL1	.801			.650	
	KL2	.795			.572	
	KL3	.815			.692	
	KL4	.771			.616	

3.4.2 Personal Attitude

In general, the KMO value for all factors in each Construct is 0.794 hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0, which indicates correlations between the variables are significant. All items have factor loadings higher than 0.7 as shown on table 3-10.

Reliability test showed all variables are significant when the item-to-total correlations of all items are above 0.5, Cronbach's $\alpha = 0.809$, Eigen value =3.785. Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total seven items were selected for further analysis.

Table 3 - 10 Results of Factor Analysis and Reliability Tests on Personal Attitude

Construct	Item	Factor Loading	Eigen- value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
			3.785	39.177		.809
Personal Attitude (KMO=.794)	PA1	.790			.622	
	PA2	.793			.618	
	PA3	.777			.655	
	PA4	.445			.518	
	PA5	.495			.513	
	PA6	.718			.600	
	PA7	.581			.593	
	PA8	.600			.578	
	PA9	.677			.647	
	PA10	.756			.644	
	PA11	.764			.630	
	PA12	.700			.667	
	PA13	.511			.528	
	PA14	.634			.611	
	PA15	.607			.599	

3.4.3 Subjective norm

In general, the KMO value for all factors in each Construct is 0.875, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0, which indicates correlations between the variables are significant as shown on table 3-11.

All items have factor loadings higher than 0.7. Between each item, item SN1 has the highest factor loading is 0.885, which indicates the highest relation to construct Subjective norm. Besides, construct's eigen value is 3.516 higher than 1.

Reliability test showed all variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of -Cronbach's coefficient alpha $\alpha = 0.891$.

Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total three items were selected for further analysis.

Table 3 - 11 Results of Factor Analysis and Reliability Tests on Subjective Norm

Construct	Item	Factor Loading	Eigen- value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Subjective norm (KMO=0.875)			3.516	36.665		.891
	SN1	.885			.699	
	SN2	.851			.681	
	SN3	.803			.671	

3.4.4 Perceived Behavioral Control

In general, the KMO value for all factors in each Construct is 0.863, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0, which indicates correlations between the variables are significant, as shown on table 3-12.

All items have factor loadings higher than 0.7. Between each item, item PBC1 has the highest Factor loading is 0.805, which indicates the highest relation to construct Perceived Behavioral Control. Besides, construct's Eigen value is 2.768 higher than 1.

Reliability test showed all variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of Cronbach's coefficient alpha $\alpha = 0.872$

Based on all criteria, we can conclude that the reliability and internal

consistency on this factor are acceptable. There are total six items were selected for further analysis.

Table 3 - 12 Results of Factor Analysis and Reliability Tests on Perceived Behavioral Control

Construct Item	Factor Loading	Eigen- value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
		2.768	49.414		.872
Perceived Behavioral Control (KMO=0.863)	PBC1	.811		.680	
	PBC2	.800		.655	
	PBC3	.791		.643	
	PBC4	.752		.641	
	PBC5	.747		.611	
	PBC6	.738		.590	

3.4.5 Entrepreneurship Education

In general, the KMO value for all factors in each Construct is 0.855, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0, which indicates correlations between the variables are significant. All items have factor loadings higher than 0.7, as shown on table 3-13.

Reliability test showed all variables are significant when the item-to-total correlations of all items are above 0.5, Cronbach's $\alpha = 0.861$, Eigen value = 4.167. Two items are lower 0.7, which was deleted (EE3, EE6) Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total twenty-five items were selected for further analysis.

Table 3 - 13 Results of Factor Analysis and Reliability Tests on Entrepreneurship education

Construct	Item	Factor Loading	Eigen- value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Entrepreneurship education (KMO= .855)			4.167	35.771		.861
	EE1	.853			.670	
	EE12	.841			.656	
	EE3	.681			.617	
	EE4	.807			.663	
	EE5	.813			.649	
	EE6	.548;			.485	
	EE7	.770			.608	
	EE8	.786			.622	

3.4.6 Entrepreneurial Self-Efficacy

In general, the KMO value for all factors in each Construct is 0.806, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0, which indicates correlations between the variables are significant. All items have factor loadings higher than 0.7, as shown on table 3-14.

Reliability test showed all variables are significant when the item-to-total correlations of all items are above 0.5, Cronbach's $\alpha = 0.810$, Eigen value = 3.114. Three items are lower 0.7, which was deleted (ESE1, ESE6, ESE7, and ESE8) Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total four items were

selected for further analysis.

Table 3 - 14 Results of Factor Analysis and Reliability Tests on Entrepreneurial Self-Efficacy

Construct	Item	Factor Loading	Eigen- value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Entrepreneurial Self-Efficacy (KMO=.806)			3.114	47.654		0.810
	ESE1	.639			.612	
	ESE2	.709			.648	
	ESE3	.702			.633	
	ESE4	.715			.637	
	ESE5	.727			.646	
	ESE6	.610			.591	
	ESE7	.591			.540	
	ESE8	.500			.493	

3.4.7 Entrepreneurial Intention

In general, the KMO value for all factors in each Construct is 0.859, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0, which indicates correlations between the variables are significant. All items have factor loadings higher than 0.7, as shown on table 3-15.

Between each item, item EI4 has the highest Factor loading is 0.869 indicates the highest relation to construct Entrepreneurial Intention. Item EI6 is lower 0.7, which was deleted. Besides, construct's Eigen value is 2.886 higher than 1.

Reliability test showed all variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of -Cronbach's coefficient alpha $\alpha = 0.873$

Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total five items were selected for further analysis.

Table 3 - 15 Results of Factor Analysis and Reliability Tests on Entrepreneurial Intention

Construct	Item	Factor Loading	Eigen- value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
			2.886	49.180		.873
Entrepreneurial Intention (KMO=0.859)	EI1	.869			.684	
	EI2	.851			.651	
	EI3	.833			.647	
	EI4	.790			.612	
	EI5	.718			.600	
	EI6	.577			.596	

3.4.8 Entrepreneurial Behavior

In general, the KMO value for all factors in each Construct is 0.825, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0, which indicates correlations between the variables are significant, as shown on table 3-16.

All items have factor loadings higher than 0.7. Between each item, item EB1 has the highest Factor loading is 0.781, which indicates the highest relation to construct Entrepreneurial Behavior

Reliability test showed all variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of -Cronbach's coefficient alpha $\alpha = 0.835$

Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total five items were selected for further analysis.

Table 3 - 16 Results of Factor Analysis and Reliability Tests on Entrepreneurial Behavior

Construct	Item	Factor Loading	Eigen- value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Entrepreneurial Behavior (KMO=0.825)			3.711	48.881		.835
	EB1	.781			.645	
	EB2	.757			.623	
	EB3	.747			.602	
	EB4	.710			.590	
	EB5	.738			.606	

3.5 Data Collection

Data collection consisted of five steps.

Firstly, distinguishing related investigate factors through writing survey and exhortation from the proposition advisor.

The moment step was to total the drafting of the study survey.

The third step, deciphering the inquire about surveys into Vietnamese and after that decipher back into English one more time to twofold check the meaning of the things remained the same.

Fourthly, running a pre-test of the Vietnamese questionnaires to check α (alpha). 50 respondents were invited for the pre-test. Based on the pre-test, an internal consistency reliability coefficient of each item was computed. If the consistency reliability coefficient of each question cannot be achieved, the questionnaire was modified one more time as a result to reach the greater consistency.

The final step was delivery the Vietnamese questionnaire indirectly and directly to undergraduate students Vietnamese respondents. When the data was totally completed, it could be used for analyzing in the following step.

3.6 Data Analysis Procedure

The program named SPSS v.22 was used to calculate data. To test the hypotheses as developed from this study, there are six methodological techniques adopted:

- Descriptive statistic analysis
- Factor analysis and reliability test
- Multiple regression analysis
- The hierarchical regression analysis

3.6.1 Descriptive Statistic Analysis

To measure about characteristics of all variable, the method named Descriptive Statistic Analysis is extremely useful. It calculates the means of each variable, besides the standard deviations also mentioned.

3.6.2 Factor analysis and Reliability Tests

(I) Factor analysis:

The reason of figure investigation is to investigate the basic fluctuation structure of a set of relationship coefficients. Calculate examination not as it were is utilized to summarize or diminish information but moreover exploratory or corroborative reason. Production line examination expect that a little number of in secret factors are mindful for the relationship among a huge number of watched factors. In other words, the inactive cannot be straightforwardly watched, but they influence discernible factors. Particularly, calculate examination expect that the fluctuation of each watched variable comes from two parts: a common portion shared with other factors that cause relationship among them, and a one of a kind portion that's diverse from other factors. The common parts are called variables, and these components speak to the inactive builds. Estimation things with calculate loadings more prominent than 0.6 will be chosen as the part of a particular calculate.

(II) Reliability test:

After running a unwavering quality test, Item-to-total Relationship and Cronbach's α will be appeared. These comes about degree the relationship of each thing to the whole of the remaining things inside one figure. This approach expect that add up to score is substantial and in this way the degree to which the thing relates with the full score is demonstrative of merged

legitimacy for the thing. Things with relationship lower than 0.5, will be erased from the investigation handle.

3.6.3 Regression Analysis

(I) Multiple Regression Analysis

The multiple regression analysis is used to analyze the relationship between a single dependent variable and several independent variables. Therefore, the main purpose of multiple regression analysis is to predict the dependent variable with an independent set of variables. Another goal of multiple regression is to maximize the overall predictive power of the independent variables as represented in the variance. Multiple regression analysis can also meet an objective comparing two or more independent variables to determine the predictability of each variance. The analysis will be significant when the R-square higher than 0.1, a Correlation higher than 0.3 and F-value is higher than 4. In this research, the hypothesis 1, 2, 3, 4, 5, 6 and 9 are used by Multiple Regression Analysis.

(II) Hierarchical Regression Analysis

To test how the moderating variable entrepreneurship education moderate when personal attitude in relationship with entrepreneurial intention and entrepreneurial self-efficacy moderates when perceived behavioral control in relationship with entrepreneurial intention the method named hierarchical regression analysis was conducted; in this research, the hypothesis 7 and 8 is used by hierarchical regression analysis.

CHAPTER 4

RESEARCH ANALYSIS AND FINDING

The reason of this chapter centers on information investigation. The discoveries and the information gotten are calculated measurably, and the discoveries are recorded into table frame. In expansion, the discoveries are outlined graphically to create the representation of information simpler to be caught on. The graphical representations of the information incorporate pie chart and bar charts. Relationship examination and relapse investigation are utilized to test the proposed theories, mediator and go between.

4.1 Descriptive Analysis and Factor Analysis

4.1.1 Characteristics of Respondents

To collect the data for this research, a survey was conducted for four weeks from 2019/01/30 to 2019/02/27 with paper questionnaires. 330 questionnaires in total were distributed to Vietnamese students belong millennial. 290 responses were received. Table 4-1 presents the demographic data for the sample is described as following: 59.31% M to 40.69 F, beside that the age under 20 (30.34%), the highest ration is from 20 to 30 (61.03%) and lowest ratio is from 30 to 40 (8.63%). after that, the main data from student or and part-time working (86.89%), self-employee (3.80%) and the lowest ratio is full-time working (9.31%). finally, the table presents the education from college of management with highest ratio (45.52%), college of science and technology (16.21%), college of social sciences (13.10%), college of humanities (17.24%) and the lowest is college of art and design (7.93%), as

shown in Table 4-1

Table 4 - 1 Description of the sample

Item	Description	Frequency	SPercentage (%)
Gender	Male	172	59.31
	Female	118	40.69
Age	Under 20	88	30.34
	From 20 to 30	177	61.03
	From 30 to 40	25	8.63
Jobs	Student or/ and Part-time working	252	86.89
	Full-time working	27	9.31
	Self-employee	11	3.80
Education	College of Management	132	45.52
	College of Science and Technology	47	16.21
	College of Social Sciences	38	13.10
	College of Humanities	50	17.24
	College of Art and Design	23	7.93

4.1.2 Measurement Results for Relevant Research Variables

Table 4-2 shows the descriptive statistics by questionnaire items for

sample respondents. The descriptive statistics identifies the mean value, and standard deviation of the research questionnaire. There are four items of knowledge, fifteen items of personal attitude, three items of subjective norms, six items of perceived behavioral control, eight items of entrepreneurship education, eight items of entrepreneurial self-efficacy, six items of entrepreneurial intention and five items of entrepreneurial behavior

Table 4 - 2 Descriptive Analysis for questionnaire items

Items	Descriptions	Mean	Standard Deviation
Knowledge			
KL1	Through subjects about the company we have access to more market understanding.	3.70	1.027
KL2	Through subjects about the company usually gets data about the needs and trends of our customers	4.18	.741
KL3	Through subjects about technology and significant know-how are obtained from the company.	4.22	.739
KL4	Through subjects about the company we get helpful understanding for our company management.	4.11	.866
Personal Attitude			
PA1	Being a businessman means more benefits to me than more inconveniences.	3.55	1.148
PA2	I am attracted by a career as a businessman	4.22	.716

Table 4-2 Descriptive Analysis for questionnaire item (continue)

Items	Descriptions	Mean	Standard Deviation
PA3	I would like to begin a company if I had the chance and resources	4.09	.934
PA4	Being an entrepreneur would entail great satisfactions for me.	4.40	.712
PA5	I'd rather be an entrepreneur among different alternatives	4.23	.723
PA6	After finishing college, I want to work for myself	4.26	.713
PA7	I find the concept of working for myself very attractive	4.20	.841
PA8	I believe that self-employment is very essential	4.11	.931
PA9	My private self-employment satisfaction is very high	4.12	.938
PA10	I was efficiently ready for an entrepreneurial career by the university entrepreneurship program	4.16	.902
PA11	I regard entrepreneurship as a desirable career choice	4.00	1.060
PA12	I enjoyed lessons in entrepreneurship	4.03	1.103

Table 4-2 Descriptive Analysis for questionnaire item (continue)

Items	Descriptions	Mean	Standard Deviation
PA13	I regard entrepreneurship as significant if not more significant than any other topic.	4.34	.832
PA14	After finishing college, I want to work for myself	4.16	.913
PA15	I am pleased to have learned education in entrepreneurship	4.24	.849
Subjective norms			
SN1	I shall approve my choice by my close family.	4.12	.895
SN2	I am going to agree with my colleague	4.12	.887
SN3	My colleagues are going to endorse my choice.	4.09	.886
Perceived Behavioral Control			
PBC1	It would be simple for me to begin a company and maintain it running	4.11	.860
PBC2	I am willing to begin a sustainable company	2.62	1.067
PBC3	I can monitor the development of a fresh company	2.59	1.141
PBC4	I understand the practical information needed to begin a company	2.62	1.120
PBC5	I understand how an entrepreneurial project should be developed	2.84	1.165
PBC6	I would have a high likelihood of succeeding if I tried to begin a company.	3.03	1.218

Table 4-2 Descriptive Analysis for questionnaire item (continue)

Items	Descriptions	Mean	Standard Deviation
Entrepreneurship Education			
EE1	I learnt knowledge about the entrepreneurial environment	2.85	1.256
EE2	I learnt about entrepreneurial characteristics	4.17	.830
EE3	I learnt about the preferences to be an entrepreneur	4.14	.874
EE4	I learnt necessities abilities to be an entrepreneur	4.18	.834
EE5	I am intended to become an entrepreneur	3.81	.972
EE6	My university builds my skills and entrepreneurship	3.83	1.008
EE7	My college offers the required entrepreneurial expertise	3.91	.982
EE8	My school promotes me to create creative thoughts to be a businessman	3.76	1.066
Entrepreneurial Self-Efficacy			
ESE1	I can effectively handle an enterprise	4.16	.830
ESE2	I am well qualified in financial and management	4.20	.807
ESE3	In constant stress, pressure and conflict, I can operate productive	4.22	.824

Table 4-2 Descriptive Analysis for questionnaire item (continue)

Items	Descriptions	Mean	Standard Deviation
ESE4	New thoughts and products I can develop	4.23	.841
ESE5	I have beneficial relations to establish and retain	4.17	.826
ESE6	I can see new market opportunities for new products and services	4.35	.798
ESE7	I can hire important staff and train them	4.32	.711
ESE8	I can create a working atmosphere where individuals are encouraged to try something new.	4.14	.839
Entrepreneurial Intention			
EI1	I'm willing to do anything to be a businessman	4.10	.845
EI2	My professional objective is to become a businessman	4.25	.752
EI3	I will do my utmost to begin and operate my own company	4.19	.798
EI4	I am determined to establish a company in the future	4.18	.788
EI5	I was thinking very seriously about beginning a company	4.14	.904
EI6	I'm determined to begin a company some day	3.88	1.024

Table 4-2 Descriptive Analysis for questionnaire item (continue)

Items	Descriptions	Mean	Standard Deviation
Entrepreneurial Behavior			
EB1	I spend time on new business development	3.45	.790
EB2	I encourage entrepreneurial orientation at the work environment	3.62	.803
EB3	I develop an enabling environment for staff to think about exciting ways to do their work	3.71	.839
EB4	I create an environment where people feel free to try new things	3.45	.849
EB5	I track my rivals carefully	3.46	.982

4.1.3 Factor Analysis and Reliability Tests

The purpose of factor analysis is to explore the basic variance structure of a set of correlation coefficients. Factor analysis is not only used to summarize or reduce data but also for exploration or validation purposes. Factory analysis assumes that a small number of unobserved variables are responsible for the correlation among a large number of observed variables. In other words, latency cannot be directly observed, but they affect observable variables. Specifically, factor analysis assumes that the variance of each observed variable comes from two parts: a common part shared with other variables that cause correlation among them, and a unique part that is different from other variables. The common parts are called factors, and these factors

represent underlying constructs.

The analysis performed was made to all construct like the data is taken and adapted from previous researchers and the following criteria to be followed in the factor analysis:

- Factor loading: Higher than 0.6
- Kaiser Meyer olkin measure of sampling adequacy: higher than 0.5 & Bartlett's test Sig below than 0.05
- Eigen value: Higher than 1
- Cronbach's coefficient alpha (α): Higher than 0.7
- Item-to-total correlation: Higher than 0.5

The results of the factor analysis and reliability for each variable are shown in Table 4-2.

4.1.3.1 Knowledge

In general, the KMO value for all factors in each Construct is 0.881, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0, which indicates correlations between the variables are significant.

All items of factor knowledge have factor loadings higher than 0.7. Between each item, item KL1 has the highest Factor loading is 0.780, which indicates the highest relation to construct knowledge. Besides, construct's Eigen value is 2.271 higher than 1.

Reliability test showed five variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of -Cronbach's coefficient alpha $\alpha = 0.890$. Based on all criteria, we can conclude that the reliability and internal consistency on this factor are

acceptable. There are total four items were selected for further analysis, as shown in table 4-3

Table 4 - 3 Results of Factor Analysis and Reliability Tests on Knowledge

Construct	Item	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
			2.271	49.298		.890
Knowledge (KMO=.881)	KL1	.780			.616	
	KL2	.778			.590	
	KL3	.751			.611	
	KL4	.733			.618	

4.1.3.2 Personal Attitude

In general, the KMO value for all factors in each construct is 0.852 hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0, which indicates correlations between the variables are significant. All items have factor loadings higher than 0.7.

Reliability test showed all variables are significant when the item-to-total correlations of all items are above 0.5, Cronbach's $\alpha = 0.865$, Eigen value = 3.714 Based on all criteria, we can conclude that the reliability

and internal consistency on this factor are acceptable. There are total seven items were selected for further analysis, as shown in table 4-4

Table 4 - 4 Results of Factor Analysis and Reliability Tests on Personal Attitude

Construct	Item	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
			3.714	39.863		.865
Personal Attitude (KMO=.852)	PA1	.798			.637	
	PA2	.762			.619	
	PA3	.757			.590	
	PA4	.445			.422	
	PA5	.495			.488	
	PA6	.748			.611	
	PA7	.581			.532	
	PA8	.600			.514	
	PA9	.677			.595	
	PA10	.774			.640	
	PA11	.764			.631	
	PA12	.709			.605	
	PA13	.580			.551	
	PA14	.680			.577	
	PA15	.685			.566	

4.1.3.3 Subjective norm

In general, the KMO value for all factors in each Construct is 0.865, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0.000, which indicates correlations between the variables are significant.

All items have factor loadings higher than 0.7. Between each item, item SN1 has the highest Factor loading is 0.863, which indicates the highest relation to construct Subjective norm. Besides, construct's Eigen value is 3.312 higher than 1.

Reliability test showed all variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of -Cronbach's coefficient alpha $\alpha = 0.872$,

Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total three items were selected for further analysis, as shown in table 4-5

Table 4 - 5 Results of Factor Analysis and Reliability Tests on Subjective norm

Construct	Item	Factor Loading	Eigen- value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
			3.312	42.287		.872
Subjective norm (KMO=0.865)	SN1	.863			.662	
	SN2	.857			.648	
	SN3	.741			.671	

4.1.3.4 Perceived Behavioral Control

In general, the KMO value for all factors in each Construct is 0.881, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0.000, which indicates correlations between the variables are significant.

All items have factor loadings higher than 0.7. Between each item, item PBC1 has the highest Factor loading is 0.808, which indicates the highest relation to construct perceived behavioral control. Besides, construct's Eigen value is 4.211 higher than 1.

Reliability test showed all variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of Cronbach's coefficient alpha $\alpha = 0.870$.

Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total six items were selected for further analysis, as shown in table 4-6.

Table 4 - 6 Results of Factor Analysis and Reliability Tests on Perceived Behavioral Control

Construct	Item	Factor Loading	Eigen- value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Perceived Behavioral Control (KMO=0.881)			4.211	45.522		.870
	PBC1	.808			.692	
	PBC2	.785			.681	
	PBC3	.775			.627	

Table 4 - 6 Results of Factor Analysis and Reliability Tests on Perceived Behavioral Control (continue)

PBC4	.774	.621
PBC5	.801	.654
PBC6	.786	.621

4.1.3.5 Entrepreneurship Education

In general, the KMO value for all factors in each Construct is 0.896, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0.000, which indicates correlations between the variables are significant. All items have factor loadings higher than 0.7.

Reliability test showed all variables are significant when the item-to-total correlations of all items are above 0.5, Cronbach's $\alpha = 0.861$, Eigen value = 2.729. Two items are lower 0.7, which was deleted (EE3, EE6) Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total twenty-five items were selected for further analysis, as shown in table 4-7.

Table 4 - 7 Results of Factor Analysis and Reliability Tests on Entrepreneurship Education

Construct	Item	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Entrepreneurship education (KMO= .896)			2.729	49.571		.861
	EE1	.871			.691	
	EE12	.867			.635	
	EE3	.660			.607	
	EE4	.824			.655	
	EE5	.821			.656	
	EE6	.599;			.552	
	EE7	.787			.616	
	EE8	.762			.600	

4.1.3.6 Entrepreneurial Self-Efficacy

In general, the KMO value for all factors in each Construct is 0.790, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0.000, which indicates correlations between the variables are significant. All items have factor loadings higher than 0.7.

Reliability test showed all variables are significant when the item-to-total correlations of all items are above 0.5, Cronbach's $\alpha = 0.809$, Eigen value = 4.958. Three items are lower 0.7, which was deleted (ESE1, ESE6, ESE7, and ESE8) Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total four items were selected for further analysis, as shown in table 4-8.

Table 4 - 8 Results of Factor Analysis and Reliability Tests on Entrepreneurial Self-Efficacy

Construct	Item	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
			4.958	50.833		0.809
Entrepreneurial Self-Efficacy (KMO=.790)	ESE1	.657			.605	
	ESE2	.718			.642	
	ESE3	.762			.650	
	ESE4	.763			.613	
	ESE5	.710			.628	
	ESE6	.688			.594	
	ESE7	.569			.540	
	ESE8	.590			.522	

4.1.3.7 Entrepreneurial Intention

In general, the KMO value for all factors in each Construct is 0.879, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0.000, which indicates correlations between the variables are significant.

All items have factor loadings higher than 0.7. Between each item, item EI4 has the highest Factor loading is 0.871 which indicates the highest relation to construct entrepreneurial intention. Item EI6 is lower 0.7, which was deleted. Construct's Eigen value is 3.615 higher than 1.

Reliability test showed all variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of -Cronbach's coefficient alpha $\alpha = 0.882$,

Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total five items were selected for further analysis, as shown in table 4-9.

Table 4 - 9 Results of Factor Analysis and Reliability Tests on Entrepreneurial Intention

Construct	Item	Factor Loading	Eigen- value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Entrepreneurial Intention (KMO=0.879)			2.615	49.557		.882
	EI1	.871			.671	
	EI2	.861			.649	
	EI3	.793			.615	
	EI4	.796			.627	
	EI5	.721			.603	
	EI6	.540			.491	

4.1.3.8 Entrepreneurial Behavior

In general, the KMO value for all factors in each construct is 0.827, hence it represents data in each factor are well suitable to perform factor analysis. Bartlett test values are 0.000, which indicates correlations between the variables are significant.

All items have factor loadings higher than 0.7. Between each item, item EB4 has the highest Factor loading is 0.790, which indicates the highest relation to construct entrepreneurial behavior.

Reliability test showed all variables are significant when the item-to-total correlations of all items are above 0.5, contributing to high value of -Cronbach's coefficient alpha $\alpha = 0.841$,

Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable. There are total five items were selected for further analysis, as shown in table 4-10.

Table 4 - 10 Results of Factor Analysis and Reliability Tests on Entrepreneurial Behavior

Construct	Item	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
			3.581	47.710		.841
Entrepreneurial Behavior (KMO=0.827)	EB1	.778			.601	
	EB2	.782			.616	
	EB3	.751			.605	
	EB4	.790			.632	
	EB5	.746			.611	

4.2 Results of hypotheses

H1 : Knowledge has a positive impact on personal attitude

The study used multiple regression test was conducted to test and the results shown that the multiple correlation coefficient (R), using all the predictor simultaneously, is $R^2=.247$ and the adjusted R^2 is .235 Note that $F=115.817$ and is significant, it is a significant predictor of personal attitude $p < 0.001$. Therefore, H1 is supported as shown on table 4-11.

H2: Knowledge has a positive impact on subjective norms

The study used multiple regression test was conducted to test and the results shown that the multiple correlation coefficient (R), using all the predictor simultaneously, is $R^2=.130$ and the adjusted R^2 is 0.107, Note that $F=75.662$ and is significant, it is a significant predictor of subjective norms p

< 0.001. Therefore, H2 is supported as shown on table 4-11.

H3: Knowledge has a positive impact on perceived behavioral control

The study used multiple regression test was conducted to test and the results shown that the multiple correlation coefficient (R), using all the predictor simultaneously, is $R^2=0.109$ and the adjusted R^2 is 0.108 Note that $F= 63.339$ and is significant, it is a significant predictor of perceived behavioral control $p < 0.001$. Therefore, H3 is supported as shown on table 4-11.

Table 4 - 11 Results of knowledge effect on personal attitude, subjective norms and perceived behavioral control

Dependent Factors	Independent Factor— Knowledge		
	Model 1	Model 2	Model 3
	Beta (β)	Beta (β)	Beta (β)
Personal attitude	.530***		
Subjective norms		.360***	
Perceived behavioral control			.317*
R2	.247	.130	.109
Adj-R2	.235	.107	.108
F-value	115.817	75.662	63.339
P-value	.000	.000	.000
D-W	2.230	1.538	1.231
VIF Range	1.000	1.000	1.000

Note: *** $p < 0.001$, ** $p < 0.01$, * $p < 0.5$, + $p < 0.1$

H4: Personal attitude has a positive impact on entrepreneurial intention

Regression analysis was employed to examine personal attitude has a positive impact on entrepreneurial intention. The result show that personal attitude is significant and positively affected to entrepreneurial intention ($\beta=0.448$, $p<0.001$). Therefore, H4 is supported, as shown in table 4-12.

Table 4 - 12 Results of personal attitude impact on entrepreneurial intention

PA-EE-EI	Model 1	Model 2	Model 3	Model 4
	EI	EI	EI	EI
Independent Variable				
PA	.448***		.256***	.495**
Moderating Variable				
EE		.471***	.338***	.318***
PA*EE				(.157)***
N	40	40	40	40
Max VIF	1	1	1.448	1.754
F-value	116.706	120.585	82.728	189.657
R2	0.197	0.231	0.276	0.292
Adj. R2	0.195	0.229	0.273	0.287

Note: 1. * $p<.05$, ** $p<.01$, *** $p<.001$;

2. PA: Personal Attitude; EE: Entrepreneurship Education; EI: Entrepreneurial Intention

H5: Perceived behavioral control has a positive impact on entrepreneurial intention

Regression analysis was employed to examine perceived behavioral control has a positive impact on entrepreneurial intention. The result show that perceived behavioral control is significant and positively affected to Entrepreneurial Intention ($\beta=0.421$, $p<0.001$). Therefore, H5 is supported as shown in table 4-13.

Table 4 - 13 Results of perceived behavioral control impact on entrepreneurial intention

PBC-ESE-EI	Model 1	Model 2	Model 3	Model 4
	EI	EI	EI	EI
Independent Variable				
PBC	.421***		.406***	.311***
Moderating Variable				
ESE		.112*	0.071*	.056*
Interaction Variable				
PBC * ESE				-0.017
N	40	40	40	40
Max VIF	1	1	1.003	1.01
F-value	98.556	5.478	76.631	21.93
R2	0.189	0.012	0.177	0.141
Adj. R2	1.187	0.01	0.173	0.195

Note: 1. * $p<.05$, ** $p<.01$, *** $p<.001$;

2. *PBC: Perceived Behavioral Control; ESE: Entrepreneurial Self-Efficacy; EI: Entrepreneurial Intention*

H6: Subjective norms has a positive impact on entrepreneurial intention

Regression analysis was employed to examine subjective norms has a positive impact on entrepreneurial intention. The Overall model in table shows that the multiple correlation coefficient (R), using all the predictor simultaneously, is $R^2=.209$ and the adjusted R^2 is 0.181, Note that $F= 91.734$ and is significant, it is a significant predictor of entrepreneurial intention < 0.001 . Therefore, subjective norm has a positive effect on entrepreneurial intention as table 4-14.

Table 4 - 14 Results of subjective norms effect on entrepreneurial intention

Independent Factors	Dependent Factor— Entrepreneurial Intention
	Overall Model
	Beta (β)
Subjective Norms	.481***
R2	.209
Adj-R2	.181
F-value	91.734
P-value	.000
D-W	2.395
VIF Range	1.000

Note: *** $p < 0.001$, ** $p < 0.01$, * $p < 0.5$, $p < 0.1$

H7: Entrepreneurship education mediate the relationship between personal attitude and entrepreneurial intention.

Regression analysis was employed to examine entrepreneurship education moderate when personal attitude in relationship with entrepreneurial intention and the result in model 4 revealed the interaction effect ($r^2=0.292$, $\beta= 0.157$, $p<0.001$) of entrepreneurship education and entrepreneurship education is significant to entrepreneurial intention. This meant that entrepreneurial intention is a moderator in the relationship between personal attitude and entrepreneurial intention. Therefore H7 is supported, as shown in table 4-15.



Table 4 - 15 Mediation Test of Entrepreneurship Education between Personal Attitude and Entrepreneurial Intention

PA-EE-EI	Model 1	Model 2	Model 3	Model 4
	EI	EI	EI	EI
Independent Variable				
PA	.448***		.256***	.495**
Moderating Variable				
EE		.471***	.338***	.318***
PA*EE				(.157)***
N	40	40	40	40
Max VIF	1	1	1.448	1.754
F-value	116.706	120.585	82.728	189.657
R2	0.197	0.231	0.276	0.292
Adj. R2	0.195	0.229	0.273	0.287

Note: 1. * $p < .05$, ** $p < .01$, *** $p < .001$;

2. PA: Personal Attitude; EE: Entrepreneurship Education; EI: Entrepreneurial Intention

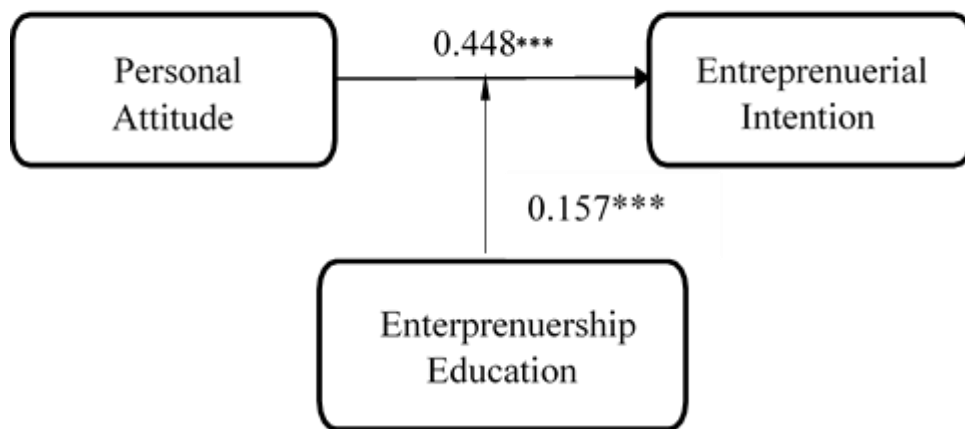


Figure 4 - 1 Mediating effect of Entrepreneurship Education between Personal Attitude and Entrepreneurial Intention. (***) $p < .001$)

H8: Entrepreneurial self-efficacy mediate the relationship between perceived behavioral control and entrepreneurial intention.

In addition, regression analysis was employed to examine Model 4 revealed the interaction effect ($R^2=0.141$ $\beta= 0.056$, $p < 0.001$) of Entrepreneurial Self-Efficacy and Entrepreneurial Self-Efficacy is not significant to Entrepreneurial Intention. This meant that Entrepreneurial Intention is not a mediate in the relationship between Perceived Behavioral Control and Entrepreneurial Intention. Therefore, H8 is not supported as shown in table 4-16

Table 4 - 16 Mediation Test of Entrepreneurial Self-Efficacy between Perceived Behavioral Control and Entrepreneurial Intention

PBC-ESE-EI	Model 1	Model 2	Model 3	Model 4
	EI	EI	EI	EI
Independent Variable				
PBC	.421***		.406***	.311***
Moderating Variable				
ESE		.112*	0.071*	.056*
Interaction Variable				
PBC * ESE				-0.017
N	40	40	40	40
Max VIF	1	1	1.003	1.01
F-value	98.556	5.478	76.631	21.93
R2	0.189	0.012	0.177	0.141
Adj. R2	1.187	0.01	0.173	0.195

Note: 1. * $p < .05$, ** $p < .01$, *** $p < .001$;

2. PBC: Perceived Behavioral Control; ESE: Entrepreneurial Self-Efficacy; EI: Entrepreneurial Intention

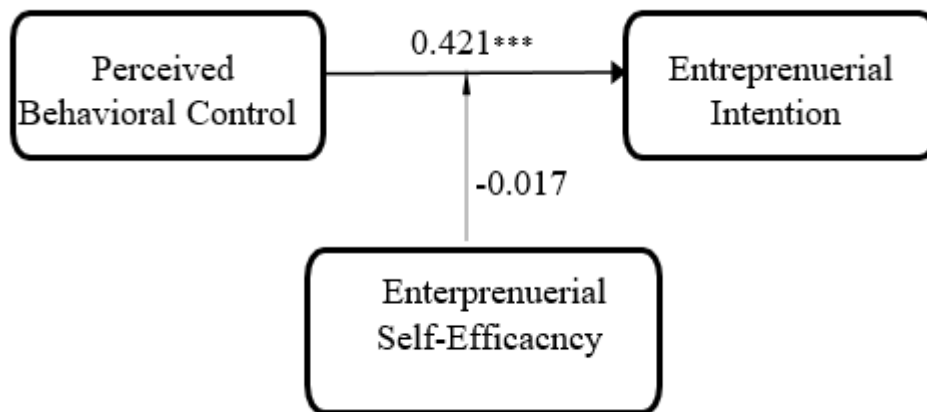


Figure 4 - 2 Mediating effect of Entrepreneurial Self-Efficacy between Perceived Behavioral Control and Entrepreneurial Intention. (***) $p < .001$

H9: Entrepreneurial intention has a positive impact on entrepreneurial behavior.

The overall model in table shows that the multiple correlation coefficient (R), using all the predictor simultaneously, is $R^2 = .221$ and the adjusted R^2 is 0.195, Note that $F = 103.619$ and is significant, it is a significant predictor of entrepreneurial behavior $p < 0.001$. Therefore, H9 is supported as shown in table 4-17

Table 4 - 17 Results of Entrepreneurial Intention effect on Entrepreneurial Behavior

Independent Factors	Dependent Factor— Entrepreneurial Behavior
	Overall model
	Beta (β)
Entrepreneurial Intention	.511***
R2	.221
Adj-R2	.195
F-value	103.619
P-value	.000
D-W	2.427
VIF Range	1.000

As shown in table 4-18 the result of hypothesis testing after analysis include: hypothesis H1, H2, H3, H4, H5, H6, H7, H9 are supported, Hypothesis H8 is not supported

Table 4 - 18 The Results of Hypothesis

Hypo	Path	beta
H1	Knowledge has a positive effect on personal attitude	Supported
H2	Knowledge has a positive effect on subjective norms	Supported
H3	Knowledge has a positive effect on perceived behavioral control	Supported
H4	Personal Attitude has a positive influence on entrepreneurial intention	Supported
H5	Perceived Behavioral Control has a positive on entrepreneurial intention	Supported
H6	Perceived Social Norms has a positive influence on entrepreneurial behavior.	Supported
H7	Entrepreneurship Education moderate when personal attitude in relationship with entrepreneurial intention	Supported
H8	Entrepreneurial Self-Efficacy moderate when perceived behavioral control in relationship with entrepreneurial intention	Not Supported
H9	H9: Entrepreneurial Intention has a positive effect on entrepreneurial behaviour.	Supported

CHAPTER 5

DISCUSSION

The last part of the study is concluded for the entire study. Through this study, the authors offer suggestions from personal opinion about the conclusion, limitation, future direction to resolve the issue through the experience, the knowledge that the author gained.

5.1 Conclusion

In this study, the author found the importance of knowledge to entrepreneurial intention. In addition, the desire to succeed and the challenge of achieving relatively high scores, this factor includes the willingness to take risks to start a business. This factor along with personal attitude has a great influence on entrepreneurial intention. Finally, data collected from survey may not be representative of all young Vietnamese.

5.2 Contribution

The study contributes, hopefully, to the knowledge in the entrepreneurial intention field. It creates insights, specifically on Generation Y students' entrepreneurial intention.

Understanding the current state and extent of entrepreneurial intention of Vietnamese students can create an opportunity for policy makers and Universities to find creative ways to improve these economies. The research was conducted in an academic environment and education was found to have an influence on students' entrepreneurial intention. Finding ways to initiate and improve the education system to enhance the entrepreneurial spirit of

students and graduates is important in alleviating the already high unemployment levels in Viet Nam.

5.3 Limitation

The research study is not without its limitations. The first limitation of this study was the sample location bias. The generalization of the results must be considered carefully, because the study used samples drawn only from Vietnamese students in Taiwan. Therefore, the study results cannot represent the perceptions of all students. Future researchers should draw their sample from several Universities so that further comparisons could be made.

The second limitation of this study was the sample size. The sample does not represent the population of all Universities in Viet Nam. Therefore, larger sample sizes are warranted for future research.

5.4 Future Direction

This study provided a snapshot of students' entrepreneurial intention as it was located within a quantitative research model. Future research could be expanded through a qualitative study or long-term study that can generate more information about students' entrepreneurial intentions. Moreover, researchers should examine other variables affecting entrepreneurial intention, such as parents' occupation especially those engaged in family business. The future research just focus only female.

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APPENDIX

QUESTIONNAIRE

Section 1. Knowledge (Kiến Thức)	Levels of agreement (Mức độ hài lòng)				
Please take a brief look at the following Knowledge-related issues and then CIRCLE the level of agreement based on your view on each of the items below.	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Stongly agree (Hoàn toàn đồng ý)
Through subjects about the company we have access to more market understanding. (Thông qua các chủ đề môn học về công ty chúng tôi biết nhiều hơn về thị trường kinh doanh)	1	2	3	4	5
Through subjects about the company usually gets data about the needs and trends of our customers. (Thông qua các chủ đề môn học về công ty, chúng tôi thường có được thông tin về nhu cầu và xu hướng của khách hàng)	1	2	3	4	5
Through subjects about technology and significant know-how are obtained from the company. (Thông qua các môn học về công ty, chúng tôi có được kiến thức công nghệ và học được các bí quyết quan trọng)	1	2	3	4	5
Through subjects about the company we get helpful understanding for our company management.(Thông qua các môn học về công ty, chúng tôi có được kiến thức hữu ích cho việc quản lý công ty của)	1	2	3	4	5

Section 2. Personal Attitude (Nhận thức cá nhân)	Levels of agreement (Mức độ hài lòng)				
Please take a brief look at the following Personal Attitude -related issues and then CIRCLE the level of agreement based on your view on each of the items below.	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Stongly agree (Hoàn toàn đồng ý)
Being a businessman means more benefits to me than more inconveniences. (Trở thành một doanh nhân cho tôi nhiều điều lợi hơn là những mặt tiêu cực)	1	2	3	4	5
I am attracted by a career as a businessman (Sự nghiệp trở thành một doanh nhân luôn thu hút tôi)	1	2	3	4	5
I would like to begin a company if I had the chance and resources.(Nếu tôi có cơ hội và nhiều nguồn lực tôi sẽ muốn thành lập công ty)	1	2	3	4	5
Being an entrepreneur would entail great satisfactions for me. (Trở thành một doanh nhân là một điều khiến tôi hài lòng về bản thân mình)	1	2	3	4	5
I'd rather be an entrepreneur among different alternatives. (Trong hàng tá các lựa chọn khác nhau, tôi luôn muốn trở thành một doanh nhân)	1	2	3	4	5
After finishing college, I want to work for myself. (Tôi muốn làm việc cho chính mình sau khi tốt nghiệp)	1	2	3	4	5
I find the concept of working for myself very attractive. (Ý tưởng làm việc cho bản thân luôn thôi thúc bản thân tôi)	1	2	3	4	5
I believe that self-employment is very essential (Tôi coi việc tự làm cho bản thân là rất quan trọng)	1	2	3	4	5
My private self-employment satisfaction is	1	2	3	4	5

very high (Làm việc cho bản thân làm cho tôi rất hài lòng)					
I was efficiently ready for an entrepreneurial career by the university entrepreneurship program (Chương trình khởi nghiệp ở trường đại học đã là bước đệm cho tôi để khởi nghiệp sự nghiệp kinh doanh)	1	2	3	4	5
I regard entrepreneurship as a desirable career choice (Tôi coi kinh doanh là một lựa chọn nghề nghiệp tôi mong muốn)	1	2	3	4	5
I enjoyed lessons in entrepreneurship (Tôi rất thích những bài học giáo dục về khởi nghiệp)	1	2	3	4	5
I regard entrepreneurship as significant if not more significant than any other topic (Tôi coi việc kinh doanh là quan trọng hơn bất kỳ môn học nào khác)	1	2	3	4	5
After finishing college, I want to work for myself (Tôi muốn làm việc cho chính mình sau khi học xong)	1	2	3	4	5
I am pleased to have learned education in entrepreneurship (Tôi hạnh phúc khi được học và được giáo dục về kinh doanh)	1	2	3	4	5

Section 3. Subjective norms (Chuẩn mực xã hội)	Levels of agreement (Mức độ hài lòng)				
	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Strongly agree (Hoàn toàn đồng ý)
Please take a brief look at the following Subjective norms -related issues and then CIRCLE the level of agreement based on your view on each of the items below.					
I shall approve my choice by my close family.. (Gia đình của tôi sẽ chấp nhận ủng hộ quyết định của tôi)	1	2	3	4	5
I am going to agree with my colleague (Bạn	1	2	3	4	5

bè của tôi sẽ ủng hộ quyết định của tôi)					
My colleagues are going to endorse my choice(Bạn học, đồng nghiệp sẽ ủng hộ quyết định của tôi)	1	2	3	4	5

Section 4. Perceived Behavioral Control (Kiểm soát hành vi nhận thức)	Levels of agreement (Mức độ hài lòng)				
Please take a brief look at the following Perceived Behavioral Control -related issues and then CIRCLE the level of agreement based on your view on each of the items below.	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Stongly agree (Hoàn toàn đồng ý)
It would be simple for me to begin a company and maintain it running (Để bắt đầu kinh doanh và giữ cho nó hoạt động bình thường là điều dễ đối với tôi)	1	2	3	4	5
I am willing to begin a sustainable company (Tôi đã được chuẩn bị để bắt đầu mở một hoạt động kinh doanh khả thi)	1	2	3	4	5
I understand the practical information needed to begin a company. (Tôi có thể kiểm soát quy trình để tạo ra một doanh nghiệp mới)	1	2	3	4	5
I understand how an entrepreneurial project should be developed (Tôi biết các yếu tố chi tiết thực tế cần thiết để bắt đầu kinh doanh)	1	2	3	4	5
I would have a high likelihood of succeeding if I tried to begin a company. (Tôi biết cách phát triển một dự án khởi nghiệp)	1	2	3	4	5
If I tried to start a business, I would have a high probability of succeeding. (Nếu tôi cố gắng khởi nghiệp, tôi sẽ có khả năng thành công cao)	1	2	3	4	5

Section 5. Entrepreneurship Education (Kiến thức doanh nghiệp)	Levels of agreement (Mức độ hài lòng)				
Please take a brief look at the following Entrepreneurship Education -related issues and then CIRCLE the level of agreement based on your view on each of the items below.	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Stongly agree (Hoàn toàn đồng ý)
I learnt knowledge about the entrepreneurial environment. (Tôi được học các kiến thức về môi trường doanh nghiệp)	1	2	3	4	5
I learnt about entrepreneurial characteristics (Tôi được học các kiến thức về các yếu tố đặc trưng trong kinh doanh)	1	2	3	4	5
I learnt about the preferences to be an entrepreneur (Tôi đã học về các tấm gương để trở thành một doanh nhân)	1	2	3	4	5
I learnt necessities abilities to be an entrepreneur (Tôi đã học về các kỹ năng cần thiết để trở thành một doanh nhân)	1	2	3	4	5
I am intended to become an entrepreneur (Tôi đã được dự định để trở thành một doanh nhân)	1	2	3	4	5
My university builds my skills and entrepreneurship (Trường đại học của tôi hỗ trợ phát triển các kỹ năng và khả năng kinh doanh cho tôi)	1	2	3	4	5
My college offers the required entrepreneurial expertise (Trường đại học của tôi cung cấp kiến thức cần thiết về tinh thần kinh doanh)	1	2	3	4	5
My school promotes me to create creative thoughts to be a businessman (Trường đại học của tôi khuyến khích tôi phát triển ý tưởng sáng tạo để trở thành một doanh nhân)	1	2	3	4	5

Section 6. Entrepreneurial Self-Efficacy (Hiệu quả kinh doanh)	Levels of agreement (Mức độ hài lòng)				
Please take a brief look at the following Entrepreneurial Self-Efficacy -related issues and then CIRCLE the level of agreement based on your view on each of the items below.	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Stongly agree (Hoàn toàn đồng ý)
I can effectively handle an enterprise (Tôi có thể quản lý công ty một cách thành công)	1	2	3	4	5
I am well qualified in financial and management (Tôi một nguồn tài chính và kỹ năng quản lý tốt)	1	2	3	4	5
In constant stress, pressure and conflict, I can operate productive (Tôi có thể làm việc hiệu quả ngay cả dưới những áp lực và xung đột công ty)	1	2	3	4	5
New thoughts and products I can develop (Tôi có thể tạo ra những ý tưởng và sản phẩm mới)	1	2	3	4	5
I have beneficial relations to establish and retain (Tôi có thể phát triển và duy trì mối quan hệ thuận lợi với các nhà đầu tư tiềm năng) with potential investors	1	2	3	4	5
I can see new market opportunities for new products and services(Tôi có thể thấy các cơ hội thị trường mới cho các sản phẩm và dịch vụ mới)	1	2	3	4	5
I can hire important staff and train them(Tôi có thể tuyển dụng và đào tạo các nhân lực chủ chốt)	1	2	3	4	5
I can create a working atmosphere where individuals are encouraged to try something new(Tôi có thể phát triển một môi trường làm việc mà có thể khuyến khích mọi người thử một cái gì đó mới)	1	2	3	4	5

Section 7. Entrepreneurial Intention (Định hướng kinh doanh)	Levels of agreement (Mức độ hài lòng)				
Please take a brief look at the following Entrepreneurial Intention -related issues and then CIRCLE the level of agreement based on your view on each of the items below.	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Strongly agree (Hoàn toàn đồng ý)
I'm willing to do anything to be a businessman (Tôi đã sẵn sàng làm bất cứ điều gì để có thể trở thành một doanh nhân)	1	2	3	4	5
My professional objective is to become a businessman (Mục tiêu nghề nghiệp của tôi là trở thành một doanh nhân)	1	2	3	4	5
I will do my utmost to begin and operate my own company (Tôi sẽ cố gắng hết sức để bắt đầu và điều hành doanh nghiệp của riêng mình)	1	2	3	4	5
I am determined to establish a company in the future (Tôi quyết tâm tạo ra một doanh nghiệp trong tương lai)	1	2	3	4	5
I was thinking very seriously about beginning a company (Tôi đã suy nghĩ rất nghiêm túc về việc khởi nghiệp)	1	2	3	4	5
I'm determined to begin a company some day (Tôi có ý định sẵn sàng để bắt đầu kinh doanh một ngày nào đó)	1	2	3	4	5

Section 8. Entrepreneurial Behavior (Hành vi kinh doanh)	Levels of agreement (Mức độ hài lòng)				
Please take a brief look at the following Entrepreneurial Behavior -related issues and then CIRCLE the level of agreement based on your view on each of the items below.	Strongly disagree (Hoàn toàn không đồng ý)	Disagree (Đồng ý)	Neutral (Trung lập)	Agree (Đồng ý)	Stongly agree (Hoàn toàn đồng ý)
I spend time on new business development (Tôi dành nhiều thời gian để phát triển kinh doanh)	1	2	3	4	5
I encourage entrepreneurial orientation at the work environment.(Tôi khuyến khích định hướng kinh doanh tại môi trường làm việc.)	1	2	3	4	5
I develop an enabling environment for staff to think about exciting ways to do their work (Tôi tạo ra một môi trường cho phép nhân viên có động lực để suy nghĩ về những cách hào hứng để làm công việc của họ)	1	2	3	4	5
I create an environment where people feel free to try new things (Tôi tạo ra môi trường mà ở đó mọi người cảm thấy thoải mái để phát triển những điều mới mẻ)	1	2	3	4	5
track my rivals carefully (Tôi theo dõi sát sao đối thủ của mình)	1	2	3	4	5