

南華大學管理學院企業管理學系管理科學碩士班

碩士論文

Master Program in Management Sciences

Department of Business Administration

College of Management

Nanhua University

Master Thesis

探討柬埔寨創業教育對商管學生創業之影響

The Impact of Entrepreneurship Education on Entrepreneurial
Intention of Business Management Student in Cambodia

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中華民國 111 年 6 月

June 2022

南 華 大 學

企業管理學系管理科學碩士班

碩 士 學 位 論 文

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口試日期：中華民國 111 年 06 月 06 日

MBA RECOMMENDATION LETTER

準碩士推薦函

本校企業管理學系管理科學碩士班研究生龍譚安君在本系修業2年，已經完成本系碩士班規定之修業課程及論文研究之訓練。

1、在修業課程方面：龍譚安君已修滿36學分，

其中必修科目：研究方法、管理科学等科目，成績及格(請查閱碩士班歷年成績)。

2、在論文研究方面：龍譚安君在學期間已完成下列論文：

(1)碩士論文：探討柬埔寨創業教育對商管學生創業之影響

(2)學術期刊：2022 International Conference on Economic Development and Business Management (ICEDBM)

本人認為龍譚安君已完成南華大學企業管理學系管理科學碩士班之碩士養成教育，符合訓練水準，並具備本校碩士學位考試之申請資格，特向碩士資格審查小組推薦其初稿，名稱：探討柬埔寨創業教育對商管學生創業之影響，以參加碩士論文口試。

指導教授：紀信光 簽章

中華民國111年5月2日

ACKNOWLEDGMENT

Studying abroad has always been my dream. My dream came true when I received a scholarship from Nanhua University. It was an honor to have had such strong support from my parents, advisor and friends. Without their priceless assistance, I would not have made as much progress on my MBA journey.

To begin, I dedicated this study to my parents. Thanks for always encouraging me in any circumstance. Your valuable belief and faith have risen me up to what I dreamed about. Without you, I would not be the place I am. As always, thanks for your love and support.

To my advisor, Hsin-kuang Chi, my appreciation to your priceless time and mentor invaluable advice. I am grateful for his assistance during the study process. I will have difficulties finishing my thesis if I do not acknowledge the attentive guidance and assistance from him.

And, I would like to express my appreciation to all of the professors and staffs in the Business Administration Department for their help and support during this fantastic endeavor.

To my senior and friends, a huge thanks for helping and consulting during the entire process of writing my thesis.

LONG THANANN

May 18, 2022

論文題目：探討柬埔寨創業教育對商管學生創業之影響

研究生：龍譚安

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論文摘要內容：

本研究探討了創業教育對柬埔寨大學生創業意願的影響。企業家的出現是柬埔寨最關心的問題之一，有必要澄清這個概念。已有研究探討了學生創業自我效能感與創業意願之間的相關性。幾項研究發現它們之間存在很強的相關性，而其他研究則表明相關性中等甚至較弱。基於計劃行為理論（TPB）和社會認知理論（SCT），以及大學生面臨的特定場景的意圖。本研究通過建立調節和中介模型，擴展了對創業教育、創業意向、創業自我效能和創業意向之間關係的研究。本研究旨在探討創業自我效能感對柬埔寨大學生未來創業者創業教育與創業意願關係的中介作用，個人態度對創業自我效能感與創業意願關係的中介作用，以及樂觀對創業自我效能感與創業意向關係的調節作用。該研究採用定量方法收集大學生數據並通過柬埔寨大學的在線調查來檢驗假設。數據來自金邊提供創業教育的大學第一年至最後一年學習的 310 名大學生。使用 SPSS 25 程序來研究效果，以運行和分析數據並檢驗假設。研究結果為除假設 9 外的所有假設提供了支持，表明創業教育和創業自我效能感對創業意願有顯著正向影響，個人態度在創業自我效能感之間起部分中介作用。創業意願和創業自我效能感在創業教育與創業意願的關係中具有充分的中介作用；然而，樂觀情緒對創業自我效能感與創業意願之間的關係沒有顯著的調節作用。本研究的這一結果有助於現有文獻。

關鍵詞：計劃行為理論、社會認知理論、創業教育、創業自我效能感、個人態度、創業意向

Title of Thesis: The Impact of Entrepreneurship Education on Entrepreneurial Intention of Business Management Student in Cambodia

Department: Master Program in Management Sciences, Department of Business Administration, Nanhua University

Graduate Date: June, 2022

Degree Conferred: M.B.A

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ABSTRACT

This study looks into the impact of entrepreneurship education on entrepreneurial intentions among Cambodian university students. The emergence of entrepreneurs is one of Cambodia's top concerns, it's necessary to clarify this notion. Prior studies have explored the correlation between students' entrepreneurial self-efficacy and entrepreneurial intention. Several studies found a strong relationship between them, while others suggested a moderate or even weak correlation. Based on the theory of planned behavior (TPB) and Social Cognitive Theory (SCT), as well as the intent of specific scenarios faced by university students. This study extended the research on the relationship between entrepreneurship education, entrepreneurial intention, and entrepreneurial self-efficacy, and entrepreneurial intention by developing a moderation and mediation model. This research aims to explore the mediating effect of entrepreneurial self-efficacy on the relationship between entrepreneurship education and entrepreneurial intention among university students in Cambodia as future entrepreneurs, the mediating effect of personal attitude on the relationship between entrepreneurial self-efficacy and entrepreneurial intention, and the moderating effect of optimism on the relationship between entrepreneurial self-efficacy and entrepreneurial intention. The study adopted the quantitative approach to collect

the university student data and test hypotheses through an online survey in Cambodian universities. Data were obtained from 310 university students in their first to last year of studies at universities in Phnom Penh that offer entrepreneurship education. The effect was investigated using the SPSS 25 program to run and analyze the data and test the hypothesis. The finding of the study provide support to all developed hypotheses except for the hypothesis 9, suggesting that the entrepreneurship education and entrepreneurial self-efficacy has a significant and positive influence on entrepreneurial intention, the personal attitude was partially mediated the relationship between entrepreneurial self-efficacy and entrepreneurial intention, and entrepreneurial self-efficacy has fully mediated the relationship between entrepreneurship education and entrepreneurial intention; however, the optimism has no significant moderating effect on the relationship between entrepreneurial self-efficacy and entrepreneurial intention. This result from this study contributes to the existing literature.

Keywords: theory of planned behavior (TPB), Social Cognitive Theory (SCT), Entrepreneurship Education, Entrepreneurial Self-Efficacy, Personal Attitude, Entrepreneurial Intention

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CHAPTER ONE

INTRODUCTION

A first chapter provides the background information and motivation, study objectives, scope and limitation, research contribution, and research structure. At the end of this chapter, the definition of key terms is also included.

1.1. Research Background and Motivation

In this contemporary world, most experts would approve that their success in the entrepreneurship is reliant on the level of education and entrepreneurial intention. A great enterprise is currently producing job prospects for a new generation, particularly adolescents. One of the key strengths of creative youths is their desire to learn business (Sumberg & Hunt, 2019). At every standard of education, the popularity of entrepreneurship education is growing. In Cambodian business schools, it is usually the most popular discipline. The need to raise knowledge of entrepreneurship as a career option has frequently been used to justify offering entrepreneurship courses. Entrepreneurship education also encourages pupils to consider pursuing a career in entrepreneurship (Newbery et al., 2018; Wei et al., 2019). In industrialized countries, education is a critical role in preventing unemployment, with higher education levels resulting in lower unemployment risks (Papagiannis, 2018). Nonetheless, in underdeveloped countries, when jobless among the highly educated is higher than among the less knowledgeable, the opposite appears to be true (Murshid et al., 2019). One of the key explanations for this phenomenon is associated to mismatch influences an entrepreneur's intention of actual and future education needs (Kolawole & Kemiso, 2017). Entrepreneurship education performs an essential role in boosting

economic and create a multiple work for a country. Job opportunities and national economic development can be created by entrepreneurship (Afolabi, 2015). According to Eesley et al. (2016) and Yang (2013) revealed that entrepreneurship activities are constantly involved in long-term economic growth. When the main economy cannot create enough jobs or other substitutes to pay a living wage and provide a clear societal benefit, entrepreneurship becomes a valuable source of revenue (Parker, 2018). Thus, entrepreneurship is a useful key driver of developing countries; it is a process of accommodate people, resource, and opportunities (Parker, 2018).

Unemployment is an example of the big problems faced by the Cambodia students in Cambodia which is certainly an interesting circumstance to favor given its exceptional growth in the enrollment rate in higher education but besides a rising concern on unemployment and entrepreneurial intention (Sam, 2019). Moreover, around 50% of students were enrolled in management related fields such as economic, business management, law, while Cambodia requires more engineering graduates, (Madhur, 2014). This matter can be decreased by rising the number of entrepreneurs who can eliminate unemployment. Besides, the research on entrepreneurial intentions is an inspiring aspect in efforts to stimulate entrepreneurial activity (Madhur, 2014). Empirical studies had revealed that entrepreneurship Education or business education can drive the entrepreneurship (Soomro & Shah, 2015).

Most of entrepreneurial intentions are made up of highly motivated people who are more likely to succeed. Entrepreneurship education will increase the intention of students for entrepreneurship while the amount of increasing confidence in their individual competence leads ordinarily to entrepreneurial intent for students. Cambodian students are greatly encouraged in terms of startup

ideas and constructing intention and action towards entrepreneurship education. A supplementary office for entrepreneurship and innovation in some universities in Cambodia has been formed for example, National University of Management, Institute of Technology of Cambodia, Royal University of Phnom Penh and National Institute of Posts, Telecom and Information Communication Technology (Madhur, 2014).

Many researchers had studied the intent of student whether doing or do not start up their own business in the literature of entrepreneurship (Fayolle & Gailly, 2015; Khuong & An, 2016; Maresch et al., 2016). Entrepreneurial efficacy is also a critical element and the the most accurate indicator of a person's desire to start a business (Doanh & Bernat, 2019; Liu et al., 2019). Regarding extant studies had provided essentially to entrepreneurial literature; but, the self-efficacy is still certainly acknowledged on the entrepreneurial intention (Tsai et al., 2016).

Besides this, the personal attitude is the key which carried out by the ability of his/her personal belief; therefore, the effects of entrepreneurial efficacy on entrepreneurial intention within personal attitude should be considered (Tsai et al., 2016).

Furthermore, identifying cognitive bias as optimism has implications for entrepreneurship and might provide useful information to entrepreneurship educators. As a result, university students will be better prepared and the failure rate of business beginnings would be reduced (Kerr et al., 2017). This study also considered dispositional optimism as the cognitive bias to recognize the limits of individual knowledge that have been studied widely and that is appropriated to entrepreneurship (Barnett and Adams, 2018).

Besides, the study begins a conceptual framework through theories review and relevant literature that studies in entrepreneurship education's function and

entrepreneurial intention in the association within entrepreneurial self-efficacy and personal attitude as the main mediating variables and optimism as the moderating variable. In terms of Cambodian university students' intentions, information and research on entrepreneurship education and intention adoption in Cambodia is still lacking; consequently, a study of university students is necessary. Specifically, the study of this new generation in relation to the phenomenon in order to understand their tendency and intention toward entrepreneurship education.

1.2. Research Objectives

Based on the foregoing research background and motivation, this proposed thesis carried out the following objectives to meet the aims of study:

- To exam the relationship among the following variables: entrepreneurship education, personal attitude, entrepreneurial self-efficacy, optimism, and entrepreneurial intention.
- To investigate the mediation effect of entrepreneurial self-efficacy in the relationship between entrepreneurship education and entrepreneurial intention.
- To investigate the mediation effect of personal attitude in the relationship between entrepreneurial self-efficacy and entrepreneurial intention.
- To test the moderation effect of optimism regarding the connection among both entrepreneurial self-efficacy and entrepreneurial intention.
- To investigate the impact of entrepreneurship education on entrepreneurial intention on business startup decision with a view to demonstrating the basis for promoting entrepreneurship in Cambodia.

- To gain knowledge and understanding entrepreneurial intention of students among universities in Cambodia; especially, faculty of business management and economic management.

1.3. Research Contributions

This work adds to the existing body of knowledge for academicians and the basis business start-up intention from the following three aspects: basically, this study attempts to examine the affecting entrepreneurship among business management students in Cambodia which is integrated with planned behavior theory aspects as personal attitude, social cognitive theory as self-efficacy, optimism, and other variables as mentioned in research objective. With this, it is anticipated that the study's findings will be useful for both academicians and practitioners.

Entrepreneurs: This study would predominantly be an intention of university students for entrepreneurs and business startup who were passionate in role of innovation creative in Cambodia. Importantly, it would be more beneficial if they were planning on human resource. Since the main strength of this study focus on the student's intention towards entrepreneurship.

Academics: Along with this present study, people basically could not only increase their knowledge of business startup, but they also advance their understanding some theoretical concept comprising of self-efficacy, personal attitude, and cognitive bias as an optimism. Due to the fact of limitation of business startup education strategy literature in Cambodia context. It would be exclusively for further researchers who would like to extend on this study topic, since they would be able to gain benefit by using this secondary data to support them.

1.4. Research Scope

Based on above discussion, the scope of study developed as presented in the table below as detail:

Table 1.1 Scope of the study

Items	Scope of the study
Type of the research	Quantitative study conducts to this nature of study. Research hypotheses and structure are built based on the reviews of exciting literature and the theoretical research comprised approach. Designing the research method and establish the questionnaires, the development of data measurement was used to describe, and ultimately to put the hypothesis to the test and come to a conclusion.
Essential Subject	The study looked at how entrepreneurship education affects students' entrepreneurial intentions.
Dependent Variable	Entrepreneurial Intention
Independent variables	Entrepreneurship Education, Entrepreneurial Self-Efficacy, Personal Attitude, and Optimism
Mediating variable	Entrepreneurial Self-Efficacy, and Personal Attitude
Moderating variable	Optimism
Underlying theory	Social Cognitive Theory and Theory of Planned Behavior

Items	Scope of the study
Analyze object	University students in Cambodia
Research Method and Data analysis	Quantitative approach questionnaire survey, using SPSS to run and analyze the data.

Source: Original Study

1.5. The Procedure and Research Structure

Firstly, this study conducted a topic related to entrepreneurial intention of university students which is favorable to collect data, then showed the research background, motivation, and objectives. After that, comprehensive literature review to have a comprehensive theoretical background on the constructs. Regarding to the above-mentioned, model of thought and hypotheses are develop within the connection within each construct. secondly, using quantitative research method to conduct survey of this study which focused on the university students in Cambodia context. Meanwhile, the questionnaire survey was distributed via online platform by Google form to fill out. The SPPSS software tool was essentially used to do data analysis. By this, in order to interpret the results, factor loading and reliability test, and multiple regression were applied. Finally, conclusion, suggestion, limitation and implication were presented at the end of the study.

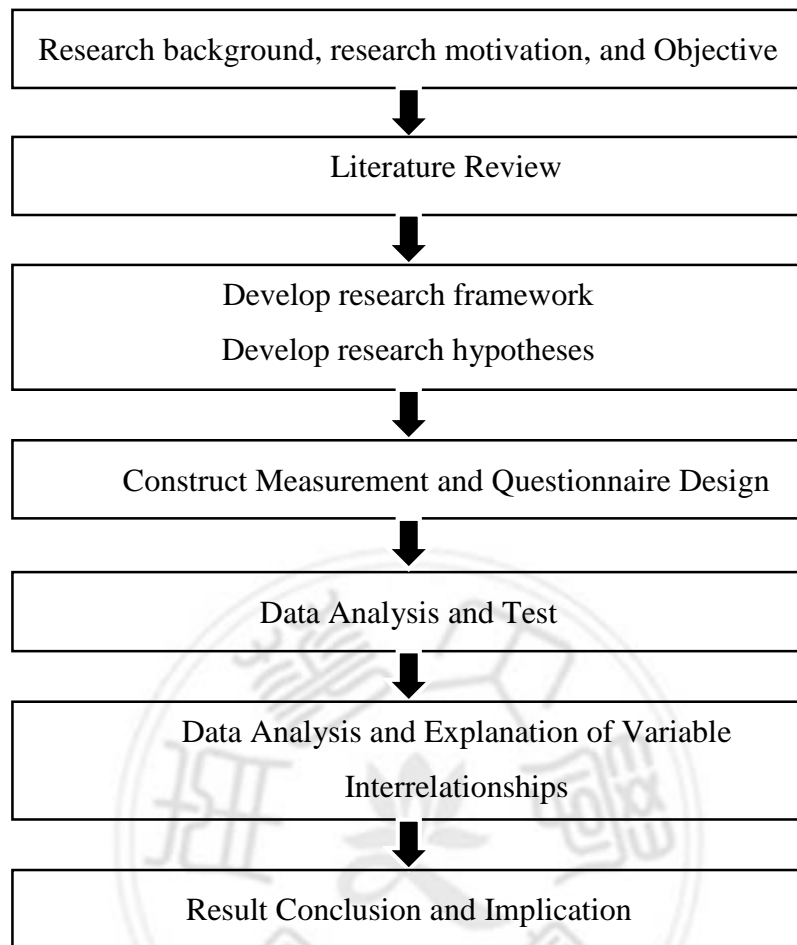


Figure 1.1 Flow of Chart of the Research Process

Source: Original Study

The content of study was conducted with five different stages which are described of each chapter:

- Chapter one: Introduction that explained the research background, research motivations. In addition, this part states the study's aims, study scope, procedures and structure.
- Chapter two: Literature review that describes the exiting literature including the theoretical foundation from the previous studies, definition of research variables, and development of the research hypotheses.

- Chapter three: Method of research that illuminated how this study is going to be conducted. It introduced the framework, research design and questionnaire are tested and developed, sample selectin, the data collection and analysis.
- Chapter four: Research analysis and findings which indicates the results of the current report. The analysis will be done statistically through SPSS.
- Chapter five: Conclusions and implications states the discussion of the research. The research implications, contributions, and the limitations were also described. Especially, the suggestion for the future studies.



CHAPTER TWO

LITERATURE REVIEW

This chapter provides the theories and structures that are related to the topic, such as social cognitive theory, theory of planned behavior, and five variables definition.

2.1. Theoretical Background

2.1.1. *Social Cognitive Theory (SCT)*

Social cognitive theory was established by Bandura is very common ideas in social psychology, with applications in fields such as entrepreneurship education (Nabi et al., 2017). This method is regarding to the view of self-efficacy as a predictor of any activity. The capacity, motivation, and optimism of an individual to achieve good results is known as self-efficacy (Abaho et al., 2015). Entrepreneurial self-efficacy denotes one's belief in one's ability to effectively engage in the creation of business ventures based on a personal appraisal of one's entrepreneurial abilities in the context of the research (Dempsey & Jennings, 2014). According to Bandura (2005) high self-efficacy motivates people to take action, plan their actions, and persevere in the face of obstacle. The connection between self-efficacy and career intent has been reported a variety of 0.3 to 0.6 (Bandura et al., 1999; Krueger Jr et al., 2000). This result has been found to be more reliable compared to other variables utilized in entrepreneurship study. Regarding to Krueger et al. (2000) suggested that self-efficacy is a critical component of entrepreneurial intent, people who have a great level of self-efficacy are more enthusiastic about business ventures in the context of entrepreneurship (Harinie et al., 2017; E. W. Liguori et al., 2018). As a result, self-efficacy is a reliable indicator of belief in one's own abilities to effectively establish an

entrepreneurial company (Rosique-Blasco et al., 2018). According to Bandura et al. (1999) there are four main sources of knowledge can be used to build a person's self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states, that have demonstrated entrepreneurship education can supply these resources (Nowiński et al., 2019; Watson et al., 2014).

2.1.2. Theory of Planned Behavior (TPB)

TPB, as proposed by Ajzen (1991) contends a person's behavior is essentially determined by his or her desire to carry out that activity. A person's intention is their willingness to engage in a specific activity (Ajzen, 2011). The greater a person's desire to act, the more likely he or she is to follow through (Ajzen, 1991). According to Baluku et al. (2018) entrepreneurial intention is the best predictor of new business ventures. Hence, self-employment is dependent on the individual's decision to pursue it or not (van Tonder & Groenewald, 2017). Three factors according to the idea, influence behavioral intention: (1) Personal attitude toward behavior: the extent to a person's behavioral assessment is taken into consideration is favorable or unfavorable (Ajzen, 1991). (2) Perceived social trend or influence to behave in a particular way. (3) Perceived behavioral control refers to the perception of how easy or difficult it is to carry out a specific action (Krueger et al., 2000). Perceived behavioral control is linked to the idea of self-efficacy (Ajzen, 2011). Capability beliefs have been shown to accurately predict goal-directed behavior such as self-employment. Importantly, the theory is very suitable to the future study that intended to discuss and consist this theory to link with the intention of entrepreneurship of university student, empirically investigated and confirmed by a number of academics (Piperopoulos and Dimov, 2015; Şahin et al., 2019; Schmutzler et al., 2019).

2.2. Definition of Research Constructs

2.2.1. *Entrepreneurship Education*

Entrepreneurship is a multi-delicate aspect. Other words, a businessperson can be identified as a oneself who founds and handles the business for positive advantage and extension (Ip et al., 2018). Entrepreneurship entails more than just starting a firm. Designing an entrepreneurship of thinking through peculiar entrepreneurship education to university students is the need of time. In recent century, entrepreneurship education has been recognized as one of the key stimuli that could influence students' career decisions (Smith et al., 2020). In higher education, entering the concept of entrepreneurs and enterprises method can influence the students' awareness towards other employment prospects and their perception of entrepreneurship (Wei et al., 2019). The abilities of students that promotes business activities normally has an education behind in terms of enhancing their abilities effectively. Regarding to, Kassean et al. (2015) defined that entrepreneurship education has primary functions. Entrepreneurship education guides to enhance the number of people consisting information clearly about the starting with businesses, personal work and entrepreneurship (Hasan et al., 2017). Numerous countries are progressively seeing entrepreneurship as a viable strategy of employment creation; increasing product efficiency and competitiveness; and developing the quality of life and delivering community goals. However, in order to succeed, policymakers and educators must have a thorough awareness of the varied and alternate goals and objectives of entrepreneur education. The Ministry of Education in Cambodia having recognized the significance of entrepreneurship education, has directed all Cambodian universities will offer entrepreneurship orientation courses (Hasan et

al., 2017). Specifically, education, skills, attitudes, and individual character explained to entrepreneurship are the enhancement learning activity that discuss in the entrepreneurship education (MoEYS Cambodia, 2019). Entrepreneurship education courses should focus on both providing students with entrepreneurial information and abilities as well as instilling entrepreneurial attitudes and goals in them (Hussain and Norashidah, 2015).

2.2.2. Entrepreneurial Self-Efficacy

As the increasing exploration of cognitive applications, some researchers have notified self-efficacy played important role in affecting individual behavior (Mahendra et al., 2017). According to Social Cognitive theory, the term "self-efficacy" refers to a student's belief in his or her ability to execute entrepreneurial tasks and do well in business (Puni et al., 2018). The self-efficacy of entrepreneurs was measured to be one of the anticipations to communicate with the entrepreneurial intention. In recent finding, this variable has been investigated as an essential goal of directed behavior, such as originating a process of new business, entrepreneurial career choice, and other actions of entrepreneur in both developed and developing countries like Cambodia (Bandura, 2012; E. W. Liguori et al., 2018 and Oyugi, 2015). Students who beside with higher ESE are; normally, correlated with higher goals of success and risk-taking skills. Practively, they will explore opportunities and display resolution in doing challenges (Khieng et al., 2019 and E. Liguori et al., 2020; Yoo, 2019). Therefore, many studies have been observing idea of self-efficacy entrepreneurship of student and how it impacts on the education (Liu et al., 2019).

2.2.3. Optimism

In general, being a rational decision-maker can be a challenge in using all available information. Cognitive biases have a viral function in decision making

(Wardana et al., 2020). Based on Costa et al. (2017) claimed that there were two variables that were directly linked to the entrepreneur's cognitive bias such as optimism and overconfidence. Optimism regards to the trend to underestimate the hardness of task, when overconfidence is the trend to overestimate the likelihood of positive results (Heger and Papageorge, 2018). This study mainly chooses optimism as the variable. It displayed one of the useful variables in predicting the propensity of the individuals for entrepreneurial activity.

In definition, optimists defined as individuals who perceive their future with optimism; in other words, optimists view life positively (Chaudhary, 2018). Farnish & Neff (2020) and Scheier et al. (1994) suggest that dispositional optimism contributes to physical and mental wellbeing. The concept of dispositional optimism (Zhou et al., 2019) does not mean that all expectations are positive, but rather, it means generalized expectations based on positive outcomes. Moreover, Zhou et al. (2019) stated that optimism is relatively constant across time, conditions, and contexts for individuals. Several studies indicate that high optimists demonstrate self-confidence in a wide, dispersed manner. Their participation reinforces their commitment to tasks and helps them persevere (Monzani et al., 2021).

2.2.4. *Personal Attitude*

Personal attitude towards entrepreneurship is inspired rightly from the consequence or outcome of willingness to become entrepreneurs. Attitudes are frequent reactions to a wide range of circumstances. A person's general attitude toward an item, concept, or circumstance is generally referred to as their attitude (Monzani et al., 2021). Beside this, personal attitudes can be positive, negative, neutral, or wide; nevertheless, in views of entrepreneurship, personal attitude has

described as the degree to which one considers entrepreneurial action and its outcomes to be a useful tool, beneficial, and favorable (Gure, 2015).

Additionally, personal attitude shows that a person is willing to designate effort and participation to become an entrepreneur if they perceive those entrepreneurial activities as confident and professional (Ajzen, 2002; Miralles et al., 2016). While, Miranda et al. (2017) explained personal attitude is an individual positive or the mindset on a particular issue and it leads to the attitude towards forming a business in the entrepreneurship structure. Many studies reveal that a person's personal attitude affects his or her belief in becoming an entrepreneur (Jena, 2020; Pejic Bach et al., 2018; Tornikoski and Maalaoui, 2019).

2.2.5. *Entrepreneurial Intention*

Previous research has been unable to come up with a unique characterization of a person entrepreneurial goals. The primary variables used to predict an individual's entrepreneurial behavior are the individual's entrepreneurial intentions. However, few academics have used similar notions, such as career orientation, to introduce individuals' entrepreneurial goals (Jena, 2020; Pejic Bach et al., 2018; Tornikoski and Maalaoui, 2019), nascent entrepreneurs (Valencia-Arias et al., 2018) and so on to define entrepreneurial definitions. However, when defining an individual's entrepreneurial goals, operational definitions are commonly used, which leads to inconsistencies. According to Daniel and de Castro (2018); Şahin et al. (2019) defined entrepreneurial mentalities such as wish, desire, and hope can be used to motivate one's decision to become an entrepreneur. This case, to reducing errors result, researchers also use a multivariable model to described the individual's entrepreneurial intentions (Bacq et al., 2017). Moreover, in order to understanding of intention, several ideas have been developed to improve the research of entrepreneurial intentions. With intention-based theories,

the most used one was the theory of planned behavior in terms of explaining the antecedent and consequence of entrepreneurial intention (Nowiński et al., 2019; Valencia-Arias and Restrepo, 2020).

2.3. Hypotheses Development

2.3.1. *The Effect of Entrepreneurship Education on Entrepreneurial Self-Efficacy*

Entrepreneurship education should examine as the suitable teaching method where enables learners to gain initial knowledge regarding enterprise combined with practice at the university. This entrepreneurial experience method can enhance students' perspective of entrepreneurial at the university (Buana et al., 2017). The curriculum and teaching practices of entrepreneurship to learners will design an even strong self-efficacy of student. Several previous studies have sought to combine entrepreneurship education, self-efficacy perception, and personal attitude (Cui et al., 2019; Ndou et al., 2019 and Wardana et al., 2020). Contemporary, entrepreneurship is seasonal in nature; it additionally influences on the self-efficacy. Importantly, the individual experiences of the entrepreneurial process consist of the success of entrepreneurial experience; the self-efficacy will be strong during undergoing setbacks (Elliott et al., 2020). According to Elliott et al. (2020) initiated those learners who have received entrepreneurship training have stronger self-efficacy than those who have not. Entrepreneurial qualities were cultivated through education in any situation. Similar findings were discovered by Kassean et al. (2015) who observed that entrepreneurship education increases the chance of business start-ups and self-employment, resulting in personal pleasure and financial benefits. Zhang and Cain (2017) conducted similar investigations, more than half of entrepreneurship education students wanted to establish their

own business after finishing their training, according to the research. The proportion of students who had received entrepreneurial training demonstrated strong self-efficacy in the field (Kubberød and Pettersen, 2017). Hence, the participation of individual entrepreneurs in schools can be derived from entrepreneurship training or courses, as well as activities that enhance psychological quality and entrepreneurship capabilities (Kubberød and Pettersen, 2017). Beside this, Entrepreneurship education is thought to have a favorable influence on self-efficacy (Hou et al., 2019). By learning entrepreneurship knowledge through educational programs and by encountering the entrepreneurship process through practice, an individual's assessment of his or her own abilities will be influenced positively by the improved confidence they have in completing tasks or overcoming challenges. Thus, the following hypothesis is formed:

Hypothesis 1: There is a significant effect between entrepreneurship education and entrepreneurial self-efficacy.

2.3.2. The Mediating effect of Entrepreneurial Self-Efficacy on the relationship between Entrepreneurship Education and Entrepreneurial Intention

The notion of self-efficacy is obtained from the social cognitive theory, and this theory demonstrated that various activities such as involvement, interpersonal, and circumstance influence individual behavior (Hou et al., 2019). Individuals can gain confidence through these activities as they have the ability to control specific behaviors and the outcomes of their expectations (Bandura, 1992). Self-efficacy is defined as an individual's belief in their ability to attain a task's desired goal (Nowiński et al., 2019). Along with this, individuals' potential to achieve their specific goals is also linked to self-efficacy (Barbaranelli et al., 2019).

Based on previous study, entrepreneurs who have a high level of self-efficacy for a particular project are more likely to collaborate in an innovative manner than those who have a low level of self-efficacy (Newman et al., 2019). Entrepreneurial self-efficacy is linked to long-term entrepreneurship among business owners, and entrepreneurial intention may be influenced by one's attraction to entrepreneurship and entrepreneurial self-efficacy (Şahin et al., 2019 and Urban, 2020). In other phrases, self-efficacy is really an important trait that can help entrepreneurs in overcoming obstacles and overcoming hurdles during the entrepreneurship process, as well as having a substantial impact on their entrepreneurial intent. In addition, entrepreneurial self-efficacy has been shown to influence entrepreneurial intent positively in previous studies (Asimakopoulos et al., 2019; Botha and Bignotti, 2016).

Additionally, a growing number of studies investigating entrepreneurial intention and behavioral intention have found a direct and indirect variable, self-efficacy plays a substantial indirect and direct mediating influence (Asimakopoulos et al., 2019; Botha and Bignotti, 2016). According to Li et al. (2020) and Newman et al. (2019) reported that self-efficacy influences what an individual does as a result of their cognitive process, goal setting, as well as their expectations of results. Self-efficacy perception is a key element in determining entrepreneurial behavior and intention (McGee and Peterson, 2019). By this, the variable is suitable with the university students. Based on Schmutzler et al. (2019) believed that self-efficacy contributes to cognitive functioning and helps individuals make decisions about starting a new business. Several previous scholars have been interested in the cognitive process of creative thinking as it applies to new business startups (Hsu et al., 2019 and Schmitt et al., 2018). Regarding to Hsu et al. (2019) and Schmitt et al. (2018) creativity and proactive

personality are highly useful for predicting entrepreneurial intention among Indian university students, with creativity being positively related to entrepreneurial self-efficacy and intention. Therefore, people who have a greater score of entrepreneurial self-efficacy are more willing to assume they have more entrepreneurship education and intentions.

Furthermore, entrepreneurship education may boost a person's entrepreneurial confidence and affect their decision to start a business (Chen et al., 1998). Beside this, Self-efficacy is supposed to be influenced positively by entrepreneurship education (Hou et al., 2019). Individuals get entrepreneurial knowledge and abilities through entrepreneurship education, which helps them become more entrepreneurially conscious and comprehend what they're doing (Wilson et al., 2007). This understanding will also boost their entrepreneurial self-efficacy and have an impact on their entrepreneurial intent. Hence, entrepreneurship education may improve entrepreneurial self-efficacy and hence enhance entrepreneurial intention through cultivating individual entrepreneurship capacity and psychological quality. Researchers have been paying greater attention to entrepreneurial self-efficacy in recent years. Several studies have discovered that entrepreneurship education improves entrepreneurial self-efficacy, resulting in increased individual entrepreneurial intentions (Kusumojanto et al., 2020; Wardana et al., 2020 and Wilson et al., 2007). Simultaneously, a number of studies have found that entrepreneurial self-efficacy acts as a positive mediator between entrepreneurship education and entrepreneurial intent (Fuller et al., 2018; Mei et al., 2020 and Wardana et al., 2020). We believed that entrepreneurial self-efficacy can act as a positive mediator between entrepreneurship education and entrepreneurial inclinations, based on the above description. Thus, the following hypothesis is formed:

Hypothesis2: There is a significant effect between entrepreneurial self-efficacy and entrepreneurial intention.

Hypothesis4: Entrepreneurial self-efficacy mediates the relationship between entrepreneurship education and entrepreneurial intention.

2.3.3. The Effect of Entrepreneurship Education on Entrepreneurial Intention

Education plays a critical part in strengthening students' abilities, which helps them succeed in business. Entrepreneurship education has fundamental functions that was indicated by (Kim and Park, 2019). It allows for the transmission of knowledge, information, and experience from learning sources to students through entrepreneurship learning activities. Moreover, pupils will be inspired to be successful in the future by entrepreneurship education through field studies. Education is a pathway of delivering entrepreneurship information, building entrepreneurship spirit, and enhancing ability and mental perfection for university students who are considered future entrepreneurs (Mittal and Raghuvaran, 2021). According to Kyari (2020) students who major in entrepreneurship have a stronger entrepreneurial intention than those who do not, and they share the desire to create something new, such as launching a new business after graduation. Entrepreneurship education is thought to have a favorable influence on entrepreneurial intention, according to the research (Lopez et al., 2021). Furthermore, the amount of management courses taken by university students is linked to their entrepreneurial purpose (Chen et al., 2015). Entrepreneurship education can boost university students' entrepreneurial intentions by enhancing entrepreneurial knowledge, increasing entrepreneurial awareness, improving entrepreneurial mental perfection, and enhancing pupils'

business skills and knowledge of the entrepreneurial spirit. Using a variety of literary sources, Thus, the following hypothesis is formed:

Hypothesis3: There is a significant effect between entrepreneurship education and entrepreneurial intention.

2.3.4. *The Effect of Entrepreneurial Self-Efficacy on Personal Attitude*

Self-efficacy is defined with one's self-perception in one's own capacity to carry out a set of actions in order to achieve a specific objective. In other words, rather than focusing on the talents themselves, it stresses an individual's self-assessment of his or her ability to apply such abilities to achieve a goal (Bandura, 2013 and Stajkovic et al., 2018). Later, the ability to regulate one's behaviors through cognitive, motivational, emotional, and decisional processes is characterized as self-efficacy (Lent et al., 2019). Hence, the self-efficacy of a person's capacity to entire a task has an impact on their actual ability to complete it (Lent et al., 2019). Based on these findings, entrepreneurial self-efficacy is defined as an entrepreneur's faith in their ability to start a business and possessing the necessary abilities, or the entrepreneur's view that should perform a specific job related to entrepreneurship.

Regarding to the Theory of Plan Behavior, TPB Haryanto and Arty (2019) stated that attitude is linked to the outcome of behavioral intentions and evaluation; thus, once people believe that taking a given action would lead to a positive outcome, they will show a larger preference for it and subsequently build the desire to take it. To further supported the relationship entrepreneurial self-efficacy, the study conducted by Mintrom (2019) individuals' self-efficacy has an impact on how they create goals and how committed they are to achieving them. Entrepreneurs' self-efficacy is closely linked to their perceptions of their own abilities and entrepreneurial behaviors. The study finding suggested that,

entrepreneurs will be more resolute in their entrepreneurial pursuits when they believe they can accomplish and complete an entrepreneurial task. According to NEO (2019), Oriarewo et al. (2019) and Saptono (2018) also Entrepreneurial self-efficacy has a substantial influence on personal attitude. Similar research have suggested that entrepreneurial self-efficacy has a substantial impact on personal attitude. (Anwar et al., 2021; Maheshwari and Kha, 2021). Thus, the following hypothesis is formed:

Hypothesis5: There is a significant effect between entrepreneurial self-efficacy and personal attitude.

2.3.5. The Effect of Personal Attitude on Entrepreneurial Intention

Entrepreneurial intent is a critical component of a successful entrepreneur's development. In the past, researchers have presented a variety of distinct intention models (Anwar et al., 2021; Maheshwari & Kha, 2021). The majority of studies discovered that several variables and components can influence the entrepreneurial intention model (Newman et al., 2019; Obschonka & Stuetzer, 2017 and Zhang & Cain, 2017). Hence, these variables were linked to behavioral and psychological traits. Importantly, personal attitude is highly important for entrepreneurs, particularly university students who require the correct attitude to launch a successful firm. In perspective of a behavioral method, constructs like behavioral control, personal attitude, and social norm were included in most models (Obschonka et al., 2017; Zhang and Cain, 2017). Attitudes influence the origination of individual entrepreneurial intention and assessed as inside variables of individual to perform a behavior. According to Valencia-Arias et al. (2018) further claim that personal attitudes play an essential role in formatting an entrepreneurial intention. Empirical research that looked into the impact of personal attitudes on participants' entrepreneurial intentions came up with positive

results. For example, personal attitude had a beneficial impact on entrepreneurial intent (David & Lawal, 2018 and Youssef et al., 2021). Therefore, an individual personal attitude can influence on entrepreneurial intention. According to the TPB-inspired model, personal attitude has a substantial influence on entrepreneurial purpose. Thus, the following hypothesis is formed:

Hypothesis6: There is a significant effect between personal attitude and entrepreneurial intention.

2.3.6. The Mediating effect of Personal Attitude on the relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Intention

Personal attitudes regarding entrepreneurship play a mediating influence in entrepreneurship. Based on theory of planned behavior asserted that people's behavioral control is influenced by their controlling beliefs and ways to conducts, hence propelling their subsequent desires and intention (Ajzen, 1991). One's attitudes about an activity are influenced by one's beliefs about the outcomes of that behavior, and individuals with high confidence in their abilities and talents are more prone to begin a flourishing business (David & Lawal, 2018 and Youssef et al., 2021). This concept ultimately drives also encourages their action and attitude of an entrepreneur. Form this logics, entrepreneurial self-efficacy appears to have a favorable associate with entrepreneurial intention, resulting in a good attitude toward entrepreneurship (Kusumojanto et al., 2020). According to Liñán and Fayolle (2015) found showcases the significant and important influence of mighty self-faith and self-esteem, lead to selves executing business activities with a reduced sense of risk, and inspiring them to start new business.

According to Tsai et al. (2016) investigated the impact of personal attitude in mediating the association among entrepreneurial self-efficacy and entrepreneurial intent. These arguments show that people's opinions regarding

entrepreneurship have an impact on the connection among entrepreneurial self-efficacy with entrepreneurial intention. A similar point of view by Gorgievski et al. (2018) discovered that students from Spain, the Netherlands, Germany, and Poland participated, values on entrepreneurial career intentions are mediated by attitude. Moreover, personal attitude also influences the link between self-efficacy and social entrepreneurial aspirations, as well as the link between emotional intelligence and social entrepreneurial intentions. According to Tiwari et al. (2017) personal attitudes can impact an individual's entrepreneurial goals, and it is also argued that personal views will influence university students' decisions on whether or not to start a firm. The majority of businesses are likely to seek the formation of a successful enterprise, and this expectation may drive their desire to become entrepreneurs (Fairlie and Fossen, 2020). Importantly, even in people with great entrepreneurial self-efficacy, if their personal attitude is not up to par, their start-up business will be harmed sooner or later (Fairlie and Fossen, 2020). According to this logic, entrepreneurial self-efficacy is not only important for entrepreneurial intent, but it may also influence entrepreneurial intent through personal attitude. Thus, the following hypothesis is formed:

Hypothesis7: Personal attitudes mediate the relationship between entrepreneurial self-efficacy and entrepreneurial intention.

2.3.7. *The Effect of Optimism on Entrepreneurial Intention*

Optimism is a cognitive bias related to entrepreneurship that refers to when contemplating, rationale, and making the decisions, a person's perceived divergence from rationality (Wei et al., 2019). Optimism is the tendency to predict positive results despite obstacles (Domeier & Sachse, 2016 and Marchetti et al., 2019). Having a positive mindset on the future may promote entrepreneurial impulses in a variety of reasons. First, optimism improves adaptive attention

biases because optimists are more prone than pessimists to respond positively to favorable stimulation, disregard inconsistencies, and dismiss scary facts (Segerstrom et al., 2017). Consequently, optimists are more likely to see and look for chances. This is particularly critical for entrepreneurs who need to specialize in recognizing opportunities (Kelberer et al., 2018). Secondly, creativity and inventive conduct are required for the growth of entrepreneurial intentions (Baluku et al., 2016). Similarly, optimism has been shown to facilitate creative thinking and inventive behavior in studies conducted over the previous decade (Biraglia and Kadile, 2017), hence, optimistic future prospects could be linked to entrepreneurial intention. Finally, when a new company is founded, it usually takes a massive commitment inside its long-term success and also the ability to persevere in the face of failures (Icekson et al., 2020; Rego et al., 2018 and Sameer, 2018). Several studies have found that optimism can help you succeed in business (Storey, 2011 and R. Trevelyan, 2008). Faced with uncertainty and a higher risk of failure, optimistic entrepreneurs, unlike pessimistic entrepreneurs, have a stronger conviction in the feasibility of their concepts and may thus be better prepared to start a successful new business (James and Gudmundsson, 2011). Some even claim that entrepreneurship necessitates optimism (Dushnitsky, 2010 and Madar et al., 2019). The relation between entrepreneurial objectives and dispositional optimism had gotten little attention; however, given the foregoing, the hypothesis for the association between optimism and entrepreneurial intention was formed as the following:

Hypothesis8: There is a significant effect between optimism and entrepreneurship intention.

2.3.8. The Moderating effect of Optimism on the relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Intention

Although various studies discussed the relationship between optimism and entrepreneurial intention. There was the gap in finding moderating effect. Optimism and entrepreneurial intention, optimists overlook danger and just have a hazy understanding of its enormity (Storey, 2016). They exaggerated the likelihood of creating an actual business (Ernst, 2018). Entrepreneurs' dedication to risky causes is often boosted by optimism (Heger and Papageorge, 2018); and generates delays or aids in the postponement of decisions on failed plans (Joo and Durri, 2017). Regarding to Trevelyan and Williams (2019) proposed that entrepreneurs are optimists and pointed to prevailing empirical proof that demonstrates an entrepreneurial bias in decision making. The result is that entrepreneurs are more confident, rather than pessimistic when faced with a variety of adversity (Zhou et al., 2019). Hence, among entrepreneurs, optimism can be identified as an individual characteristic. According to Lindblom et al. (2020) motivation and optimism are inextricably related; optimists expect positive things to occur in the future, therefore they strive to achieve their objectives. Individuals who are optimistic believe they can resolve issues and regard adversity as a challenge rather than a danger (Chang et al., 2017). In light of the relevance of optimism for entrepreneurship, several research investigations and reviews have been conducted into it in a setting of educational entrepreneurship (Adomako et al., 2016). For example, Crane (2014) and Nabi et al. (2017) has discovered that students' self-confidence is related to their optimism. According to Miranda and Cruz (2020) indicated that Students' ability to cope with obstacles in college was aided by their optimism. Furthermore, Dawson and Pooley (2013) revealed that, with higher levels of optimism, students have higher levels of resilience. When

faced with adversity, optimistic people are more resilient than pessimistic people (Gómez Molinero et al., 2018; Kleiman et al., 2017; Pathak and Lata, 2018). Furthermore, in light of the prior argument and evidence demonstrating that optimism boosts self-efficacy Karademas (2006) and Pu et al. (2017) and resilience is enhanced by self-efficacy (Keye and Pidgeon, 2013). Regarding to Poblete et al. (2019) has found that the relationship between students' dispositional optimism and their entrepreneurial intentions. Hence, optimism can be a deciding factor for potential entrepreneurs when it comes to determining whether or not to pursue entrepreneurship as a career. Entrepreneurial intentions and personality factors have been linked and moderated in previous studies like self-efficacy (Piperopoulos and Dimov, 2015; Şahin et al., 2019), achievement motivation, and risk propensity (Staniewski and Awruk, 2019). In light of the relevance of optimism for entrepreneurship, several research and reviews have looked at it (A. Crane et al., 2014 and Nabi et al., 2017). For instance, a recent study Lee et al. (2018) discovered that optimism is linked to student self-efficacy.

However, dispositional optimism has been studied infrequently in relation to entrepreneurial intentions. According to a few studies in the literature, optimism maps play a significant influence in the entrepreneurial process (Storey, 2011; Trevelyan, 2008 and Kelberer et al., 2018). By the way, optimistic entrepreneurs are more willing to start a new firm since they trust in the success of their efforts (Ucbasaran et al., 2010). Some have come to the conclusion that optimism is a necessary component of entrepreneurship (Dushnitsky, 2010; Madar et al., 2019). Furthermore, according to Krueger Jr and Day (2010) stated that, some of the most promising new entrepreneurship models focus on cognitive processes, emphasizing the necessity of a cognitive infrastructure that is favorable to opportunities. For example, Lee et al. (2018) discovered that students' self-

confidence is related to their optimism. Giacomini et al. (2016) found that students that were most optimistic about their chances in entrepreneurship had greater degrees of entrepreneurial intent. Furthermore, in general, Employers have a higher proclivity for optimism than other workers (Ucbasaran et al., 2010; Hmieleski and Baron, 2009). According to Madar et al. (2019) found a link between students' optimism and their entrepreneurial intention.

The goal of study is to see how important optimism is as a moderator of the relationship between entrepreneurial self-efficacy and intention. Given this description and previous findings, it was assumed that optimism affected the connection between entrepreneurial self-efficacy and entrepreneurial intention. Thus, the following hypothesis is formed:

Hypothesis9: Optimism moderate the relationship between entrepreneurial self-efficacy and entrepreneurial intention.

CHAPTER THREE

RESEACH METHODOLOGY

This chapter, the model with five constructs study were developed. Additionally, research design and methodology for data analysis is presented, inclusive of questionnaire design and data analysis procedure.

3.1. Research Model

This study develops a research model as shown in Figure 3.1 based on the establishment of the relevant research hypotheses.

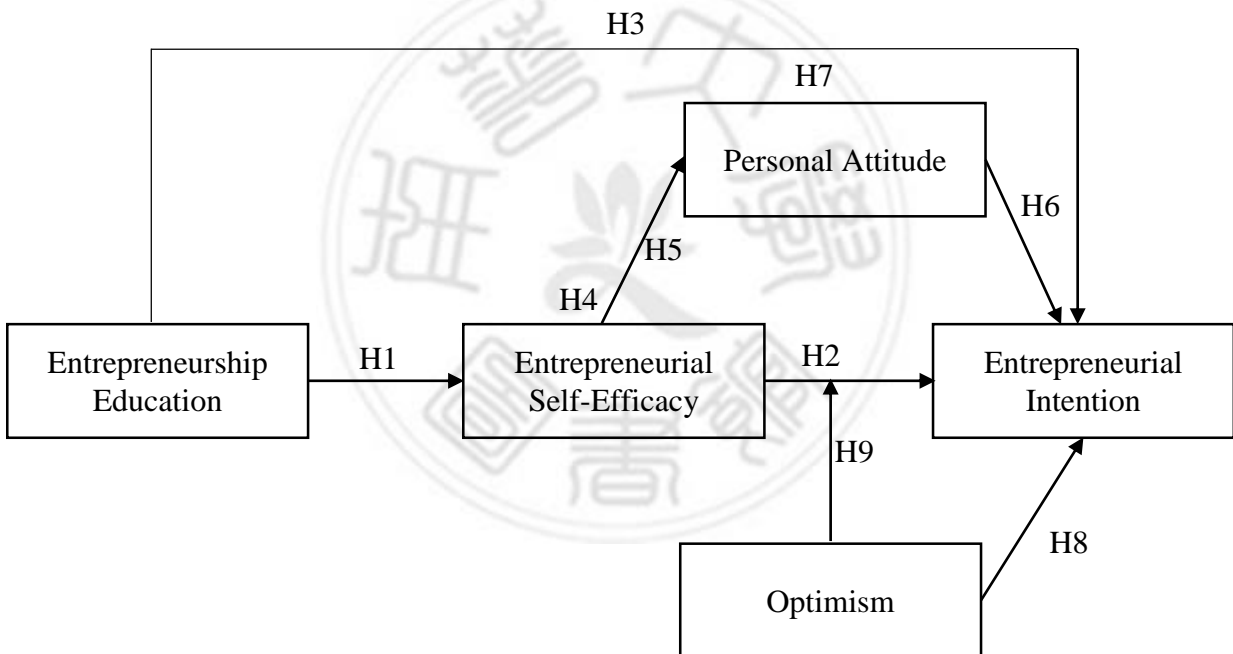


Figure 3.1 Research framework

Source: Original Study

Based on the research model, the following are the hypotheses for this study are:

Hypothesis1: There is a significant effect between entrepreneurship education and entrepreneurial self-efficacy.

Hypothesis2: There is a significant effect between entrepreneurial self-efficacy and entrepreneurial intention.

Hypothesis3: There is a significant effect between entrepreneurship education and entrepreneurial intention.

Hypothesis4: Entrepreneurial self-efficacy mediates the relationship between entrepreneurship education and entrepreneurial intention.

Hypothesis5: There is a significant effect between entrepreneurial self-efficacy and personal attitude.

Hypothesis6: There is a significant effect between personal attitude and entrepreneurial intention.

Hypothesis7: Personal attitudes mediate the relationship between entrepreneurial self-efficacy and entrepreneurial intention.

Hypothesis8: There is a significant effect between optimism and entrepreneurship intention.

Hypothesis9: Optimism moderate the relationship between entrepreneurial self-efficacy and entrepreneurial intention.

3.2. Research Design and Data Collection Procedure

This study conducts to quantitative research. The quantitative research method is included with the forms of survey in data collection, analysis, and interpretation that researchers initiated for the study. To accomplish the data collection, it was antedated in Cambodia. The questionnaires were collected form two different language such as Khmer and English in Phnom Penh city, Cambodia. The purpose of this survey is to test and analyze the theoretical model, measuring all the constructs to test the hypotheses.

The data for this thesis was gathered by delivering 30 questionnaires to Cambodian university students. The sample strategy was devised to ensure that specific types of respondents were included in the study. Students studying in

Cambodia's Phnom Penh city were requested to participate in the poll. Due to the time constraints and ease of data collection, a portion of the survey questions were distributed to 310 students via social media platforms such as Facebook, Instagram, Line, Telegram, and others.

The steps for gathering data were as follows. To begin, conducting a literature study and get guidance from thesis advisor to identify relevant research variables. The survey questionnaire was completed in the second phase. The Khmer questionnaire was then delivered to Cambodian respondents via social media. When all of the data was collected, it could be analyzed in the next stage.

3.3. Research Instrument Measurement

This study conducted five research constructs, and evaluated the relationship among these research constructs. entrepreneurship education, entrepreneurial self-efficacy, personal attitude, optimism and entrepreneurial intention are the research constructs. The whole arrangement of each construct consisted the operational definitions and measurement items were also demonstrated.

3.3.1. *Entrepreneurship Education*

This study identified the entrepreneurship education as the property of students in order to become entrepreneur, it has the influence on self-efficacy. The questionnaire items of entrepreneurship education had 6 items were modified from (Lorz and Volery, 2011). The detailed questionnaire items for the above Entrepreneurship Education are shown below:

Entrepreneurship Education (EE) (6 items)

How important is your extensive grasp of the following areas of entrepreneurship to you?

[EE1]. The fundamentals of starting a business and developing a business strategy

[EE2]. Entrepreneurial finance

[EE3]. Business models

[EE4]. Generating ideas

[EE5]. An entrepreneur's responsibilities

[EE6]. A startup's journey from concept to reality.

3.3.2. *Entrepreneurial Self-Efficacy*

In terms of entrepreneurship, entrepreneurial self-efficacy is the most powerful form of self-efficacy. According to Lorz and Volery (2011) indicated that entrepreneurial self-efficacy demonstrated the increase to which entrepreneurs are confident about their own skills of entrepreneurial to fulfil the various tasks. The study identified entrepreneurial self-efficacy that have influence on personal attitude and entrepreneurial intention. Entrepreneurial self-efficacy was measured with 6 items modified from (De Noble et al., 1999; Linan, 2008). The detail questionnaire items are shown below:

Entrepreneurial Self-Efficacy (ESE) (6items)

[ESE1]. Under constant stress, pressure, and conflict, I can work productively.

[ESE2]. I have the ability to come up with new items and concepts.

[ESE3]. I have the ability to build and maintain positive relationships with possible investors.

[ESE4]. I envision new markets for new products and services opening up.

[ESE5]. I have the ability to hire and train essential personnel

[ESE6]. I can create an environment at work that encourages others to try new things.

3.3.3. Personal Attitude

Personal attitude is an essential role in formatting an entrepreneurial intention. The study identified personal attitude that have influence on entrepreneurial intention and in role of mediating among entrepreneurial self-efficacy and entrepreneurial Intention. Personal Attitude was measured with 6 items modified from (Liñán and Chen, 2009; Solesvik et al., 2012). The detail questionnaire items are shown below:

Personal Attitude (PA) (6items)

[PA1]. Doing an entrepreneur signifies a greater number of benefits than drawbacks to me.

[PA2]. It is desirable for me to become an entrepreneur.

[PA3]. A job as entrepreneur is attractive for me.

[PA4]. If I had the opportunity and resources, I'd possibility like to start a firm.

[PA5]. Doing an entrepreneur would cause great satisfactions for me.

[PA6]. Among numerous choices, I would rather be an entrepreneur.

3.3.4. Optimism

The study assess optimism using the Life Orientation Test-Revised (LOT-R) developed by (Scheier et al., 1994), it assesses whether people are optimistic or pessimistic about the future. The study discovered that optimism has an impact on entrepreneurial intent and can act as a moderator between entrepreneurial self-efficacy and entrepreneurial intent. Optimism was measured with 6 items modified from (Scheier et al., 1994). The LOT-R is made up of three items that are positively and three items are negatively (reverse scored). In prior research with Asian individuals, the optimism scale was confirmed, and Cronbach's alpha was

0.87, demonstrating construct reliability and validity (Yi et al., 2020). The detail questionnaire items are shown below:

Optimism (O) (6items)

[O1]. When things are unknown, I always try to be positive.

[O2]. Something will go wrong for me if it can. (Reverse)

[O3]. I'm constantly optimistic about my prospects.

[O4]. I seldom anticipate things going my way. (Reverse)

[O5]. I expect positive things to happen to me. (Reverse)

[O6]. Overall, I anticipate more positive outcomes than negative outcomes.

3.3.5. Entrepreneurial Intention

Entrepreneurial intention is the mind that comes before action and directions attention toward intention behavior such as becoming an entrepreneur and startup business that is directly associated with the personal attitude, behaviors, and perceptions of students (Roy et al., 2017). This study identifies entrepreneurial intention as consequences of optimism, personal attitude and entrepreneurial self-efficacy. Entrepreneurial intention was measured with 6 items modified by (do Paço et al., 2011 and Liñán et al., 2011). The detail questionnaire items are shown below:

Entrepreneurial Intention (EI) (6items)

[EI1]. I plan to set up a business and arrange my most suited to be an entrepreneur in the coming future.

[EI2]. I pleasure arrange every effort to begin and operate my own venture.

[EI3]. I will thoughtfully doubt ever-growing my own firm.

[EI4]. I intention drive to initiate a business in the coming future.

[EI5]. My ultimate goal is to be an entrepreneur.

[EI6]. I will produce my best to reach my purpose to be an entrepreneur.

3.4. Questionnaire Design

According to the figure 3.1, the five constructs consist in this study express their perspective toward entrepreneurship. Questionnaire was mainly used as a main tool to gather data from target respondents. The questionnaire was indicated as closes-ended questions in which the substitute choices are given.

The questionnaires of this study involve 30 items. Each construct requires the respondents to indicate their opinions with regard to entrepreneurship education, entrepreneurial self-efficacy, personal attitude, optimism, and entrepreneurial intention, based on an intention allocated by respondents. This is number of methods that assisted in collecting data of which one would involve the use of a scale. According to the procedures set by Sanders et al. (2009) the Likert-Scale style rating was used to rating the questions. A statement is asked how strongly the respondent agrees or disagrees with it. This study finalized a seven-point Likert scale was used in order to rating the questions and to measure data, ranging from 1 =strongly disagree to 7=strongly disagree.

3.4.1. Questionnaire Translation

Since this current study is carries in Cambodia, the questionnaire was designed in both English and Khmer language. It is a convenience to respondents who had limited knowledge in English language. To complete this questionnaire translation design, in the simplest and most possible way, the researcher asked a professional translator who work in a private university to assists, the translator is a lecture in English for education.

3.5. Pilot Test

Before the complete deployment of the system, pilot testing has selected a group of individuals to experience the system under test and offer comments. The research questionnaires were translated into Cambodian language and then back into English to double-check that the meanings of the items remained the same. In Cambodia, a trial test was undertaken in quantitative research with 50 respondents. The surveys will then be sent to responders in the form of a line through email, Facebook, etc. As a result, the reliability test was used to determine the internal consistency of each item and factor. On the other hand, a Cronbach's score of no less than 0.60 for the research would indicate an adequate level of internal consistency. As a consequence of the Cronbach's results, each variable's surveys had a reasonably high coefficient, greater than 0.60.

3.6. Data Analysis Procedure

The primary method used in this study was quantitative according to the nature of the research. Because data analysis was critical to the overall research goals, it functioned as a critical tool of achieving them. SPSS was the most often used method for evaluating questionnaire surveys (Statistical Package for Social Science). The processes for collecting data were as follows:

- Descriptive Statistic Analysis
- Factor loading and Reliability test
- Independent Sample t-test
- One-Way Analysis of Variance ANOVA
- Simple Linear Regression
- Multiple Regression Analysis

3.6.1. Descriptive Statistic Analysis

To strengthen the characteristics of a collection of data in each variable, the means and standard deviation for each study variable are presented using descriptive statistical analysis. Factor Loading and Reliabilities Test

3.6.2. Factor Analysis and Reliability Test

The main objective of factor loading is to discover the fundamental dimensionality of structure of the set of correlation coefficients. Moreover, factor analysis is a technique that may be used to summarize or reduce data as well as for exploratory or confirmatory purposes. Items of measurement with factor loading greater than 0.6 were selected as the members for specific factors. In addition, KMO also useful in accounted that used for testing the accuracy of the sampling for the variable and for a complete model, and it score is recommended to be greater than 0.5 (Hair et al., 2014).

Reliability Test

After running reliability test, Item-to-total Correlation and Cronbach's α will be shown, these results evaluate the relationship between each item and the sum of the remaining items. In this technique, the amount to which the item correlates with the total score indicates convergent validity for the item, which means that the full score was valid. Items with a poor correlation (e.g., less than 0.5) were removed from further consideration.

3.6.3. Independent Sample T-test

The independent sample t-test is employed in this scenario to see if the differences between two groups are related to a single variable. It was used to compare male and female differences in five variables such as, entrepreneurship education, entrepreneurial self-efficacy, personal Attitude, optimism, and entrepreneurial intention in this study.

3.6.4. One Way Analysis of Variance (ANOVA)

To Check if there are any differences in respect to one variable between more than two groups. It was used in this study to analyze the differences between demographic characteristics (ages, educational levels, and study field) of respondents in five constructs: entrepreneurship education, entrepreneurial self-efficacy, personal attitude, optimism, and entrepreneurial intention. The analysis will be significant with t-value higher than 1.96, and the p-value lower than 0.05. Moreover, if significant then we check the Levene test, in Levene test if no significant we check with Scheffe, if significant check with Dunnett T3 and then compare it.

3.6.5. Regression Analysis

Simple Linear Regression

The simple linear regression analysis is used to investigate the relationship between two variables or factors, where the dependent variable is the value to be predicted and the independent variable is the value to be predicted (Hair et al., 2014). It is widely employed in research since it proves the existence of a connection between variables. The purpose of simple linear regression analysis is to show how variables are connected to one another and to what extent they are related. In this study, the simple linear regression analysis was conducted to examine the relative impact between the five constructs comprise of entrepreneurship education, entrepreneurial self-efficacy, personal attitude, optimism, and entrepreneurial intention.

Multiple Regression Analysis

According to Hair et al. (2014) indicated that multiple regression analysis is a statistical technique that can be used to analyze the relationship between a single dependent variable and several independent variables. In other words, this method is used to examine the relationship between a large number of independent factors and a single dependent variable. And, this method may also be used to measure the predictive capacity of each variable by comparing two or more sets of independent variables. When the R-square is greater than 0.1, and the F-value is higher than 4, the analysis is significant (Hair et al., 2014). Multiple regression analysis was used to analyze the mediation variable of entrepreneurial self-efficacy between entrepreneurship education and entrepreneurial intention, as well as the mediating variable of personal attitude between entrepreneurial self-efficacy and entrepreneurial intention.

CHAPTER FOUR

RESEARCH ANALYSIS AND FINDING

The results of each research hypothesis are presented in this chapter. This chapter offers a part on the research's empirical findings. The first part includes a descriptive study of the respondents, including demographics, respondent characteristics, and variable measurement data. The findings of Factor Analysis and Reliability Tests, Independent Sample T-test, and one-way ANOVA were presented in the second part. The findings of Regression Analysis (Multiple Regression Analysis) and Hierarchical Regression Analysis were presented in the third part.

4.1. Descriptive Statistics

The analysis of descriptive will showed the characteristics and information of the respondents. In order to understanding that, descriptive statistics analysis performed to illustrate the mean and standard deviation for all the research variables as well as the frequency for demographics information were conducted in the section.

4.1.1. *The Characteristics of Respondents*

After collected the data from respondents, the survey also requires the respondent to answer some important information for recognize some group of people. So, the characteristic of respondents presented in Table 4.1.

Table 4.1 Characteristic of Respondents in this research (n=310)

Item	Description	Frequency	Percent
Gender	Male	124	40
	Female	186	60

Item	Description	Frequency	Percent
Age	Under 20	40	12.9
	21-25	216	69.7
	26-30	47	15.2
	More than 30	7	2.3
Marital Status	Single	288	92.9
	Married	22	7.1
Education Level	1st year	22	7.1
	2nd year	41	13.2
	3rd year	78	25.2
	4th year	169	54.5
Field of Study	Business Management	128	41.3
	Economic Management	20	6.5
	Tourism Management	38	12.3
	Other	124	40

Source: Original Study

Table 4.1 shows that there are 40% of males and 60% of females. Among five categories of people who were in the age section; the respondents who were under 20 were 12.9%, 21-25 were 69.7%, 26-30 were 15.2, and more than 30 were 2.3%. It is also illustrated that 92.9% of respondents were single, 7.1% were married. Moreover, the respondents that studied in 1st year were 7.1%, 2nd year were 13.2%, 3rd year were 25.2%, and 4th year were 54.5%. Lastly, respondents who studied in Business Management were 41.3%, Economic Management were 6.5%, Tourism Management were 12.3%, and Other were 40%.

4.1.2. Measurement Result for Research Variables

The descriptive statistics of the questionnaire items exhibited in table 4.2, which completely illustrated the results of mean and standard deviation of each item of the constructs. The table stated six items of entrepreneurship education,

six items of entrepreneurial self-efficacy, six items of personal attitude, six items of optimism, and six items of entrepreneurial intention.

Table 4.2 Descriptive Analysis for questionnaire

Item	Description	Mean	Standard Deviation
Entrepreneurship Education			
EE1	The fundamentals of starting a business and developing a business strategy	6.02	0.65
EE2	Entrepreneurial finance	5.66	0.94
EE3	Business models	5.76	0.95
EE4	Generating ideas	5.95	1.01
EE5	An entrepreneur's responsibilities	6.04	1.10
EE6	A startup's journey from concept to reality	5.68	0.91
Entrepreneurial Self-Efficacy			
ESE1	Under constant stress, pressure, and conflict, I can work productively.	4.46	1.66
ESE2	I have the ability to come up with new items and concepts.	5.57	1.04
ESE3	I have the ability to build and maintain positive relationships with possible investors.	5.69	0.92
ESE4	I envision new markets for new products and services opening up.	5.51	1.02
ESE5	I have the ability to hire and train essential personnel	5.47	1.20
ESE6	I can create an environment at work that encourages others to try new things.	5.77	0.99
Personal Attitude			
PA1	Doing an entrepreneur signifies a greater number of benefits than drawbacks to me	5.41	1.27
PA2	It is desirable for me to become an entrepreneur.	5.64	1.26

Item	Description	Mean	Standard Deviation
PA3	A job as entrepreneur is attractive for me.	5.72	1.15
PA4	If I had the opportunity and resources, I'd possibility like to start a firm.	5.98	1.13
PA5	Doing an entrepreneur would cause great satisfactions for me.	5.81	1.06
PA6	Among numerous choices, I would rather be an entrepreneur.	5.78	1.07
Optimism			
O1	When things are unknown, I always try to be positive.	4.50	1.70
O2	Something will go wrong for me if it can. (Reverse)	5.78	1.08
O3	I'm constantly optimistic about my prospects	5.75	1.02
O4	I seldom anticipate things going my way. (Reverse)	5.58	1.17
O5	I expect positive things to happen to me. (Reverse)	5.16	1.51
O6	Overall, I anticipate more positive outcomes than negative outcomes.	5.76	1.09
Entrepreneurial Intention			
EI1	I plan to set up a business and arrange my most suited to be an entrepreneur in the coming future.	5.76	1.13
EI2	I pleasure arrange every effort to begin and operate my own venture.	5.69	1.04
EI3	I will thoughtfully doubt ever-growing my own firm.	5.21	1.36
EI4	I intention drive to initiate a business in the coming future.	5.45	1.21
EI5	My ultimate goal is to be an entrepreneur.	5.81	1.08
EI6	I will produce my best to reach my purpose to be an entrepreneur.	5.92	0.94

Source: Original Study

The result exhibited in table 4.2, which completely illustrate the results of descriptive response concerning each of research variables for 310 respondents, including mean value and standard deviation. Means and standard deviation are presented in the table below. The all-mean values were above 4 for all of the items in research constructs of framework, which indicated the high report level of respondent. Moreover, three of the constructs have mean scores over 5.0 included Entrepreneurship Education (EE), Personal Attitude (PA), Entrepreneurial Intention (EI). However, the lower levels of item are reported on O1 (mean=4.50). In conclusion, the all-mean value was above 4.0 in a 7-point scale range for all the items in research constructs of framework, which indicated the high agree report levels of the respondents. Then, the all-standard deviation values were lower than 2.0 for all the items in constructs of framework, which indicated the answered of the respondents were not much different. The result seems to indicated that respondents tended to evaluate the research items with favorable opinions.

4.2. Factor Analysis and Reliability Test

This study conducted several purification processes to validate the dimension and reliability of the research constructs, including factor analysis that contains factor loading, cumulative explained variance, eigenvalue, and communality of the factors derived from the measurement items; and internal consistency analysis and reliability of the construct measurement, the item-to-total correlation, Cronbach's alpha, and correlation matrix were conducted. Latent roots (Eigenvalues), and other requirements were employed to determine the number of dimensions to be extracted from the principal component factor analysis. Confirmatory Analysis was conducted for all constructs to purify the measurement

items, and the criteria which adapted according to Hair et al. (2014) are also described as follow:

- Factor loading higher than 0.6;
- Communality equal to or higher than 0.5;
- Kaiser-Meyer-Olkin Measure (KMO) higher than 0.5;
- Eigen value higher than 1;
- Explained variance (Accumulated explained) variance higher than 0.6;
- Item-total correlation equal to or higher than 0.5;
- Cronbach's Alpha is equal to or higher than 0.6

All of the study constructs were found to be valid and reliable after the questionnaire items were removed, with Cronbach's alpha more than 0.6. Additionally, item-to-total correlation is greater than 0.50 for these study variables. As a result, we may continue to use them in our research to examine the hypotheses we've suggested. The results of the factor analysis and reliability test for each dimension are shown from table 4.3 to table 4.7.

4.2.1. Entrepreneurship Education

The table 4.3 indicated the results of factor loadings for the measurements of "Entrepreneurship Education". There were six items using in this construct but only four variables were selected for the further analysis, EE6 and EE1 were deleted due to factor loading less than 0.6. The KMO value for all elements in this construct was 0.728 above 0.5, and the Bartlett test value was 0.000, indicating that there were substantial correlations between the variables. Then, all items have high factor loading greater than 0.6 (0.730~0.824), Eigen value was 2.420 higher than 1, and the variance explained by this variable was 60.508%. Moreover, all variables within this factor have a high coefficient of item-to-total correlation from (0.521~0.648). And then, the results also showed the Cronbach's α value for this

factor was 0.781. Based on these results, the reliability and internal consistency on this variable were accepted.

Table 4.3 Results of Factor Analysis and Reliability Tests of Entrepreneurship Education

Research Construct	Research Items	FL	C	EV	AE	ITC	Cronbach's α
Entrepreneurship Education KMO=0.728 BTV=0.000				2.420	60.508%		0.781
	EE3	0.824	0.679			0.646	
	EE5	0.821	0.674			0.648	
	EE4	0.732	0.535			0.536	
	EE2	0.730	0.533			0.521	
	EE6	Factor Loading <0.6				Deleted	
	EE1	Factor Loading <0.6				Deleted	

Note: EE=Entrepreneurship Education; FL=Factor Loading; C=Communalities; EV=Eigen-Value; AE=Accumulative Explained; ITC=Item to Total Correlation.

Source: Original Study

4.2.2. Entrepreneurial Self-Efficacy

The table 4.4 indicated the results of factor loadings for the measurements of “Entrepreneurial Self-Efficacy”. There were six items using in this construct but only four variables were selected for the further analysis, ESE1 and ESE2 were deleted due to the factor loading ESE1 less than 0.6, and the communality value of ESE2 less than 0.5. Mainly, the KMO value for all factors in this construct was 0.838 over 0.5, Bartlett test values is 0.000, which indicated correlations between the variable were significant. Then, all items have high factor loading greater than 0.6 (0.728~0.842), Eigen value was 2.505 higher than 1, and the variance explained by this variable was 62.624%. Moreover, all variables within this factor have a high coefficient of item-to-total correlation from (0.540~0.671). And then,

the results also showed the Cronbach's α value for this factor was 0.800. Based on these results, the reliability and internal consistency on this variable were accepted.

Table 4.4 Results of Factor Analysis and Reliability Tests of Entrepreneurial Self-Efficacy

Research Construct	Research Items	FL	C	EV	AE	ITC	Cronbach's α
Entrepreneurial Self-Efficacy KMO=0.838 BTV=0.000				2.505	62.624%		0.800
	ESE3	0.842	0.709			0.671	
	ESE6	0.808	0.652			0.627	
	ESE4	0.783	0.613			0.596	
	ESE5	0.728	0.530			0.540	
	ESE1	Factor Loading <0.6				Deleted	
	ESE2	Communality <0.5				Deleted	

Note: ESE=Entrepreneurial Self-Efficacy; FL=Factor Loading; C=Communalities; EV=Eigen-Value; AE= Accumulative Explained; ITC=Item to Total Correlation.

Source: Original Study

4.2.3. *Personal Attitude*

The table 4.5 indicated the results of factor loadings for the measurements of "Personal Attitude". There were six items using in this construct but five items were selected for the further analysis, PA1 was deleted due to the factor loading value less than 0.5. The KMO value for all elements in this construct was 0.788 above 0.5, and the Bartlett test value was 0.000, indicating that there were substantial correlations between the variables., which indicated correlations between the variable were significant. Then, all items have high factor loading greater than 0.6 (0.713~0.817), Eigen value was 2.864 higher than 1, and the variance explained by this variable was 57.282%. Moreover, all variables within this factor have a high coefficient of item-to-total correlation from (0.553~0.680).

And then, the results also showed the Cronbach's α value for this factor was 0.813. Based on these results, the reliability and internal consistency on this variable were accepted.

Table 4.5 Results of Factor Analysis and Reliability Tests of Personal Attitude

Research Construct	Research Items	FL	C	EV	AE	ITC	Cronbach's α
Personal Attitude KMO=0.788 BTV=0.000				2.864	57.282%		0.813
	PA3	0.817	0.667			0.680	
	PA5	0.780	0.609			0.628	
	PA6	0.747	0.558			0.579	
	PA2	0.722	0.521			0.562	
	PA4	0.713	0.509			0.553	
	PA1		Factor Loading <0.6			Deleted	

Note: PA = Personal Attitude; FL= Factor Loading; C=Communalities; EV= Eigen Value; AE= Accumulative Explained; ITC=Item to Total Correlation.

Source: Original Study

4.2.4. Optimism

The table 4.6 indicated the results of factor loadings for the measurements of "Optimism". There were six items using in this construct but only four variables were selected for the further analysis, O5 and O1 were deleted due to the factor loading value less than 0.5. The KMO value for all elements in this construct was 0.755 above 0.5, and the Bartlett test value was 0.000, indicating that there were substantial correlations between the variables., which indicated correlations between the variable were significant. Then, all items have high factor loading greater than 0.6 (0.755~0.878), Eigen value was 2.524 higher than 1, and the variance explained by this variable was 63.103%. Moreover, all variables within this factor have a high coefficient of item-to-total correlation from (0.560~0.744).

And then, the results also showed the Cronbach's α value for this factor was 0.803. Based on these results, the reliability and internal consistency on this variable were accepted.

Table 4.6 Results of Factor Analysis and Reliability Tests of Optimism

Research Construct	Research Items	FL	C	EV	AE	ITC	Cronbach's α
Optimism KMO=0.755 BTV=0.000				2.524	63.103%		0.803
	O3	0.878	0.770			0.744	
	O6	0.780	0.609			0.596	
	O2	0.757	0.574			0.567	
	O4	0.755	0.569			0.560	
	O5	Factor Loading <0.6				Deleted	
	O1	Factor Loading <0.6				Deleted	

Note: O=Optimism; FL=Factor Loading; C=Communalities; EV=Eigen Value; AE=Accumulative Explained; ITC=Item to Total Correlation.

Source: Original Study

4.2.5. *Entrepreneurial Intention*

The table 4.7 indicated the results of factor loadings for the measurements of "Entrepreneurial Intention". There were six items using in this construct but only four variables were selected for the further analysis, EI3 and EI1 were deleted due to the factor loading value of EI3 less than 0.6 and the communality value of EI1 less than 0.5. The KMO value for all elements in this construct was 0.776 above 0.5, and the Bartlett test value was 0.000, indicating that there were substantial correlations between the variables. Then, all items have high factor loading greater than 0.6 (0.766~0.860). Eigen value was 2.666 higher than 1, and the variance explained by this variable was 66.655%. Moreover, all variables within this factor have a high coefficient of item-to-total correlation from

(0.603~0.727). And then, the results also showed the Cronbach's α value for this factor was 0.832. Based on these results, the reliability and internal consistency on this variable were accepted.

Table 4.7 Result Factor Analysis and Reliability Test of Entrepreneurial Intention

Research Construct	Research Items	FL	C	EV	AE	ITC	Cronbach's α
Entrepreneurial Intention KMO=0.776 BTV=0.000				2.666	66.655		0.832
	EI4	0.860	0.739			0.727	
	EI5	0.858	0.737			0.720	
	EI6	0.777	0.604			0.607	
	EI2	0.766	0.587			0.603	
	EI3	Factor Loading <0.6				Deleted	
	EI1	Communality <0.5				Deleted	

Note: EI=Entrepreneurial Intention; FL=Factor Loading; C=Communalities EV=Eigen Value; AE=Accumulative Explained; ITC=Item to Total Correlation.

Source: Original Study

4.3. Independent Sample T-test

In this part aimed to point out the sources of differences between gender of male and female to compare its mean into the five constructs. For this analysis of the study, T-test was conducted to identify the differences between students' gender of their intention of all factors of this study including Entrepreneurship Education (EE), Entrepreneurial Self-Efficacy (ESE), Personal Attitude (PA), Optimism (O), and Entrepreneurial Intention (EI). Regarding to Hair et al. (2014) the significant was observed mean scores of the t-test and the significance level of p-values less than 0.05, and t-value is greater than 1.96.

4.3.1. Gender

Base on the result showed in Table 4.8. It showed that male respondents had higher the mean score with (EE), (ESE), (O), and (EI). On the other hands, (PA) had mean score of female higher than male. However, t-value, and p-value results indicated that the differences between male and female on each construct were not significant. Thus, male and female respondents had no statistically significant differences in either component.

Table 4.8 Results of Independent T-test of all dimensions with Gender

Variables	Male	Female	t-Value	p-Value
	N=124	N=186		
EE	5.881	5.828	0.589	0.983
ESE	5.671	5.569	1.089	0.789
PA	5.784	5.788	-0.043	0.703
O	5.812	5.654	1.580	0.683
EI	5.760	5.694	0.655	0.520

Note: *p<0.05; **p<0.01; ***p<0.001

EE: Entrepreneurship Education, ESE: Entrepreneurial Self-Efficacy, PA: Personal Attitude, O: Optimism, EI: Entrepreneurial Intention.

Source: Original Study

4.3.2. Marital Status

Base on the result showed in Table 4.9. It showed that single respondents had higher the mean score with (ESE) and (EI). On the other hands, (EE), (PA), and (O) had mean score of married higher than single. However, t-value, and p-value results indicated that the differences between single respondents and married respondents on each construct were not significant. Thus, single and married respondents had no statistically significant differences in either component.

Table 4.9 Results of Independent T-test of all dimensions with Marital Status

Variables	Single	Married	t-value	p-value
	N=288	N=22		
EE	5.846	5.886	0.092	-0.232
ESE	5.612	5.580	0.838	0.180
PA	5.785	5.809	0.567	-0.128
O	5.699	5.951	0.751	-1.319
EI	5.732	5.568	0.685	0.845

Note: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

EE: Entrepreneurship Education, ESE: Entrepreneurial Self-Efficacy, PA: Personal Attitude, O: Optimism, EI: Entrepreneurial Intention.

Source: Original Study

4.4. One-way Analysis of Variance (ANOVA)

4.4.1. Ages respondent

A one-way ANOVA was performed to compare the effect of four group of ages respondent. Table 4.10 demonstrated that there are no significant differences in all aspects within the five constructs across age levels. After all factors were checked by ANOVA, EE ($F=1.722$, $p=0.163$, $p > 0.05$); ESE ($F=1.505$, $p=0.213$, $p > 0.05$); PA ($F=0.572$, $p=0.634$, $p > 0.05$); O ($F=1.122$, $p=0.340$, $p > 0.05$); and EI ($F=0.179$, $p=0.911$, $p > 0.05$) were not statically significant difference in every constructs. Therefore, the overall score of p-value of the ANOVA was not statistically significant, then the next step no need to conduct post-hoc multiple comparisons between groups.

Table 4.10 Results of the Difference Factors within the five variables among Group of Ages Level

Variables	Under 20	21-25	26-30	More than 30	F-value	p-value	Scheffe
EE	6.031	5.789	5.920	6.179	1.722	0.163	NS
ESE	5.669	5.551	5.819	5.679	1.505	0.213	NS
PA	5.755	5.784	5.762	6.200	0.572	0.634	NS
O	5.642	5.683	5.913	5.893	1.122	0.340	NS
EE	5.644	5.720	5.777	5.786	0.179	0.911	NS

Note: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$, NS: Not Significant

EE: Entrepreneurship Education, ESE: Entrepreneurial Self-Efficacy, PA: Personal Attitude, O: Optimism, EI: Entrepreneurial Intention.

Source: Original Study

4.4.2. Education Respondent

A one-way ANOVA was performed to compare the effect of four group of education respondent. The table 4.11 showed that there are not significant in difference of all factors within the five constructs among different ages level. After all factors were checked by ANOVA, EE ($F=0.091$, $p=0.965$, $p > 0.05$); ESE ($F=0.305$, $p=0.822$, $p > 0.05$); PA ($F=1.026$, $p=0.381$, $p > 0.05$); O ($F=2.599$, $p=0.052$, $p > 0.05$); and EI ($F=0.500$, $p=0.683$, $p > 0.05$) were not statically significant difference in every constructs. Therefore, the overall score of p-value of the ANOVA was not statistically significant, then the next step no need to conduct post-hoc multiple comparisons between groups.

Table 4.11 Results of the Difference Factors within the five variables among Group of Education Level

Variables	1 st year	2 nd year	3 rd year	4 th year	F-value	p-value	Scheffe
EE	5.796	5.884	5.827	5.858	0.091	0.965	NS
ESE	5.614	5.616	5.535	5.642	0.305	0.822	NS
PA	5.891	5.712	5.664	5.847	1.026	0.381	NS
O	5.750	5.437	5.628	5.822	2.599	0.052	NS
EI	5.750	5.768	5.615	5.753	0.500	0.683	NS

Note: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.00$, NS: Not Significant

EE: Entrepreneurship Education, ESE: Entrepreneurial Self-Efficacy, PA: Personal Attitude, O: Optimism, EI: Entrepreneurial Intention.

Source: Original Study

4.4.3. Study Field

A one-way ANOVA was performed to compare the effect of five group in respondents' field of study. The table 4.12 showed that there are not significant in difference in most factors within the constructs among study field except for optimism, O. After all factors were checked by ANOVA, EE ($F=0.385$, $p=0.764$, $p > 0.05$); ESE ($F=0.527$, $p=0.664$, $p > 0.05$); PA ($F=0.903$, $p=0.440$, $p > 0.05$); EI ($F=0.969$, $p=0.408$, $p > 0.05$) were not statically significant difference in constructs. Even though optimism variable was significant in ANOVA table, the next step was Levene test, if no significant we check with Scheffe, if significant check with Dunnett T3. In this case, it was significant in Levene test, then we checked Dennett T3, but it still was not significant. Hence, there were not significant in difference in five constructs among study field.

Table 4.12 Results of the Difference Factors within the five variables among Groups of Study Field

Variables	Business Management (1)	Economic Management (2)	Tourism Management (3)	Other (4)	F-value	p-value	Scheffe
EE	5.859	5.825	5.961	5.809	0.385	0.764	NS
ESE	5.600	5.700	5.474	5.647	0.527	0.664	NS
PA	5.803	5.490	5.763	5.824	0.903	0.440	NS
O	5.708	5.250	5.915	5.742	2.699	0.046	NS
EI	5.752	5.400	5.750	5.730	0.969	0.408	NS

Note: *p<0.05; **p<0.01; ***p<0.00, NS: Not Significant

EE: Entrepreneurship Education, ESE: Entrepreneurial Self-Efficacy, PA: Personal Attitude, O: Optimism, EI: Entrepreneurial Intention.

Source: Original Study

4.5. Relationship among the Constructs

To test the hypotheses, and the relationship among the five constructs, and bivariate relationships between variables for the study are in table 4.13. This study also adopted Baron and Kenny's (1986), to see if the factors have a mediation or moderation impact.

4.5.1. Relationship among the Five Constructs

The highest mean was for entrepreneurship education (5.849) within a standard deviation of (0.777), while the lowest mean was entrepreneurial self-efficacy (5.610) with the standard deviation of (0.815). The correlation coefficient also showed the bivariate relationship among the five variables. Then, the correlation of each variable, it showed some variables were significant positive

correlated with one another among five variables. Firstly, the study discussed the relationship among the variables used for testing the hypothesis; with EE was significant positive correlated with the variable ESE ($r=0.346$, $p<0.001$), and significant positive correlated with PA ($r=0.305$, $p<0.001$), also slightly significant positive correlated with O ($r=0.135$, $p<0.01$), and significant positive correlated with EI ($r=0.259$, $p<0.001$). Secondly, ESE was significant positive correlated with the variable PA ($r=0.540$, $p<0.001$), also significant positive correlated with O ($r=0.240$, $p<0.001$), and significant positively correlated with EI ($r=0.545$, $p<0.001$). Thirdly, PA was significant positively linked with the variable O ($r=0.231$, $p<0.001$), and also significant positive correlated with EI ($r=0.690$, $p<0.001$). Fourthly, O was significant positively correlated with the variable EI ($r=0.205$, $p<0.001$). Finally, this study found that the strongest relationship among five variables were PA and EI ($r=0.690$, $p<0.001$).

Table 4.13 Result of the Correlation of the Five Constructs

Variable	Mean	SD	EE	ESE	PA	O	EI
EE	5.849	0.777	1				
ESE	5.610	0.815	0.346***	1			
PA	5.787	0.857	0.305***	0.540***	1		
O	5.717	0.863	0.135**	0.240***	0.231***	1	
EI	5.720	0.875	0.259***	0.545***	0.690***	0.205***	1

Note: * $p<0.05$; ** $p<0.01$; *** $p<0.001$

SD: Standard Deviation, EE: Entrepreneurship Education, ESE: Entrepreneurial Self-Efficacy, PA: Personal Attitude, O: Optimism, EI: Entrepreneurial Intention.

Source: Original Study

4.6. The Mediating effect of Entrepreneurial Self-Efficacy on the relationship between Entrepreneurship Education and Entrepreneurial Intention

According to Baron and Kenny (1986), there were four steps to check the mediating effect of the variables: Firstly, measuring whether the mediator was significant relationship with the independent variable. Second, to see if there was a statistically significant association between the independent and dependent variables. Thirdly, to make a test to examine whether the mediator was significant in the relationship with dependent variable, when the independent variable be controlled; Finally, to determine if there were any mediators with the combination of independent-dependent variables connection, the influence of the independent variable on the dependent variable.

Table 4.14 Result of the Mediating effect of Entrepreneurial Self-Efficacy on the relationship between Entrepreneurship Education and Entrepreneurial Intention

Independent variables	Dependent variable			
	ESE	EI		
	Model 1(β)	Model 2(β)	Model 3(β)	Model 4(β)
EE	0.346***	0.259***		0.081
ESE			0.545***	0.517***
R ²	0.119	0.067	0.297	0.302
Adjusted-R ²	0.117	0.064	0.294	0.298
F-value	41.754	22.174	129.841	66.500
P-value	0.000	0.000	0.000	0.114, 0.000
D-W	0.846	1.786	2.044	2.058
VIF	1.000	1.000	1.000	1.136

Note: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$, β =Standardized coefficient

EE: Entrepreneurship Education, ESE: Entrepreneurial Self-Efficacy, EI: Entrepreneurial Intention

Source: Original Study

According to table 4.14 indicated that the model 1 tested the relationship between EE and ESE, and the result show that EE was significant positively affected ESE ($\beta=0.346$, $p < 0.001$); for model 2 was tested the relation between EE (independent variable) and EI, and the result showed that EE was significant positively affected to EI ($\beta=0.259$, $p < 0.001$); then model 3 was tested the relationship between ESE and EI, and the result showed that ESE was significant positively affected to EI ($\beta=0.545$, $p < 0.001$). Therefore hypothesis 1, 2, and 3 were supported. Finally, in the step 4, it is necessary to determine if full or partial mediation took place. A full mediation occurs, according to Baron and Kenny (1986), when the impact of the mediating variable (ESE) remains significant after controlling for the independent variable (EE). A partial mediation, on the other hand, occurred when the association between the independent variable and dependent variable is still significant after controlling for the effects of the intervening variable (that is, both EE and ESE variables significantly predict EI). In model 4 was showed a statistically significant positive relation between ESE and EI ($\beta=0.517$, $p < 0.001$), or with a mediate contribution of 51.7% while there was statistically insignificant relation between EE and EI ($\beta=0.081$, $p=0.114$, $p > 0.05$), contributing only 8.1% to the development of EI. Then, it also showed that $R^2=0.302$ and the adjusted $R^2 = 0.298$, meaning that 29.8% of the variance in EI can be predicted from EE and ESE. F-value equals 66.500. For multicollinearity, max VIF was 1.136. According to the result above, the beta value of EI was reduced from 0.259 to 0.081, and ESE value was significantly related to EI; while

EE value was insignificant related to EI in model 4. Therefore, hypothesis 4 was supported. ESE provides a full mediation effect on the relationship between EE and EI.

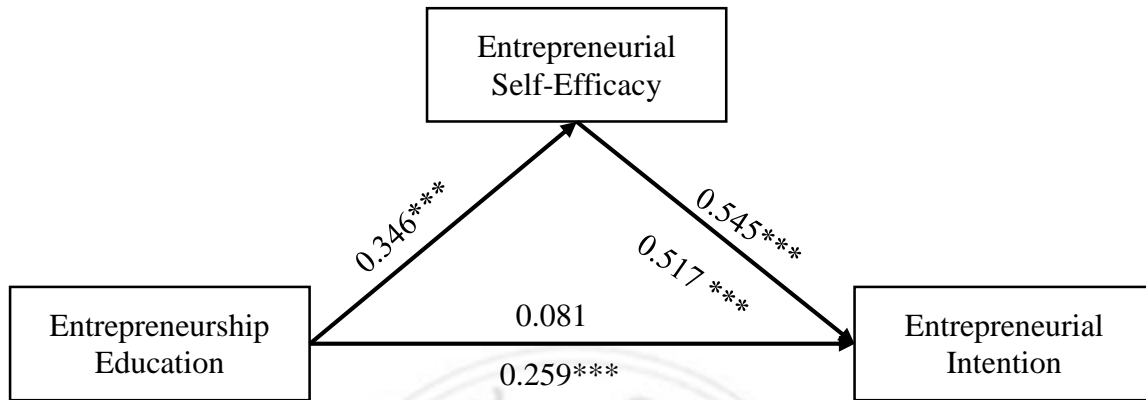


Figure 4.1 1Mediation Effect of Entrepreneurial Self-Efficacy on the relationship between Entrepreneurship Education and Entrepreneurial Intention

Source: Original Study

To support mediating effects, Preacher and Hayes (2004) proposed to explore the indirect impact and used the Sobel test and the bootstrap technique Confidence Intervals (CIs). Table 4.15 showed that there were 4 steps of the mediation model, step 1 the regression of independent variable (EE) on dependent variable (EI), ignoring the mediator, was significant ($\beta=0.292$, $t=4.709$, $p<0.001$). Step2 indicated that the regression of independent variable (EE) on mediator (ESE) was also significant, $\beta=0.362$, $t=6.462$, $p<0.001$. Step3 the regression of mediator (ESE) on dependent variable (EI) which was controlled by independent variable (EE) was significant, $\beta=0.555$, $t=10.171$, $p=0.000$. In step 4, the result of the analysis indicated that the mediator (ESE), controlling for independent variable (EE) was insignificant predictor of dependent variable (EI) with a value of, ($\beta=0.091$, $t=1.587$, $p=0.114$, $p>0.05$). By this, when the mediator, (ESE), was entered in the regression analysis, independent variable (EE) was no longer a

significant predictor of dependent variable (EI). Meanwhile, the mediator (ESE) was a key factor to impact the relationship between (EE) and (EI). In other word, ESE provides a completely or fully mediation effect on the relationship between (EE) and (EI).

The Sobel test yielded significant findings ($p < 0.001$). The z-value equals to 5.435, which was higher than 1.96 ($p < 0.05$) and the mediating effect value was 0.201. It indicated that the (ESE) variable fully mediated the association between (EE) and (EI). The study further used bootstrap method to verify the Sobel test. The results showed the effect value=0.201, Mean=0.199, SE=0.050, LL95% confident interval=0.113, and UL95% confident interval=0.309. Therefore, the mediation effect (ESE) had an indirect effect on the dependent variable (EI).

Table 4.15 Regression Analysis of the Indirect Effect between Entrepreneurial Self-Efficacy and Entrepreneurial Intention

Direct and Overall effect						
	β	SE	t	p		
EE->EI	0.292	0.062	4.709	0.000		
EE->ESE	0.362	0.056	6.462	0.000		
ESE->EI, EE is controlled	0.555	0.055	10.171	0.000		
EE->EI, ESE is controlled	0.091	0.057	1.587	0.114		
The indirect influence and significance of the normal distribution						
	Value	SE	LL95%CI	UL95%CI	Z	P
SOBEL	0.201	0.037	0.129	0.274	5.435	0.000
Bootstrap results from the indirect effect (1000times)						
	Value	SE	LL95%CI	UL95%CI	Mean	
Effect	0.201	0.050	0.113	0.309	0.199	

Note. 1. IV= Independent variable (Entrepreneurship Education), DV= Dependent variable (Entrepreneurial Intention), MV= Mediating variable (Entrepreneurial Self-Efficacy), β =Unstandardized Coefficient.

2. N= 310, Number of Bootstrap Resamples= 1000, LL= Lower Limit, CI= Confidence Interval, UL= Upper Limit

Source: Original Study

4.7. The Mediating effect of Personal Attitude on the relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Intention

Table 4.16 indicated that the model 1 tested the relationship between ESE (independent variable) and PA (mediator), and the result show that ESE was significant and positive affected PA ($\beta=0.540$, $p<0.001$); for model 2 was tested the relation between ESE (independent variable) and EI (dependent variable), and the result showed that ESE was significant positive affected to EI ($\beta=0.545$, $p<0.001$); then model 3 was tested the relationship between PA (mediator) and EI (dependent variable), and the result showed that PA was significant positive affected to EI ($\beta=0.69$, $p<0.001$). Therefore hypothesis 5 and 6 were supported. Finally, in the step 4 model, it was necessary to determine if full or partial mediation took place. A full mediation occurs, according to Baron and Kenny (1986), when the influence of the mediating variable (PA) remains significant after controlling for the independent variable (ESE). A partial mediation, on the other hand, occurred when the association between the independent variable and dependent variable is still significant after controlling for the effects of the intervening variable (that is, both ESE and PA variables significantly predict EI). In model 4, a statistically significant positive connection between PA and EI ($\beta=0.560$, $p<0.001$) or with a mediate contribution of 56%, and there was also statistically significant relationship between ESE and EI ($\beta=0.242$, $p<0.001$),

contributing 24.2% to the development of EI. Then, model 4 also showed that $R^2=0.518$ and the adjusted $R^2 = 0.515$, meaning that 51.5% of the variance in EI can be predicted from ESE and PA. F-value equals 165.116. For multicollinearity, max VIF was 1.412. According to the result above, the beta value of EI was reduced from 0.545 to 0.242, and both ESE and PA value was significantly related to EI in model 4. Therefore, hypothesis7 was supported. PA provides a partial mediation effect on the relationship between ESE and EI.

Table 4.16 Result of the Mediating effect of Personal Attitude on the relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Intention

Independent variables	Dependent variable			
	PA	EI		
	Model 1(β)	Model 2(β)	Model 3(β)	Model 4(β)
ESE	0.540***	0.545***		0.242***
PA			0.690***	0.560***
R ²	0.292	0.297	0.477	0.518
Adjusted-R ²	0.290	0.294	0.475	0.515
F-value	127.031	129.841	280.573	165.116
P-value	0.000	0.000	0.000	0.000,0.000
D-W	1.987	2.044	1.968	2.073
VIF	1.000	1.000	1.000	1.412

Note: * $p<0.05$; ** $p<0.01$; *** $p<0.001$, β : Standardized coefficient

PA: Personal Attitude, ESE: Entrepreneurial Self-Efficacy, EI: Entrepreneurial Intention

Source: Original Study

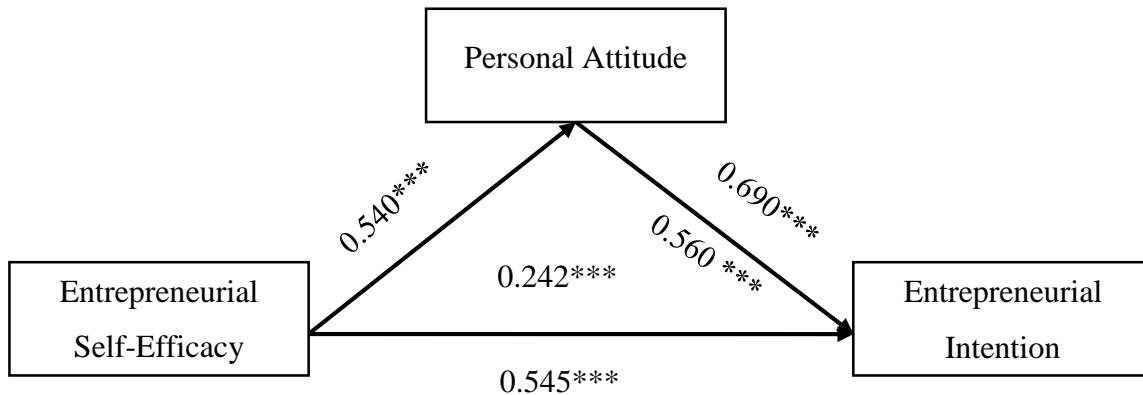


Figure 4.2 Mediation Effect of Personal Attitude on the relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Intention

Source: Original Study

To support mediating effects, Preacher and Hayes (2004) proposed to explore the indirect impact and used the Sobel test and the bootstrap technique Confidence Intervals (CIs). In table 4.17 showed that there were 4 steps of the mediation model. In step 1 the regression of independent variable (ESE) on dependent variable (EI), ignoring the mediator, was significant $\beta=0.585$, $t=11.395$, $p=0.000$. Step2 indicated that the regression of independent variable (ESE) on mediator (PA) was also significant, $\beta=0.569$, $t=11.271$, $p=0.000$. Step3 the regression of mediator (PA) on dependent variable (EI) which was controlled by independent variable (ESE) was significant, $\beta=0.571$, $t=11.885$, $p=0.000$. In step 4, the result of the analysis indicated that the mediator (PA), controlling for independent variable (ESE) was significant predictor of dependent variable (EI) with a value of, ($\beta=0.260$, $t=5.144$, $p=0.000$). By this, when the mediator, (PA), was entered in the regression analysis, both independent variable (ESE) and mediator (PA) itself, were still statistically significant predictor of dependent variable (EI). Meanwhile, the mediator (PA) was impact on the relationship

between (ESE) and (EI). In other word, PA provides a partial mediation effect on the relationship between (ESE) and (EI).

The Sobel test yielded very significant findings ($p < 0.001$). The z-value equals to 0.325, which was higher than 1.96 ($p < 0.05$). It indicated that (PA) variable was partial mediating the relationship between (ESE) and (EI). The study further used bootstrap method to verify the Sobel test. The results showed the effect value=0.325, Mean=0.317, SE=0.055, LL95% confident interval=0.209, UL95% confident interval=0.429. Therefore, the mediation effect (PA) had an indirect effect on the dependent variable (EI)

Table 4.17 Regression Analysis of the Indirect Effect between Personal Attitude and Entrepreneurial Intention

Direct and overall effect						
	β	SE	t	p		
ESE->EI	0.585	0.051	11.395	0.000		
ESE->PA	0.569	0.050	11.271	0.000		
PA->EI, EE is controlled	0.571	0.048	11.885	0.000		
EE->EI, PA is controlled	0.260	0.051	5.144	0.000		
The indirect influence and significance of the normal distribution						
	Value	SE	LL95%CI	UL95%CI	Z	P
SOBEL	0.325	0.398	0.247	0.403	8.163	0.000
Bootstrap results from the indirect effect (1000times)						
	Value	SE	LL95%CI	UL95%CI	Mean	
Effect	0.325	0.055	0.209	0.429	0.317	

Note. 1. IV= Independent variable (Entrepreneurial Self-Efficacy) DV= Dependent variable (Entrepreneurial Intention), MV= Mediating variable (Personal Attitude), β =Unstandardized Coefficient.

2. N= 310, Number of Bootstrap Resamples= 1000, LL= Lower Limit, CI= Confidence Interval, UL= Upper Limit

Source: Original Study

4.8. The Moderating effect of Optimism on the relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Intention

The analysis through moderation looks over the relation of dependent variable and an independent variable, as a role of a moderation variable, both in terms of direction and size (Baron and Kenny, 1986). According to Baron and Kenny (1986) moderation analysis can be conducted to assess if the moderator moderates the relationship between the independent and dependent variables. The study also applied hierarchical regression analysis to test the moderating effect Optimism, O on the relationship between Entrepreneurial Self-Efficacy, ESE and Entrepreneurial Intention, EI. The result of this table 4.18 presented about the O as a moderation effect between ESE and EI. As showed in model 1, the result disclosed that ESE was statistically significant associated to the EI, ($\beta=0.545$, $p<0.001$), and Model2 also showed that the O was statistically significant associated to EI ($\beta=0.206$, $p<0.001$); therefore, hypothesis8 was supported. In model 3, the result showed that independent variables ESE ($\beta=0.525$, $p<0.001$) was statistically significant and moderating variables O ($\beta=0.079$, $p>0.05$) was statistically insignificant.

In addition, the result in model4 revealed that a statistically significant positive connection between ESE and EI ($\beta= 0.530$, $p< 0.001$); however, there was insignificant relationship between O and EI ($\beta= 0.085$, $p> 0.05$). Additionally, the interaction effect between independent variable, ESE, and moderating effect, O, were statistically insignificant impact on dependent variable, EI ($\beta= 0.022$, $p> 0.05$). Meanwhile, the result of interaction effect between ESE and O was not

impact on EI, and it was certain evidence to showed that the interaction between ESE and O did not exert a moderating effect on EI. So, hypothesis9 was not supported. Hence, the optimism cannot provide a moderation effect on the relationship between entrepreneurial self-efficacy and entrepreneurial intention.

Table 4.18 The Moderation Effect Optimism on The Relationship Between Entrepreneurial Self-Efficacy and Entrepreneurial Intention

Variables	Dependent Variable: EI			
	Model 1(β)	Model 2(β)	Model 3(β)	Model 4(β)
Independent Variable: ESE	0.545***		0.525***	0.530***
Moderating Variable: O		0.206***	0.079	0.085
Interaction Variable: ESE*O				0.022
R ²	0.297	0.0420	0.302	0.303
Adjusted-R ²	0.294	0.039	0.298	0.296
F-value	129.841	13.591	66.570	44.321
P-value	0.000	0.000	0.000, 0.107	0.000, 0.096, 0.672
D-W	1.833	1.720	1.831	1.835
VIF	1	1	1.061	1.117, 1.147, 1.175

Note: *p<0.05; **p<0.01; ***p<0.001, β =Standardized coefficient

O: Optimism, ESE: Entrepreneurial Self-Efficacy, EI: Entrepreneurial Intention

Source: Original Study

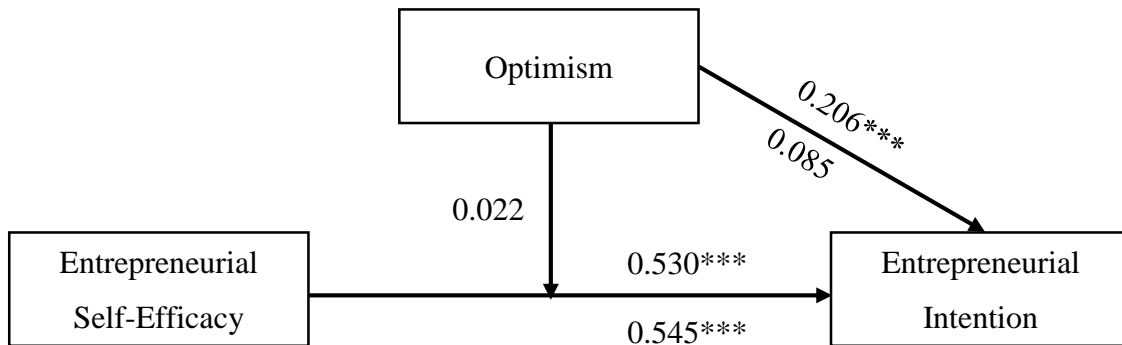


Figure 4.3 Moderating Effect of Optimism on the relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Intention

Source: Original Study



CHAPTER FIVE

CONCLUSIONS AND SUGGESTIONS

This chapter, research discussion and conclusion are presented. Moreover, limitation of this study, academic and managerial implication and future research suggestions are also drawn.

5.1. Research Discussion and Conclusion

The major goal was to look at the impact of entrepreneurship education on the entrepreneurial intent. The outcomes of this study support suggestions to increase entrepreneurial intention of university students. The findings of this study revealed education sector on university student intention which extended the relationship of, self-efficacy, and personal attitude as the mediation and optimism as a moderation. This study extends the theory of planned behavior (TPB) and social cognitive theory (SCT) to investigate entrepreneurial intention through entrepreneurial self-efficacy and personal attitude. Moreover, optimism served as a moderator variable effect of the relation between entrepreneurial self-efficacy and entrepreneurial intention.

The current research had identified; (i) to examine the effect between the entrepreneurship education and entrepreneurial self-efficacy, (ii) to investigate the entrepreneurial self-efficacy and entrepreneurial intention, (iii) to explain the impact of entrepreneurship education on entrepreneurial intent, (iv) to check how entrepreneurial self-efficacy mediated the relationship between entrepreneurship education and entrepreneurial intention, (v) to look into the relationship between personal attitude and entrepreneurial self-efficacy, (vi) to study the effect of personal Attitude on entrepreneurial intention, (vii) to explain the effect of personal Attitude mediated on the relation between entrepreneurial self-efficacy

and entrepreneurial intention, (viii) to analyze the effect between optimism and entrepreneurial intention, (ix) to test how optimism moderated the relation of entrepreneurial self-efficacy and entrepreneurial intention. According to the results of the study, the conclusion has been drawn in the table. Table 5.1 exhibited the result of the hypotheses summarized. All the hypotheses were supported based on the several discussions above.

Table 5.1 Result of Hypotheses Testing

No	Research hypotheses	Result
H1	There is a significant effect between entrepreneurship education and entrepreneurial self-efficacy	Supported
H2	There is a significant effect between entrepreneurial self-efficacy and entrepreneurial intention	Supported
H3	There is a significant effect between entrepreneurship education and entrepreneurial intention	Supported
H4	Entrepreneurial self-efficacy mediates the relationship between entrepreneurship education and entrepreneurial intention.	Fully Supported
H5	There is a significant effect between entrepreneurial self-efficacy and personal attitude	Supported
H6	There is a significant effect between personal attitude and entrepreneurial intention	Supported
H7	Personal attitudes mediate the relationship between entrepreneurial self-efficacy and entrepreneurial intention.	Partial Supported
H8	There is a significant effect between optimism and entrepreneurship intention	Supported
H9	Optimism moderate the relationship between entrepreneurial self-efficacy and entrepreneurial intention.	Not Supported

Source: Original study

Based on the results revealed by the empirical study, several conclusions were drawn. Firstly, entrepreneurship education has significant on entrepreneurial self-efficacy. This finding, along with the results of some previous studies. According to Elliott et al. (2020) initiated those learners who have received entrepreneurship training have stronger self-efficacy than those who have not. Besides, Kassean et al. (2015) discovered that entrepreneurship education enhances the likelihood of company start-ups and self-employed, resulting in self-satisfaction and financial rewards. Moreover, previous studies have demonstrated that there is positive relation between entrepreneurship education and entrepreneurial intention (Hou et al., 2019). Zhang and Cain (2017) conducted similar investigations, more than half of entrepreneurship education students wanted to establish their own business after finishing their training.

Secondly, the results proved that entrepreneurial self-efficacy was influenced entrepreneurial intention in a positive way. Entrepreneurial self-efficacy is related to sustainable entrepreneurship among entrepreneurs, and entrepreneurial intention may be influenced by one's attraction to entrepreneurship and entrepreneurial self-efficacy (Şahin et al., 2019; Urban, 2020). entrepreneurial self-efficacy has been shown to influence entrepreneurial intent positively in previous studies (Asimakopoulos et al., 2019; Botha and Bignotti, 2016).

Thirdly, this study further found that education was a vital factor to enhance entrepreneurial intention. According to Kyari (2020) students who major in entrepreneurship have a stronger entrepreneurial intention than those who do not, and students are more likely to start new businesses after graduation. Entrepreneurship courses are thought to have a favorable influence on entrepreneurial intention, according to the research (Lopez et al., 2021). Thus, the

results of this study indicated that entrepreneurship education positively significant impact on entrepreneurial intention.

Fourthly, the study investigated the relation between entrepreneurship education and entrepreneurial intention which mediated by entrepreneurial self-efficacy. Based on Schmutzler et al. (2019) believe that self-efficacy contributes to cognitive functioning and helps individuals make decisions about starting a new business. Regarding to Hsu et al. (2019); Schmitt et al. (2018) creativity and proactive personality are highly useful for predicting entrepreneurial intention among university students, with creativity being positively related to entrepreneurial self-efficacy and intention. Therefore, people who consist a greater score of entrepreneurial self-efficacy are more willing to assume they have more entrepreneurship education and intentions.

Fifthly, the results also revealed that entrepreneurial self-efficacy had a statistically significant effect on personal attitude. According to NEO (2019); Oriarewo et al. (2019) and Saptono (2018) indicated that Entrepreneurs will be more resolute in their entrepreneurial pursuits when they believe they can accomplish and complete an entrepreneurial task; meanwhile, they also supported entrepreneurial self-efficacy has a positive impact on personal attitude. Similar studies as propose that there was a significant influence of entrepreneurial self-efficacy on personal attitude (Anwar et al., 2021; Maheshwari and Kha, 2021).

Furthermore, this study found that personal attitude was significant effect on entrepreneurial intention. Attitudes influence the origination of individual entrepreneurial intention and assessed as inside variables of individual to perform a behavior according to (Valencia-Arias et al., 2018). Empirical research that looked into the impact of personal attitudes on participants' entrepreneurial

intentions came up with positive results. For example, personal attitude had a beneficial impact on intent (David & Lawal, 2018; Youssef et al., 2021).

Moreover, the results of the study also revealed that personal attitude played as a mediating role toward the relation between entrepreneurial self-efficacy and entrepreneurial intention. According to Tsai et al. (2016) investigated the impact of personal attitude in mediating the association among entrepreneurial self-efficacy and entrepreneurial intent. These arguments show that people's opinions regarding entrepreneurship have an impact on the connection among entrepreneurial self-efficacy with entrepreneurial intention. A similar point of view by Gorgievski et al. (2018) discovered that students from Spain, the Netherlands, Germany, and Poland participated, values on entrepreneurial career intentions are mediated by attitude. According to Tiwari et al. (2017) personal attitudes can influence an individual's entrepreneurial goals, and it is also argued that personal views will influence on the decisions of university students whether or not to start a firm. Importantly, even in people with great entrepreneurial self-efficacy, if their personal attitude isn't up to par, their start-up business will be harmed sooner or later (Fairlie and Fossen, 2020).

In addition, this studied also showed the optimism was significant effect on entrepreneurial intention. Optimism has been shown to facilitate creative thinking and inventive behavior in studies conducted over the previous decade (Biraglia & Kadile, 2017); hence, optimistic future prospects could be linked to entrepreneurial intention. This study was supported by Icekson et al. (2020); Rego et al. (2018); Sameer (2018) indicated that, when a new company is founded, it usually takes a massive commitment inside its long-term success and also the ability to persevere in the face of failures. Regarding to Trevelyan and Williams

(2019) proposed that entrepreneurs are optimists and pointed to prevailing empirical proof that demonstrates an entrepreneurial bias in decision making.

Finally, Entrepreneurial self-efficacy and intention were moderated by optimism. There was the gap in finding optimism as a moderation effect. Regarding to Trevelyan and Williams (2019) proposed that entrepreneurs are optimists and pointed to prevailing empirical proof that demonstrates an entrepreneurial bias in decision making. The result is that entrepreneurs are more confident, rather than pessimistic when faced with a variety of adversity (Zhou et al., 2019). Hence, among entrepreneurs, optimism can be identified as an individual characteristic.

5.2. Academic Implications

This research adds to the body of knowledge by studying and analyzing the statistical relationship between entrepreneurship education and entrepreneurial intent among university students, as well as the mediating role of entrepreneurial self-efficacy on this relationship, The relationship between entrepreneurial self-efficacy and entrepreneurial intention is also mediated by personal attitude, and the moderator, optimism on the relation between entrepreneurial self-efficacy and entrepreneurial intention among business management student in Cambodia. The study had drawn academic implications. Firstly, the study conducted a questionnaire design based on the problem in the context study to identify the research scope and the connection within constructs of the study. Besides, following the secondary data, the study has employed pilots test which helps to sharply understand the similarities, and differences among the results of previous studies for the factors, mediators, and moderators. Then the questionnaire survey was finally established to conduct test the hypotheses of this study. Based on this research procedure could be very helpful for scholars to concentrate on the detail

research framework for further validation. Additionally, this study also tried to bridge the gaps from prior literature of the mediating effect of entrepreneurial self-efficacy and personal attitude that being suitable in entrepreneurship field. The findings have confirmed the significant role of entrepreneurial self-efficacy and personal attitude as the mediator variables. Entrepreneurial self-efficacy as a mediation factor in entrepreneurial intent was shown to be statistically significant to explain variance in entrepreneurial intention when the parameter estimates in the regression model were examined. This is true because a person's self-efficacy can help them be more entrepreneurial. The findings also showed that students' disclosure of education has a benefic on self-efficacy and intention. Besides, the study employed optimism as a moderator to examine the relationship between entrepreneurial self-efficacy and entrepreneurial intent while in the prior researches used optimism as an independent variable that positively effect on intention. But the result confirmed that was insignificant of optimism as a moderator. The findings revealed that entrepreneurship education and entrepreneurial intention had a limited association in the absence of entrepreneurial self-efficacy. Nonetheless, even while the levels of entrepreneurial self-efficacy were relatively modest, they did appear to explain variance in entrepreneurial goals such as personal attitude and optimism, as seen in the regression. Partial mediation effect of personal attitude was found on the relationship between entrepreneurial self-efficacy and entrepreneurial intention. The findings highlight the relevance of entrepreneurial self-efficacy sources as a pathway for improving the connection of entrepreneurship education and entrepreneurial intent of student.

This study also used theory of planned behavior, particularly personal attitude, to better understand how people's attitudes may be changed (Ajzen, 1991). The

personal attitude was inspired by Bandura's concept of self-efficacy, which was discovered in social cognitive theory (SCT) to drive people to take action, organize their activities, and persist in the face of adversity (Bandura 2005). Individuals' assessments of efficacy in a certain topic are influenced by their overall self-control abilities. Thus, a topic like entrepreneurship, which requires the study of macro performance that transcends individual settings, becomes acceptable when employing genetic self-efficacy in conjunction with entrepreneurial self-efficacy.

5.3. Managerial Implications

Along with the managerial implications, the findings also encourage a recommendation to improve the impact of entrepreneurship education on university students' entrepreneurial intentions. First, in terms of the promote entrepreneurship, entrepreneurship education programs should be designed to provide not only managerial skills but also entrepreneurial self-efficacy, since they are interrelated variables. To promote entrepreneurial self-efficacy, entrepreneurship education programs and training should ensure university students' identification as future entrepreneurs. According to recent studies on entrepreneurship education, entrepreneurial self-efficacy should be incorporated in a variety of entrepreneurial programs, including workshops, pitch-meeting simulations, elevator speeches, creative workshops, and brain-storming sessions (Buana et al., 2017). Second, there is a connection between self-efficacy and intent, university students could be boosted by providing entrepreneurial advice and support and financial assistance, culture, and promoting policies that support entrepreneurial activities, all of which could assist entrepreneurs' intentions. Finally, this study found that optimism had no significant connection with entrepreneurial self-efficacy and entrepreneurial intention, and respondents would

discourage others from pursuing entrepreneurship. As a result, both respondents' entrepreneurial engagement and the entrepreneurial self-efficacy respondent interaction are anticipated to have a significant impact on respondents' optimism and entrepreneurial drive to act.

5.4. Research Limitation and Future Research Suggestion

This study has several limitations, Firstly, due to some difficulties and the period of time that the survey was conducted, the way to choose a sample for this study is mainly based on convenience. Thus, the result cannot represent to whole universities in Cambodia. By sample and approach, the study's findings are confined to only a few Cambodian colleges. Because of the study's approach, which included nature sampling at a few colleges in one nation and roughly one area, extrapolation of our findings is confined to Cambodia. Hence, the further study should be done with a larger size and different sample group in order to increase representation of all generational groups. Thirdly, the student sample is a restriction. The key responses were students who needed to make a quick career decision and thought that establishing a business may be a viable alternative. In addition, even early career intentions are a reliable predictor. Nonetheless, they were pupils with a wide range of abilities, making it difficult to draw broad conclusions about them. This necessitates the selection of relevant samples for research that seek to determine if certain behaviors or attitudes can predict entrepreneurial activity. Finally, further research should continue to examine the other potential moderating effects.

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APPENDIX QUESTIONNAIRE



南華大學

NANHUA UNIVERSITY
COLLEGE OF MANAGEMENT
Master Program in Management Science

For survey information, would you please indicate the following questions?

Please indicate your level of your agreement or disagreement by circling the number next to each statement below based on your opinion based on the Entrepreneurship Education សូមបញ្ជាក់ពីកម្រិតនៃកិច្ចព្រមព្រៀងឬការមិនចុះសម្រុងរបស់អ្នកដោយគូសរង្វង់លេខនៅជាប់នឹងសេចក្តីថ្លែងការណ៍នីមួយៗខាងក្រោមដោយផ្អែកលើគំនិតរបស់អ្នកផ្អែកលើការអប់រំសហគ្រិនភាព។	Levels of Agreement						
	Strongly Disagree (មិនយល់ព្រមឡើយ)	Disagree (មិនយល់ព្រម)	Somewhat Disagree (មិនយល់ព្រមខ្លះៗ)	Neutral (មិនឆ្លើយ)	Somewhat Agree (យល់ព្រមខ្លះៗ)	Agree (យល់ព្រម)	Strongly Agree (យល់ព្រមខ្លាំង)
<p>Section 1. Entrepreneurship Education ផ្នែកទី 1. ការអប់រំអំពីសហគ្រិនភាព</p> <p>To what extent do you value your broad understanding of the following areas of entrepreneurship? តើអ្នកឱ្យតម្លៃដល់ការយល់ដឹងទូលំទូលាយរបស់អ្នកអំពីវិស័យនៃភាពជាសហគ្រិនខាងក្រោមនេះកម្រិតណា?</p>							

1	The fundamentals of starting a business and developing a business strategy មូលដ្ឋានគ្រឹះនៃការចាប់ផ្តើមអាជីវកម្មនិងការបង្កើតយុទ្ធសាស្ត្រអាជីវកម្ម	1	2	3	4	5	6	7
2	Entrepreneurial finance ហិរញ្ញវត្ថុសហគ្រិន	1	2	3	4	5	6	7
3	Business models គំរូអាជីវកម្ម	1	2	3	4	5	6	7
4	Generating ideas ការបង្កើតគំនិត	1	2	3	4	5	6	7
5	An entrepreneur's responsibilities ការទទួលខុសត្រូវរបស់សហគ្រិនម្នាក់	1	2	3	4	5	6	7
6	A startup's journey from concept to reality ដំណើរការចាប់ផ្តើមពីទស្សនៈទៅការពិត	1	2	3	4	5	6	7
Section 2. Entrepreneurial Self-Efficacy ផ្នែកទី 2. ប្រសិទ្ធភាពខ្លួនឯងរបស់សហគ្រិន								
1	[ESE1].Under constant stress, pressure, and conflict, I can work productively. ស្ថិតក្រោមភាពតានតឹងសម្បូរនិងធុរកិច្ចធ្ងន់ធ្ងរខ្ញុំអាចធ្វើការប្រកបដោយផលិតភាព។	1	2	3	4	5	6	7
2	[ESE2].I have the ability to come up with new items and concepts. ខ្ញុំមានសមត្ថភាពក្នុងការរកចេញនូវវត្ថុថ្មីនិងគំនិតថ្មីៗ។	1	2	3	4	5	6	7
3	[ESE3].I have the ability to build and maintain positive relationships with possible investors. ខ្ញុំមានសមត្ថភាពបង្កើតនិងរក្សាទំនាក់ទំនងវិជ្ជមានជាមួយវិនិយោគិនដែលអាចធ្វើទៅបាន។	1	2	3	4	5	6	7
4	[ESE4].I can envision new markets for new products and services opening up. ខ្ញុំអាចស្រមៃមើលទីផ្សារថ្មីសម្រាប់ផលិតផលនិងសេវាកម្មថ្មីដែលកំពុងបើកដំណើរការ។	1	2	3	4	5	6	7
5	[ESE5].I have the ability to hire and train essential personnel. ខ្ញុំមានសមត្ថភាពជួលនិងបណ្តុះបណ្តាលបុគ្គលិកចាំបាច់។	1	2	3	4	5	6	7
6	[ESE6].I can create an environment at work that encourages others to try new things. ខ្ញុំអាចបង្កើតបរិយាកាសនៅកន្លែងធ្វើការដែលលើកទឹកចិត្តអ្នកផ្សេងឱ្យសាកល្បងអ្វីដែលថ្មី។	1	2	3	4	5	6	7
Section 3. Personal Attitude ផ្នែកទី 3. អាកប្បកិរិយាផ្ទាល់ខ្លួន								
1	[PA1]. Doing an entrepreneur signifies a greater number of benefits than drawbacks to me. ធ្វើជាសហគ្រិនម្នាក់បង្ហាញពីគុណសម្បត្តិច្រើនជាងគុណវិបត្តិចំពោះខ្ញុំ។	1	2	3	4	5	6	7

2	[PA2].It is desirable for me to become an entrepreneur. វាគឺជាការចង់បានសម្រាប់ខ្ញុំដើម្បីក្លាយជាសហគ្រិនម្នាក់។	1	2	3	4	5	6	7
3	[PA3].A job as entrepreneur is attractive for me. ការងារក្នុងនាមជាសហគ្រិនគឺគួរឱ្យទាក់ទាញសម្រាប់ខ្ញុំ។	1	2	3	4	5	6	7
4	[PA4].If I had the opportunity and resources, I'd possibly like to start a firm. ប្រសិនបើខ្ញុំមានឱកាសនិងធនធានខ្ញុំនឹងចង់ចាប់ផ្តើមក្រុមហ៊ុន។	1	2	3	4	5	6	7
5	[PA5].Doing an entrepreneur would cause great satisfactions for me. ការធ្វើសហគ្រិននឹងធ្វើឱ្យខ្ញុំពេញចិត្តយ៉ាងខ្លាំង។	1	2	3	4	5	6	7
6	[PA6].Among numerous choices, I would rather be an entrepreneur. ក្នុងចំណោមជម្រើសជាច្រើនខ្ញុំចង់ក្លាយជាសហគ្រិនម្នាក់។	1	2	3	4	5	6	7

Section 4. Optimism ផ្នែកទី 4 សុទ្ធិជំនឿវិជ្ជមាន

1	[O1]. When things are unknown, I always try to be positive. ក្នុងពេលមិនច្បាស់លាស់ជាធម្មតាខ្ញុំរំពឹងថាល្អបំផុត។	1	2	3	4	5	6	7
2	[O2]. Something will go wrong for me if it can. (R) ប្រសិនបើមានអ្វីខុសចំពោះខ្ញុំខ្ញុំនឹងប្រឈមមុខនឹងវា។ (បញ្ចាស)	1	2	3	4	5	6	7
3	[O3]. I'm constantly optimistic about my prospects. ខ្ញុំតែងតែមានសុទ្ធិជំនឿវិជ្ជមានចំពោះអនាគតរបស់ខ្ញុំ។	1	2	3	4	5	6	7
4	[O4]. I seldom anticipate things going my way. (R) ខ្ញុំស្ទើរតែមិននឹកស្មានថាអ្វីៗនឹងដើរតាមខ្ញុំទេ។ (បញ្ចាស)	1	2	3	4	5	6	7
5	[O5]. I expect positive things to happen to me. (R) ខ្ញុំរំពឹងផ្អែកលើរឿងល្អ ៗ ដែលកើតឡើងចំពោះខ្ញុំ។ (បញ្ចាស)	1	2	3	4	5	6	7
6	[O6]. Overall, I anticipate more positive outcomes than negative outcomes. សរុបមកខ្ញុំរំពឹងថានឹងមានរឿងល្អ ៗ កើតឡើងចំពោះខ្ញុំជាជាងអាក្រក់។	1	2	3	4	5	6	7

Section 5. Entrepreneurial Intention ផ្នែកទី 5. ចេតនាសហគ្រិន

1	[E1].I plan to set up a business and arrange my most suited to be an entrepreneur in the coming future. ខ្ញុំមានបំណងចង់បង្កើតក្រុមហ៊ុនមួយហើយព្យាយាមអស់ពីសមត្ថភាពដើម្បីក្លាយជាសហគ្រិននាពេលអនាគតដ៏ខ្លាំងមុខនេះ។	1	2	3	4	5	6	7
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2	[EI2].I pleasure arrange every effort to begin and operate my own venture. ខ្ញុំនឹងខិតខំគ្រប់របបយ៉ាងដើម្បីចាប់ផ្តើមនិងគ្រប់គ្រងការ បណ្តាក់ទុនផ្ទាល់ខ្លួន។	1	2	3	4	5	6	7
3	[EI3].I will thoughtfully doubt ever-growing my own firm. ខ្ញុំនឹងមានការសង្ស័យយ៉ាងខ្លាំងអំពីការចាប់ផ្តើមអាជីវកម្មផ្ទាល់ខ្លួនរបស់ខ្ញុំ។	1	2	3	4	5	6	7
4	[EI4].I intention drive to initiate a business in the coming future. ខ្ញុំនឹងចាប់ផ្តើមផ្តួចផ្តើមអាជីវកម្មនាពេលខាងមុខនេះ។	1	2	3	4	5	6	7
5	[EI5].My ultimate goal is to be an entrepreneur. គោលដៅចុងក្រោយរបស់ខ្ញុំគឺចង់ក្លាយជាសហគ្រិនម្នាក់។	1	2	3	4	5	6	7
6	[EI6}.I will produce my best to reach my purpose to be an entrepreneur. ខ្ញុំនឹងប្រឹងប្រែងឱ្យអស់ពីសមត្ថភាពដើម្បីសំរេចគោលដៅក្លាយជាសហគ្រិន។	1	2	3	4	5	6	7

Section 6. Personal information

1. Gender : Male Female
2. Age
 Under 20 21-25 26-30 More than 30
3. Marital status Single Married
4. Your level of education
 1styear 2ndyear 3rdyear 4thyear
5. Your university
 Royal University of Phnom Penh National University of Management
 Phnom Penh International University Other
6. Your fields of study
 Business Management Economic Management Tourism Management
 Other: