



Towards Understanding of Choosing Entrepreneurship as A Career: Conceptual Framework on the Exploration of the Entrepreneurship Education and Personal Trait Factors Impact on Entrepreneurial Intention of Business Management Students

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Abstract

Since entrepreneurship has become a critical role in economic profitability and social sustainability around the world, the impact of entrepreneurship education on entrepreneurial intention of higher-level education students should be considered as the important scenario to understand the newly graduated students choosing entrepreneur as a career in future. The entrepreneurship education curriculum standard is evaluated using various perspective of measurements including teaching and learning design, course material design, exposing to the industrial and professional engagement and experience, training, practice, and practical exposure, and so forth. On the other hand,



individual trait factors such as talent, passion, and self-motivation and environmental motivation, risk-taking propensity, family background, and gender and opportunity are compulsory to determine as the essential dimension related to the intention of choosing entrepreneur as a career. Therefore, this research will explore the understanding of choosing entrepreneurship as a career by proposing the conceptual framework using the determination on the justification of both entrepreneurship education and personal trait factors impact on the entrepreneurial intention of business management students who study in final year. The significance of this research aims to innovate the course design for entrepreneurship education by justifying the policy of pedagogy lever towards providing the effective training for the business management students based on the analysis outcome of essential factors derived from both entrepreneurship education and personal trait perspectives.

Keywords: Entrepreneurial Intention, Pedagogy Lever, Entrepreneurship Education, Self-Efficiency, Knowledge Management, Innovated Education

Introduction

To promote economic growth, creativity, and innovation for the competitive knowledge-based global market, the entrepreneurship education program has been growing interest in developing countries (United Nations Conference on Trade and Development, 2011). Therefore, observation and evaluation on the business major program with the entrepreneurship education offer has attracted the interest of scholars, practitioners, and public authorities in recent years as a veritable mine of innovation and socioeconomic development. The relation between entrepreneurship education and the entrepreneurial intention towards choosing entrepreneurship as a career Barba-Sánchez et al. (2022) is recognized as the research challenge since education can make a shape of passion, confidence, and attitude for learners' career intention in future. Entrepreneurial intention is an indicator of the effort one will make to do something to stand as entrepreneur or how likely the person is to carry out a certain action.



Entrepreneurship education involves the integration of experiential learning, skills development, and creativity. According to Colombelli et al. (2022), researchers have demonstrated that entrepreneurship can be learned since education can support the awareness and acceptance of entrepreneurship as a valuable career option and entrepreneurial education is intentionally directed towards establishing an entrepreneurial venture. Therefore, education policymakers proposed and practiced various entrepreneurship education systems to transform the classical universities into entrepreneurial universities using the ideology and support technology transfers (Zhou, 2008). There are several empirical studies that answered the important research question concerned with entrepreneurship education to encourage students to become entrepreneurs, providing the theory of planned behavior as their theoretical basis. On the other hand, personal factors such as entrepreneurial attitude, subjective norm, and self-efficacy Cordova et al., (2022) should be considered as the critical dimension for entrepreneurial intention toward choosing entrepreneur as the career. Intention is considered to find out the motivational factors that influence behavior.

This paper proposed the conceptual model of exploring the justification between entrepreneurship education and personal traits factors impact on the entrepreneurial intention of business management students towards choosing entrepreneur as a career. The proposed framework will consider both qualitative and quantitative data from business management students drawn from universities in Songkhla province. Furthermore, the structure of the paper is organized with multiple sections including research objectives and hypothesis, related work, concept, theory, experimental framework, research methodology, theoretical and practical implications, and limitations and future work.

As a new contribution, our proposed model will consider integration of both exploration on entrepreneurship education and personal trait factors impact on entrepreneurial intention although the previous research models considered choosing entrepreneur as a career in different applications such as major, university, high school, vocational school, etc., based on the particular factors such as entrepreneurship education, environmental factor, attitude and emotion factor, gender factors. Moreover, descriptive, and inferential analysis, structural equation concept, and theory of planned behavior (TPB) concept will be used to conduct the analysis of research data.



Research Objectives and Hypothesis

This research intends to achieve the following objectives:

- To investigate the impact of entrepreneurship education factor on entrepreneurial intention of business management students in choosing entrepreneurship as a career by examining the cognitive, affective, and behavioral components of students' attitude
- To determine the impact of personal trait factor that influence business management students' intention towards choosing entrepreneurship as a career

Moreover, the principal questions of this research are:

- **RQ 1.** What is the justification between entrepreneurship education characteristics and personal factors for entrepreneurial intention of the business administration students in choosing entrepreneurship as a career?
- **RQ 2.** Does exposure to innovative entrepreneurial education design can drive the entrepreneurial intentions of business management students?
- **RQ 3.** Does the personal factor influence the attitudes of business management students towards choosing entrepreneurship as a career?

Considering the above and in line with three main research questions, the following hypothesis for the proposed research are formulated:

- **Hypothesis 1:** There is a significant association between the entrepreneurial education characteristics and personal traits towards entrepreneurial intention in choosing entrepreneurship as a career.
- **Hypothesis 2:** Entrepreneurship education factor significantly influences entrepreneurial intention of choosing entrepreneurship as a career.
- **Hypothesis 3:** Personal traits parameter significantly determines entrepreneurial intention in choosing entrepreneurship as a career.

In other words, this research will be carried out to find the observation of the education program of business management and individual factors (independent variables) have an influence on entrepreneurial intention on choosing entrepreneur as a career (dependent variable) among Thai university undergraduate students in business administration program in Songkhla province.



Related Work

This section presents a comprehensive literature review related to the impact of entrepreneurial environment and education factors, entrepreneurship skills and challenges on entrepreneurial intention towards choosing an entrepreneur as a career to point out the research gap in terms of research problem statement and methodology in different applications.

In Boubker et al. (2021), the authors conducted the research concerned with entrepreneurship education versus management students' entrepreneurial intentions using structural equation modeling – Partial Least Squares Path Modeling Method (SEM-PLS) and 98 management students from the Laayoune higher School of Technology was selected as a sample of testing. They found a statistically significant relationship between management students' entrepreneurship education, attitude towards entrepreneurship and entrepreneurial intent. Based on the outcome of the proposed model, universities are invited to provide training modules in entrepreneurship to enhance the level of students' entrepreneurial intention. Moreover, the empirical findings support a deep knowledge into the numerous variables that affect students' entrepreneurial intention. However, a small sample of Moroccan management students, and the reduced number of variables are still the research limitation in the exploration of the entrepreneurial intention scenario. Moreover, the investigation of new variables such as emotional intelligence, personal characteristics, and socio-cultural background, would be conducted in predicting the management students' entrepreneurial intentions. Besides the above facts, entrepreneurship education in other disciplines such as sport, engineering, etc., and the role of digital academic entrepreneurship in empowering students' entrepreneurial skills with the impact of motivation and behavior to launch a new business, should be explored as the future empirical studies.

In Morselli & Gorenc (2022), the EntreComp framework was proposed to evaluate two entrepreneurship education courses based on the problem-based learning method for entrepreneurship education (Korda method). The experiment was conducted using the secondary- and tertiary-level students in both university and high school as the population and two research questions are considered as the main inspects where utilization of EntreComp framework in evaluation of entrepreneurship courses and suitability of Korda method for entrepreneurship education as a student-centered



pedagogy. Both quantitative and qualitative questionnaires based on the three competence areas of EntreComp and the 15 sub-competences were used and the research were evaluated using both practical and theoretical aspects. With the Korda method, students in both settings implemented all the sub-competences related to EntreComp, especially teamwork and learning through experience skills. However, more settings with participants of different ages like adults, and school types like vocational education. Furthermore, only the first cycle of the Korda method was concerned in the proposed experimentation and therefore the whole four cycles of Korda program is supposed to carry out as a future work for monitoring the students' progressions cycle after cycle and finding qualitative differences in learning between cycles. Moreover, other forms of assessment besides students' self-evaluation should be considered as the future studies. As the future work, concerning the EntreComp, the level of proficiency and their descriptors could be tested beyond exploration of only one part of the framework with the three competence areas and the 15 competences.

In Oosterbeek et al. (2010), the authors observed the impact of entrepreneurship education on entrepreneurship skills and motivations using an instrumental variables approach. The impact of a student mini-company program in a vocational college in the Netherlands in the academic year 2005/2006 was evaluated by exploiting the fact that the college supplies fundamentally the same Bachelor program at two different locations, with one location offering the SMC program and the other not offering it. The finding illustrated that the effect on students' self-assessed entrepreneurial skills is not significantly different from zero and the point estimates are negative. The effect on entrepreneurial intention is significantly negative. The limitation of the research is the lack of external validity and therefore collaboration with the schools should be carried out as a future study to attain the more impact evaluation with the assurance of a random allocation of students across treatment and control groups. Furthermore, the other aspects in terms of the entrepreneur team's size, the duration of the program, mandatory versus voluntary participation in the program and the number of student credit points earned should be instructive in future work.



In Ndofirepi (2020), the investigation of relationship between entrepreneurship education and entrepreneurial goal intentions was conducted to test if selected psychological traits required for achievement, risk-taking propensity, internal locus of control mediated the predictive relationship between the perceived effects of entrepreneurship education and entrepreneurial intentions. The findings demonstrated that the effects of entrepreneurship education variables had a positive and statistically significant relationship with the necessity of achievement, risk-taking propensity, internal locus of control and entrepreneurial goal intentions. In addition, the research achieved the practical implications for educators who concentrate their teaching strategy and course content for the achievement of the reflection of students' necessity. As a future work, students from various institutions shall be considered to overcome the limited spatial focus that undercuts the generalizability of the results. Moreover, experimental design and additional situational variables should be carried out to improve the methodological rigor. To achieve informative insights, a comparative study of students from engineering and business and different groups of genders should be conducted as the future studies.

In Westhead & Solesvik (2018), the authors conducted the exploration of entrepreneurship education and entrepreneurial intention towards entrepreneurship. The novel hypotheses were conceptualized and evaluated to determine the potential moderating effect of gender and participation in entrepreneurship education (EE). Students from business and engineering disciplines are used as the participants. The hierarchical regression analysis showed that entrepreneurship education students have high intensity of intention, but with unequal benefit for all students. Women have less significance for high intensity of intention and are more likely to cite the alertness skill to report high intensity of intention than non-EE women students. On the other hand, both male EE and non-EE students citing the risk perception skill presented higher intention while women EE students citing the risk perception skill recorded lower intention. For the additional research attention, the cross-sectional and longitudinal education of EE in different national contexts at different universities with the different types of EE courses relating to entrepreneurial intention and the likelihood of NFF post-university education over several points in time should be conducted. Moreover, EE skill accumulation by students with higher conversion rates should be explored as the future study.



In Huq et al. (2017), the authors investigated the entrepreneurship education and associated entrepreneurial intentions of public and private universities of Bangladesh to practice in policy implication for inducing more university graduates to start their own business. As research found, the type of course curriculum influenced attitude and intention and motivated me to choose an entrepreneurial career. As future work, the deficiencies of enhancing entrepreneurial competency at different levels of education of the country should be investigated to devise appropriate pedagogy for entrepreneurship education, and the standardization of the lecturers, and a supportive internal setting complementary should be focused on the implementation of entrepreneurship education as future work.

Concept, Theory, and Experimental Framework

This section is composed with several background knowledge including the entrepreneurial intention definition and concept, entrepreneurship education definition and concept in various applications, related theory of influence factors for entrepreneurial intention, and the proposed experimental framework.

Entrepreneurial Intention Definition and Concept

Entrepreneurial intention defines the state of mind of personal intention to be an entrepreneur for their career and it is a plan behavior where they take calculated risks, gather required resources, and establish their own ventures (N. F. Krueger et al., 2000). Moreover, entrepreneurial actions are initiated with entrepreneurial intention, which is based on business plan development, resource acquisition, behaviors directed by objectives. Wu Jiyun (2010) stated that entrepreneurial intention is a reliable predictor of entrepreneurship and therefore understanding an individual's intention towards entrepreneurship is critical in developing a great number of entrepreneurs in the country. Several researchers have stated entrepreneurship education is a main characteristic of entrepreneurial behavior. Moreover, MOHD NOOR et al. (2021) stated that the entrepreneurial intention is access to know-how which includes how to develop or enter a new business, access to know who.



Farashah (2013), Plumly et al. (2006), and Keat et al. (2011) described that the individual who had studied entrepreneurship courses would have a high likelihood of entrepreneurial intention. Adekiya & Ibrahim (2016) summarized the factors underlying the intentions to engage in entrepreneurial ventures were including entrepreneurial education, societal gender role orientation, self-efficacy, work experience, parental role models, personality traits, and culture, economic and institutional factors, including culture and entrepreneurial intentions, family background, neighborhood, school, peer group, general work situation, and training facility. In the entrepreneurial intentions' measurement perspective, single variable method and multivariable method are available where the former is to evaluate individual's entrepreneurial intentions using single variable like individual's preference, expectation, behavioral anticipation, plan and so forth whereas multivariable method is used to improve the validity and reliability of measurement by reducing the errors.

Entrepreneurship Education Definition and Concept in Various Applications

According to Hannafey (2003), entrepreneurship includes the meaning of creative and dynamic activity that brings together labor, capital, and business know-how. On the other hand, Best (2001) describes entrepreneurship as innovation including the effort to create purposeful, focused change in an enterprise's economic or social potential. The word "entrepreneur" in English derives from the French verb "entreprendre" that means to undertake. Furthermore, entrepreneurs take the risk for their time, money, comfort, and status in anticipation of bigger rewards of monetary, personal, and social.

According to Frederick & Kuratko (2020), school of thought and the process approaches were included in approaches towards entrepreneurship. In school of thought the approach was composed with macro and micro views. Moreover, the process approach was designed with integrative approach, assessment approach and multidimensional approach. The providing of appropriate studies on entrepreneurship training and education is one of the entrepreneurial career developments for undergraduate students. It includes the determining work values and career intentions related with organizational employment versus entrepreneurship, the influence of a family business on entrepreneurial intentions and attitudes N. Krueger (1993); and understanding the critical factors in developing entrepreneurial career aspirations, etc.



Related Theory of the Influence Factors for Entrepreneurial Intention

In Sampurnaningsih et al. (2020), the authors determined the entrepreneurial character and entrepreneurial interest of 2018/2019 class of UNPAM students and Malaysian PSA students from the Faculty of Economics Management of UNPAM and the School of Business of PSA respectively. They used the qualitative method to perform the comparison where the variables are the same for more than one sample or at different times. The entrepreneurship characteristics and entrepreneurial intention were observed to measure the indicators of confidence, task-oriented and outcome, risk-taking, leadership, originality and future-oriented, motivation and interest in business based on environmental influences. The experimental outcomes showed the average entrepreneurial characteristics of UNPAM Indonesia students were "high" with a percentage value of 82.77%. Meanwhile, PSA Selangor Malaysia students were also "high" with an average percentage value of 81.02%. On the other hand, the average intention in entrepreneurship among UNPAM Indonesian students is "high" with a percentage value of 85.03%. Meanwhile, PSA Selangor Malaysia students are also "high" category with an average percentage value of 84.64%.

In Sari et al. (2021), the comparative study between IPB University (Indonesia) and WULSS-SGGW (Poland) was conducted to observe the determinants of entrepreneurial intention among university students. They have shared questionnaires online via social media to the participant, including the questionnaires to respondents with Likert scale 1-6. Structural Equation Modelling (SEM) with software SmartPLS was used to analyze the experiment data. According to the analysis outcome, they concluded to maximize students who have business entrepreneurial intentions to realize the intention and real action for increasing the number of entrepreneurs in the country.

Basu & Virick (2008) explored and evaluated entrepreneurial intentions and their antecedents among 123 students at San Jose State University using Fishbein and Ajzen's (1975) model to find out the impacts of education and practical exposure to entrepreneurial intentions and self-efficacy. Specifically, the role of family exposure to business, personal entrepreneurial experience, and ethnic background in affecting attitudes, subjective norms, and intentions by comparing students from diverse ethnic and family backgrounds were examined. As a conclusion, the analysis results provided the findings of previous studies in terms of the significant relationship between



entrepreneurial intentions and its antecedents and thereby lend further support to the application of Fishbein and Ajzen's theory of planned behavior to predicting and understanding entrepreneurial behavior.

According to Frolova et al. (2021), the proposed research intended to build the practical model of learner creativeness motivation using the knowledge management concept. Descriptive, qualitative, and quantitative analysis methods were conducted on the collected data from the Program for International Student Assessment of the Organization for Economic Co-operation and Development, to investigate the factors of motivation, educational approaches, and methodologies. Furthermore, the analysis comparison was performed on the curricula of business and entrepreneurship programs in three higher education entities from different countries including the Russian Presidential Academy of National Economy and Public Administration, KIMEP University, and Al Ain University. The experimental analysis results were applied to achieve the knowledge management for the learner creativity and motivation model and provide the recommendations for the course enhancement in business entrepreneurship education.

Kanama (2021) focused on the investigation of motivation of entrepreneurs for undergraduate and graduate students in Japan. The research results showed that Japanese students ranked lower than that of students in the USA, China, India, Spain, and Belgium. In specific, Japanese students' motivations to launch start-up businesses are few in terms of leadership and independence but many in terms of social contribution. Moreover, the lack of business knowledge and competence creates significant risks and barriers to launching start-up businesses.

In Lee et al. (2005), a comparative study of the impact of entrepreneurship education between the U.S. and Korea was conducted to identify the mediating role of cultural differences between entrepreneurship education and its effects; to suggest a meaningful new direction for entrepreneurship education both in the U.S. and Korea; and to apply the results to other countries where strong entrepreneurship can contribute to building a more solid economy. The experimental results presented that the impact of entrepreneurship education in Korea is much greater than that in the U.S. and the impact of entrepreneurship education in countries where entrepreneurship-oriented culture is poor or still in the embryonic stage of development will be greater than that in countries with a strong entrepreneurship-oriented culture.



Plant & Ren (2010) compared the intentionality of students in graduate business programs in the United States and China toward becoming entrepreneurs using Amabile's Work Preference Inventory (WPI) to examine the motivational dimension of entrepreneurial intentionality. Moreover, the Theory of Planned Behavior (TPB) was applied to compare the impact of gender and family history of self-employment on employment intentionality. The experimental results demonstrated that there is a positive relationship with entrepreneurial intent in both the intrinsic challenge characteristic and extrinsic compensation characteristic whereas the intrinsic enjoyment characteristic and extrinsic outward characteristic are negatively correlated to self-employment. In addition, males in China exhibited a significantly greater intentionality toward self-employment than females were founded. The entrepreneurial intentionality is stronger in the U.S. study group than in the China group for those with prior self-employment experience and have a family history of self-employment.

In Kaijun & Ichwatus Sholihah (2015), the authors analyzed the influence of direct and indirect effect of the theory of planned behavior on entrepreneurial intention by using entrepreneurial education as an intervening variable. One hundred and nine students from Business School of Hohai University in China and One hundred and ten students from Business School of Brawijaya University in Indonesia, participated to conduct the data collection. The accidental sampling technique and Path analysis technique were used. Moreover, the sample criteria were students that have taken up courses/ seminars/training on entrepreneurship. The results showed the significance of subjective norm and perceived behavioral control to entrepreneurial education in Chinese students. Furthermore, an indirect effect of perceived behavioral controls on entrepreneurial intention with entrepreneurial education as an intervening variable among Chinese students, was found.

In Blesia et al. (2021), the proposed model included an administration phase to identify the students' interests, and in-depth interviews and observations were used to assess the students' business proposals. The students' entrepreneurship activities, intensive monitoring and evaluation were conducted in an implementation phase. The experiment found that Institutional commitment and support of the learning environment, finance and coordination among related parties are key contributors to sustaining the program.

Experimental Framework

Figure 1 demonstrates the experimental framework for conducting the proposed conceptual framework with the research impact application. It involves three phases including input, process, and expected outcome and benefit. Survey data will be collected from the business management related major from five Thai universities which are situated in Songkhla province, in both forms of quantitative and qualitative. The collected data will be passed into entrepreneurial intention observation modules where several stages of processing including data visualization, data pre-processing, data analysis and knowledge discovery are conducted. The analysis results will be used to inference the education policy for entrepreneurship course design enhancement in business management related majors. Moreover, the knowledge discovery outcome will be applied to predict the exploration of students' interest in choosing entrepreneurship as a career in future.

Figure 2 illustrates the entrepreneurship education and individual factors justification influence on entrepreneurial intention of business management students in choosing entrepreneur as a career. The proposed system will investigate entrepreneurial intention observation including behavior and attitude variables analysis such as talent observation, passion exploration, self-motivation as the personal factors to examine the impact of choosing entrepreneurship as a career in business management discipline. Moreover, the impact of entrepreneurship education for choosing entrepreneurship as a career is determined by conducting the entrepreneurship skill investigation such as training, practice, and practical exposure, and syllabus satisfaction such as teaching and learning design, course material design, exposing to the industrial and professional engagement and experience of business management students from five Thai universities within Songkhla province. Finally, the proposed framework will find the relation by justifying the entrepreneurship education and personal factors towards entrepreneurial intention in choosing entrepreneur as a career among business management students in Songkhla province. The findings will be used for the entrepreneurship education course design development as the innovative entrepreneurship education challenge in future.

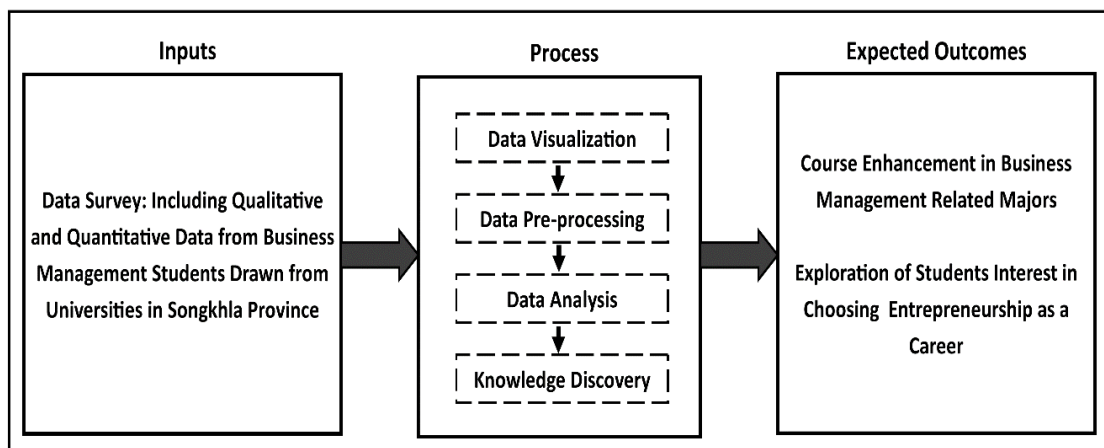


Figure 1 Proposed Experimental Framework

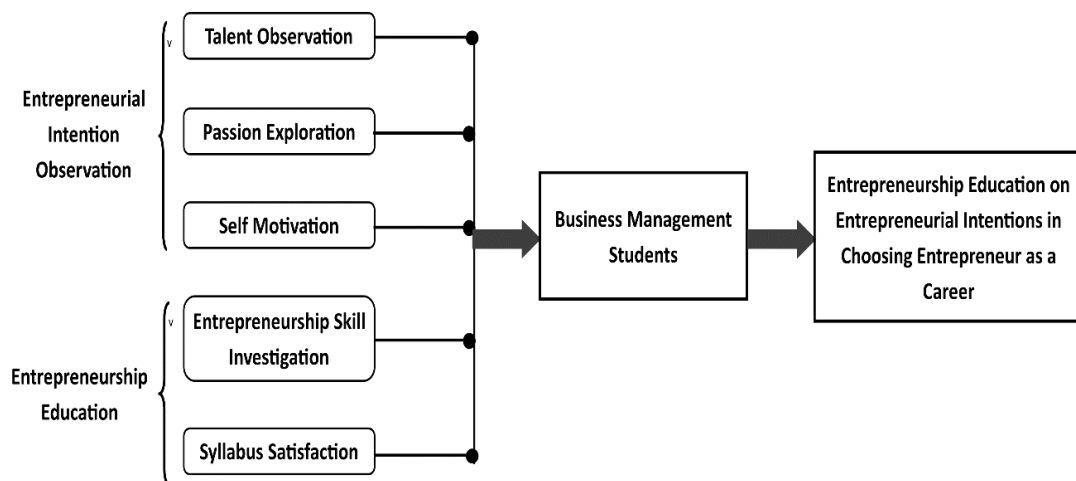


Figure 2 Factors Justification between Entrepreneurship Education and Personal Trait Factors for Entrepreneurial Intention Observation of Business Management Students in Choosing Entrepreneur as a Career

Research Methodology

This section presents the methodologies that will be utilized for the proposed research conceptual framework. The structure of this section is organized as entrepreneurship intention observation using theory of planned behavior (TPB), descriptive and inferential analysis on entrepreneurship education and personal factors, data collection and questionnaire concept, population, research samples and analysis tools.



Entrepreneurship Intention Observation using Theory of Planned Behavior (TPB)

In the observation of entrepreneurial intention model, theory of planned behavior (TPB) is proposed to figure out the notion of intention as a perspective of individual subjective probability in relation to self and behavior and to carry out certain actions Ajzen (1991) since it is capable of the formation process of entrepreneurial intention at both personal and social level. Moreover, entrepreneurship is recognized as a planned behavior since a new business is seldom established without planning and therefore prediction is the best way of derivation from the entrepreneurial intention. Theory of planned behavior model is integrated with three basic determinants including attitude towards the concerned behavior, subjective norms, and perceived behavioral control. Entrepreneurship is clearly categorized into planned behavior because individuals form expectations and assess behaviors Lin et al. (2018) that are carried out on the results obtained afterwards. This research intends to test what factors influence the student's entrepreneurial intention capable of working independently (entrepreneurship) where the 'Entrepreneurial Intention Model' will be implemented as an integration model using both entrepreneurship education and personal factors.

Figure 3 demonstrates the principal components of the TPB concept. Attitude defines as a function of behavioral beliefs including a person's belief in positive and / or negative assessment of an individual towards a behavior. Attitude toward the behavior can be examined by an integration between individual values about the positive and / or negative consequences of the behavioral beliefs with a person's subjective value of the consequences of outcome evaluation. Subjective norms are a perception of a measurement on the social pressure where the reference people who approve or not a person's decision for entrepreneurship and usually individuals try to adhere to the perceptions of the group. Perception of self-control determines the belief of someone derived from the individual's previous experience of a behavior. In other words, the more individuals feel concerned with the supporting factors and a few inhibiting factors to be able to do a behavior, the greater the control they feel for the behavior. Belief and perceived power control factors are used to determine the perceived behavioral control. The proposed model will use the TPB concept find out there is a significant positive relationship between three determinants and entrepreneurial intention for business management students.

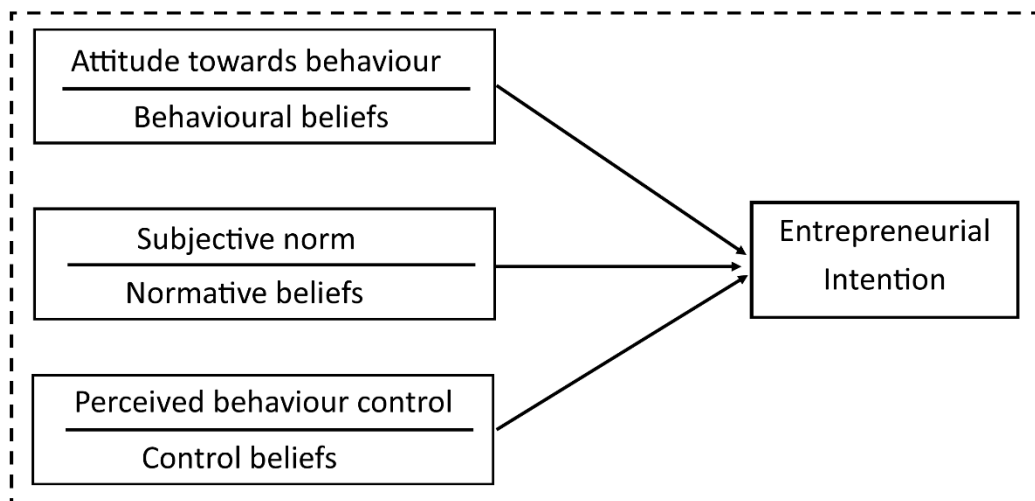


Figure 3 Fundamental Elements of Theory of Planned Behavior Concept for Entrepreneurial Intention Model

Descriptive and Inferential Analysis on Entrepreneurship Education and Personal Factors

The proposed conceptual framework will conduct the descriptive and inferential data analysis using the statistical calculations such as t-test and ANOVA where the significant comparison of the impact of entrepreneurship education on entrepreneurial intentions between two groups of students who take entrepreneurship course and who did not take entrepreneurship course (Khalifa & Dhiaf, 2016). Moreover, the proposed conceptual model will be evaluated using structural equation modeling (SEM) path analysis Guerrero et al. (2008) to identify the specific relationship among entrepreneurship education, personal factors and entrepreneurial intention towards choosing entrepreneurship as a career by estimating all hypothesized relationships among independent and dependent variables.

Figure 4 illustrates the factor analysis framework for the proposed entrepreneurial intention prediction towards choosing entrepreneurship as a career. In the analysis framework, there is an integration of investigation on entrepreneurship education and personal trait factors impact on entrepreneurial intention. Entrepreneurship education factor exploration will be carried out by the descriptive and inferential analysis where statistical scheme is utilized to figure out the inference statement while personal trait factor observation will be conducted by the behavioral analysis using structural equation

model concept. Furthermore, both entrepreneurship education and personal trait factors analysis outcome will be considered for factor justification which are fed into the theory of planned behavior concept to predict the entrepreneurial intention towards choosing entrepreneur as a career.

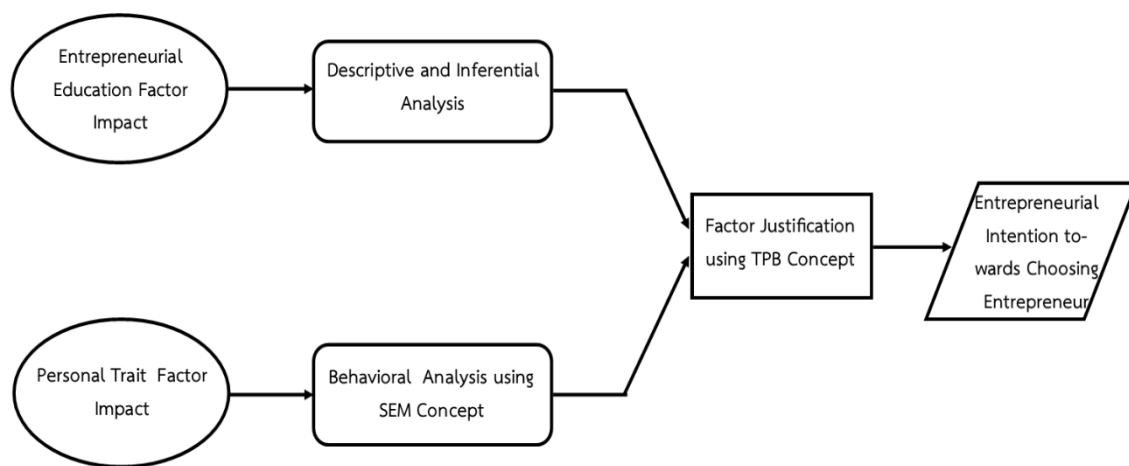


Figure 4 Factor Analysis Framework for Entrepreneurial Intention Prediction Towards Choosing as Entrepreneur

Data Collection and Questionnaire Concept

Data will be gathered through a self-completion questionnaire via online Google survey form including closed-ended questions, open-ended questions, and demographic questions. It comprises around 20-25 major questions which might be changed according to pre-test survey results using a pilot test with a small group of participants. Each set of questionnaires will be prefaced by a covering letter that explained the purpose and importance of the survey and provided assurances that all questionnaire responses would be treated with the strictest confidentiality.

In the observation of entrepreneurship education factor impact on entrepreneurial intention, two main questionnaire sections will be involved where the questions concerned with entrepreneurship skill investigation and syllabus satisfaction offered by the business management program which will be determined by evaluating on the analysis outcome derived from the students' responses (Remeikiene et al., 2013). It will include subsections regarding lecturing and teaching material, project and internship, workshop and seminar offer, business and industrial engagement, practitioners in classroom, case



study and research, hard skill, and soft skill training, etc. On the other hand, the exploration of personal trait factors impact on entrepreneurial intention is conducted where some questions regarding attitude, subjective norms and perceived behavioral control are acquired (Karabulut, 2016). Specifically, it will involve subsections related to talent observation, passion/attitude exploration, self-motivation and confidence, family background and support, risk-taking propensity, and so forth.

Population, Research Samples and Analysis Tools

Both qualitative and quantitative data from five business management universities in Songkhla province, will be collected mainly as convenience populations and samples of this research. Moreover, final year students from the business management related majors will be selected as the purposive populations approach will be applied to avoid the biasing problem. In the view of analysis tools, data visualization will be conducted using descriptive analysis and data analysis will be carried out using inferential analysis. In specific, SPSS for quantitative data will be used to demonstrate the descriptive statistics as the graphical presentation. Moreover, PLS-SEM Sanchez (2013) will be used for analysis on the development of a multi-dimensional framework relating attitude concerned with behavior, subjective norms, and perceived behavioral control for entrepreneurial intention towards choosing entrepreneurship as a career.

Theoretical and Practical Implications

This research proposed the conceptual model of the business management students' entrepreneurial intentions towards choosing entrepreneurship as a career by determining the entrepreneurship education and personal trait factors in five universities within Songkhla province. Determining factors impact on students' entrepreneurial intentions play a critical role in developing policies and training programs to promote entrepreneurial behavior within university students. The expected findings from this research present theoretical implications and provide several useful practical suggestions for universities, entrepreneurship teachers, and public authorities.



From the practical perspective, the outcome of the research would support more perceptions to educators on how entrepreneurship education should be integrated with business management disciplines to improve students' entrepreneurial intentions and entrepreneurial activity. The research can provide the suggestion to incorporate entrepreneurship education programs into the curriculum and to integrate with others supporting programs such as offering life-long learning courses, professional mentors, chambers of commerce, industry, and services, etc., in business management programs. Additionally, the inference of the results would also lead to a significant set of advice, which can be used by educators when designing programs to suit different needs and demands of the business administration students who intend to be the qualified entrepreneurs in future. Moreover, the analysis result of the personal factor impact on the entrepreneurial intention of business management students can be used to predict the influence factors towards choosing entrepreneurship as a career in future by justification with the entrepreneurship education factor analysis outcome.

Limitations and Future Work

This research paper presents some limitations in terms of research scope which fall in only five universities with business management majors within Songkhla province, Thailand, and the number of variables used to predict the entrepreneurial intentions phenomena. Future studies should be conducted on the investigation of emotional intelligence, and socio-cultural background, in predicting the other disciplines students' entrepreneurial intentions.

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