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The Causal Factors for Entrepreneurial Intention among Students in Business Administration at Two Private Universities in Nong Khaem District, Bangkok

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Abstract

The objectives of this research were (1) to study the causal factors for entrepreneurial intention among fourth-year business administration students at the bachelor's degree level at two private universities in Nong Khaem District, Bangkok; and (2) to identify the relationship of causal factors to entrepreneurial intention of students with different personal factors. The participants came from the business administration programs at two private universities in Nong Khaem District, Bangkok. Two hundred and fifty-six students were selected by a two-stage sampling method and simplified sampling to re-examine the causal model and analyze the results using the SPSS program. The results from the questionnaire response data analysis showed that all factors were averaged at a high level. The analyzed model was of business administration students at private universities in Nong Khaem District, Bangkok at the bachelor's degree fourth-year level. The researchers set a statistical value at the level of 0.05 for the factor affecting the intention to be an entrepreneur. It was found that the participating students in business administration with different backgrounds revealed the statistically significant relationship of causal factors to their entrepreneurial intention.

Keywords: *Person, personality traits, entrepreneurial attitude, social norms, behavior control perception, entrepreneurship education, entrepreneurial intention*

1. Introduction and Rationale of the Study

The current state of creativity and innovation plays a role and impacts operations in all sectors. Government organizations and the private sector must face the intense competition among businesses around the world. Therefore, it is necessary to find a way to operate in order to survive and to ensure outstanding performance compared to other organizations. Knowledge and globalization are the driving forces, of the country's economy and of the world, to keep up with challenging changes. Entrepreneurial economy (Entrepreneurial Economics) can create creativity and innovation (Yu, Khalid & Ahmed, 2021) (Proprietorship), partnership (Partnership) and company (Corporation). Entrepreneurs play an important role in growth and economic development of the country, creating employment, better quality of life, improving people's living in society, and reducing poverty.

Entrepreneurship is a driving force for Thailand's economic growth, job creation, and social adaptation from the Covid-19 pandemic that affects the economy and society at

large. Large businesses have to slow down, stop, or a large number of businesses close, resulting in knowledgeable and experienced personnel, new graduates, and workers having lost their job or work opportunities--leading to social problems from unemployment (Sakorn, 2019). This situation has prompted people still working full time in government or private organizations feel rather insecure and look for a second career. They need additional income in different career options. As seen, there are more entrepreneurs in medium-sized businesses in the current Thai economic system (Wongklad, 2018).

In the past, most higher education institutions played a vital role in the development of human resources for the country in producing graduates to meet the demands of the labor market in different professional fields. Currently, higher education institutions have been teaching entrepreneurship and business ownership in the Bachelor of Business Administration program, and the demand has grown a lot for a master's degree in Business Administration/ Management with emphasis on innovation and entrepreneurship. Potential entrepreneurs need courses in accordance with market demands for private business operations. A private business can have a variety of operating modes, such as being a manufacturing business, service business, trading business and brokerage business. A good entrepreneur needs sufficient capital and resources, as well as business skills. At present, universities in Thailand and abroad have many teaching and learning programs on entrepreneurship, and aim at providing students with knowledge and entrepreneurial skills to be able to develop their own business to grow well with sustainable performance.

2. Objectives of Research

(1) To identify the causal factors for entrepreneurial intentions of business administration students at the bachelor's degree level in their fourth year at two private universities in Nong Khaem District, Bangkok.

(2) To identify the causal factors for entrepreneurial intentions of the participating students on the basis of their personal factors.

3. Research Hypotheses

(1) Students with different personal factors have different causal factors for entrepreneurial intentions.

(2) Students with different personal factors have different entrepreneurial intentions in becoming entrepreneurs.

4. Scope of Research

(1) The scope of the study was confined to the causal factors for entrepreneurial intentions of business administration students.

(2) The population used in this research was confined to full-time business administration students at the bachelor's degree level in their fourth year at two private university in Nong Khaem District Bangkok.

(3) The data collection period was between December 2021 and June 2022.

5. Definition of Terminology

The researchers defined eight terms used in the study as follows:

(1) *Entrepreneurship* means a person's creativity in finding opportunities, able to take that opportunity to use in business and keep supporting the business under various risks and problems to provide commercial returns to operators.

(2) *Personal Characteristic (PC)* refers to the personal characteristics of students in this research: gender, age, ethnicity, family background.

(3) *Personality Traits (PT)* refers to behaviors that can be expressed physically, mentally, and emotionally, that reflect to others who are impressed. Therefore, a person will be respected, supported, trusted, and impressed by others. A person should show a good personality and appropriate social manners toward others, because personality greatly influences the feelings and emotions of those who see it.

(4) *Attitude (AT)* refers to the feeling one has about one or more things in a subjective manner which is fundamental, or an expression known as behavior.

(5) *Social norms (Subjective Norms: SN)* refers to the expected behavioral patterns of society. It is a standard that members of society are expected to follow. Therefore, it is generally accepted in various societies that consist of groups of people and many individuals at each age level, people associated with a number of people, most of whom they do not know personally.

(6) *Perceived Behavioral Control (PB)* refers to the ability to make decisions under pressure. This ability deals with feelings, thoughts, desires for competition, commitment, business effort, a need to create an advantage and to outperform competitors in business competition, and opportunities for leading oneself to success with self-confidence in various tasks.

(7) *Education to Entrepreneurship (EE)* means self-education to know that you are ready to go into business with the aim on a profit, a forward move to operate the business with the possibility and vision of continuing that business for a certain period of time.

(8) *Willingness to be an entrepreneur: Entrepreneurship Intention (EI)* refers to the person's awareness and confidence that they are likely to create an activity and plan to do it in the future. This is because changing intentions is an important variable that affects future behaviors by inventing new innovations and turning those opportunities into successful businesses for an advantage in the long run.

6. Related Literature

In this research, the researcher studied concepts, theories, and related research on Personal Characteristics (PC), Personality Traits (PT), Attitude Factors (AT), Social Norm Factors (Subjective Norms: SN), Perceived Behavioral Control (PB) Factors, Education to Entrepreneurship (EE) Factors, and Entrepreneurial Intent Factors. (Entrepreneurship Intention: EI)

Personal Characteristic (PC) is the market segmentation based on personal characteristic variables consisting of gender, status, age, family, number of family members, education level, occupation, and monthly income (Sereerat, 2009). Personal factor characteristics are important characteristics and measurable statistics of the population and help in determining the target market, while psychological and social

characteristics and culture help to explain the thoughts and feelings of a particular target audience. Demographic information is accessible and effective in targeting markets. People with different demographics have different psychological characteristics. In terms of marketing, the personal factor has various elements that are important (Kotler, 2000): (1) Gender: A variable that is very important in terms of behavior in consumption because of the differences between sexes related to attitudes, perceptions, and decision-making regarding the selection of goods to consume. (2) Age: Individuals of different ages demand different products and services. (3) Marital status: The status of various individuals related to marriage--being single, widowed or divorced. (4) Education: The level of education is an intermediary or a measure of opinion or attitude as a level of thinking of consumers. (5) Occupation: An individual's occupation will lead to necessity and product demand. (6) Income as economic status or economic circumstances: The level of income is an expression of the level of a person's economic status that affects the choice of brand and service. (7) Family size: It is an important factor in the study of personal qualifications. (8) Residence location: It varies with product use and services that are designed to fit and consistent with the various residences (Belch & Belch, 2005).

Personality Traits (PT): Personality is social attractiveness. A person with a personality that impresses others will influence good interpersonal relationships. In terms of work, personality traits affect job satisfaction and job success, understanding of the feelings of others, and desire for a warm and compromising attitude. An accountant should have the characteristics of being meticulous and following work steps (Schulz & Schulz, 1998). The components of the personality traits were used as one of the variables influencing work adaptation. The composition of personality was categorized by Costa & McCrae, (1985, cited in Howard and Howard, 2004) as follows: (1) Sensitive personality: Neuroticism refers to the degree to which a person responds to stress. Characteristics of a person's response to stimuli will react in a way that is alert, anxious, considerate, or in a way that is easily exhilarating. Therefore, some people are more likely to experience stress at work than others. (2) Extraversion refers to the degree to which a person is able to tolerate stimuli from people and situations where a person with a high-profile character will like to share with others and likes to do activities. (3) Openness refers to the degree to which a person is open to new experiences, or new methods in doing things, A person with a highly open personality tends to have a wide range of interests and a passion for technology as much as with strategic thinking. (4) Compromise personality: Agreeableness refers to the degree to which a person is more likely to have a relationship with another person in a way with patience and the satisfaction and acceptance of others. Individuals with compromising personalities tend to relate to others in an expressive, stubborn, cautious, insistent, competitive, and aggressive manner without inspection and may appear to others in a hostile, rude, self-centered, and individualistic manner. (5) Conscientious personality: Conscientiousness refers to the degree to which a person puts effort toward a goal. A person with a highly conscientious personality is a person who tends to work diligently toward the goal. Disciplined and reliable individuals with a low conscientious personality tend to be able to perform a wide variety of tasks and are often associated with multiple projects and goals at the same time.

Attitude Factor (AT): A good entrepreneurial attitude is defined as having a good conceptual framework and feeling of love and enjoyment of a legitimate high-level or low-level occupation, good morals or customs, and being accepted by society although the honest occupation will receive a return that is not very high in some occupations. A good attitude is of great importance in human life especially concerning honest occupation. A positive attitude toward work results in the success of the assigned tasks where a person does not feel difficult or bored at work, but happy with the work assigned every time. And the effect of having a good attitude toward work will enhance the progress of an honest occupation enabling a person to live happily in society (Prasitratsin & Sukkasem, 2004). Benefits are derived from a good entrepreneurial attitude and honest occupation with good attitude will yield good results (Prasitratsin, 2004) as follows: (1) Lead to sustainable progress in honest occupation by earning income and security in life. (2) Help a person to understand the work system and workload. (3) Demonstrate the value of each person in honest occupation. (4) Help human beings to adapt to society and be able to work together effectively. (5) Help to foster a positive attitude in group work and the power of unity.

Metrics of Good Entrepreneurial Attitude: An indicator of attitude is a requirement, rule, or behavior that indicates how we feel about something--good feelings, such as love, likes, admiration, faith in the profession, or bad feelings, such as dislike, working in our career out of necessity and heart. Good attitudes to work for an honest occupation (Prasitratsin, 2004) are as follows: (1) Integrity: It is an important virtue that everyone should uphold as a regular and practiced virtue. It is a conspicuous demonstration of honesty. (2) Responsibility: Responsible for work, do not mind heavy work, light work, always working, and having good time management at work. (3) Punctuality: It is a fundamental responsibility of every human being--starting from coming to work on time, finish work at the time specified by the organization, take the time to work fully, and complete the assigned tasks as required. (4) Diligence and patience: In working life, there must be both successes and obstacles. (5) Creativity in work: Various honest professionals must be creative in their own career for career development, make steady progress, and compete to win. (6) Intention, determination and effort: To work professionally, one must pay attention to the work done or assigned, know planning, and intend to work to the best of their ability. (7) Cooperation: In team-working, a person must be considerate to co-workers. Teamwork requires thinking, planning, and clearly dividing work duties. (8) Performance improvement: Success in work life and career will occur and must be improved steadily. A person needs to have work capacity to be able to move to a higher level. (9) Good manners: Good social manners at work and respect others.

Social norm factors (Subjective Norms: SN) are social rules in various ways that can be brought to create respect for the coexistence of people in society and the community by recognizing meaning, importance, and function of norms in the creation of social control, methods of control, and various forms of control, such as the way of civilization, customs, laws, rules of coexistence, and ordering in human society. When society is orderly, the society will have lasting peace and the members of society will be able to live their own lives. Every society needs a social order for humans to survive. All societies have similar social arrangements in principle but differ in detail. When social norms are established, it is necessary to encourage members of society to comply with those norms.

Society also creates other rules to support other norms, such as value systems, social beliefs, ideologies, symbolic systems, and social institutions, such as status and role. Social norms are phenomena that are tied to status which is closely related to the role. Another important topic of social organization is social stratification.

As for social norms, Bierstean (1950) listed 14 types of norms as traditions. Included are taboos, fashion, fads, ceremonies, rituals, social etiquette, rules, regulations, laws, civilizations, customs, statutes and agreements or conventions. Considering social norms as conventions in general, most sociologists put social norms in three categories: civil, custom, and law. These can be classified into three major categories as follows: (1) People's way or folk way in facing many problems which they are trying to solve for living--in a pattern unique to each society. This may be due to discovery informally and seeing that this is good and suitable for use in their own society for acceptance and practice. (2) Mores are the standards set up to remind individuals and groups of what behavior is right and what is wrong. A person knows what to do and society knows how to punish if one does not comply. It is a necessity to act as expected for the welfare of the society. (3) Laws: A law is the norm that arises deliberately. It may come from the way of the people and the customs. As known, if someone does not abide by the law, that person will be punished. When laws are applied to maintain order by these assumptions, power must be taken into account. The duty of righteousness that can be performed or properly acted simultaneously should be by a variety of norms supporting each other in order to create a sustainable social order.

Perceived Behavioral Control (PB) is the perception of the ease or difficulty of one's behavior in performing that behavior, including the ability to control the behavior as intended. If a person has the belief that he/she can behave by being able to control the outcome intentionally, that individual is more likely to exhibit that type of behaviors. But if a person believes that a particular action is not able to control the result as intended, the tendency to exhibit that type of behaviors is reduced. One's beliefs of control tend to deal with existence or lack of the resources or opportunities necessary to engage in faith-based behavior about gaining control as done in the past behavioral experiences, and will result in a person's decision. When a person is faced with an unexpected situation or a situation that occurs suddenly, other people may persuade a person to act out by social norms (Ajzen, 1988). *Perceived controllability* is the belief about behavior that depends on the doer of the behavior. Beliefs in one's abilities are beliefs that are reflected by intrinsic factors (Ajzen, 1991). Beliefs were categorized into three categories: (1) behavioral beliefs that influence attitudes toward behavior as beliefs related to the consequences of actions. If a person believes that behavior will lead to positive result, he will have a positive attitude toward that behavior, while the person who believes that the behavior will lead to negative result will not. (2) Normative beliefs, which determine reference conformity, are beliefs that a specific person or group thinks they should or should not perform that behavior. On the other hand, if an individual believes that other people who are important to him think that he should not perform the behavior, he will not. (3) Control beliefs underlying cognitive behavioral control are beliefs about the presence or absence of resources. For the basis of emotions and feelings, human behavior patterns can be divided into two types (Phoomphatthakom, 1997): (1) Overt behavior as the behavior that a person expresses to cause others to see and observe, such as walking, laughing, talking, smiling. (2) Intrinsic

behavior or covert behavior as the behavior that the person has already exhibited, but others cannot see or notice it directly. A person tends not to tell or show something to others, such as thoughts, emotions, and perceptions.

Education to Entrepreneurship (EE) Factors: Good entrepreneurs should have the qualifications of responsibility for work to meet the needs of consumers in a fair manner. They need to have ethics and business ethics to be accepted by the society and able to operate business stably. Characteristics of a good entrepreneur (Bachnik & Samolej, 2018) are: (1) Willingness to succeed by investing and reinvesting. Good entrepreneurs have to work hard, almost no days off, because they have to plan, decide, implement and solve problems all the time. These characteristics require strong family support. (2) Self-confidence: Self-confident people have high self-esteem and are not afraid to fight against problems and obstacles, thus having a high chance of achieving the goals set forth. This feature will enable those who work with them or others to have confidence as well. (3) Having a clear business idea: Entrepreneurs must know what business they are in, and what their product or service is. They need to be aware of their strength and weakness when faced with their competitors. (4) Having a systematic plan (a business plan): Having only good business ideas does not guarantee that entrepreneurs will be successful (Khanthapa, 2020), but a systematic roadmap known as a business plan could help. (5) Exact control of finances: Many entrepreneurs successfully build themselves up through specialized skills and innovative production. (6) Have the ability to market (targeted marketing) in a specific era of competition: Marketing competence is an important skill that enables businesses to survive (Khanthanapha, 1972). (7) A step ahead of the competition: A good entrepreneur must be able to predict accurately the market and competitive conditions. (8) Have a good source of support (management support): Successful entrepreneurs are often people who know their networks, and various sources of support that affect their business. (9) Have the skills to coordinate (cooperation): Sharpen the skills to coordinate both within the business and outside including having good human relations, communication skills, commanding, and creative leadership. (10) Having an appropriate organization (clear company structure): Having a clear, uncomplicated chain of command, suitable for the size of business that can be adjusted periodically as the organization grows (Bachnik & Samolej, 2018). All these ten features have a direct impact on the production and operations, marketing, and costs of an entity.

Although the decision to choose a location does not occur often, each type of business has different characteristics, strategies and goals. And the methods entrepreneurs use to decide the location vary because the decision will affect the ability to make profit and exploit competitive advantage. Therefore, entrepreneurs need to be careful in choosing the location of the business. *Location* is important to the production of the organization's operations. Site selection is essential in the process of studying and analyzing the data to define the places where the business can operate with convenience and efficiency by considering costs, revenues, relationships with personnel, customers, and suppliers of raw materials as well as the operating environment in the type of business. There are many types of operations that can be carried out, including the nature of business operations. They can be classified as a manufacturing business, distribution and service, or categorized according to the nature of ownership in the form of partnerships, companies, cooperatives,

state enterprises and business operations as franchises; businesses can be classified as small, medium or large; each type of business operations has different characteristics in its establishment. In choosing any type of business, the entrepreneur must consider knowledge, ability, and readiness of each operator, but most importantly, it must be consistent with the ability to meet market demands in particular locations.

Factors of Intention to become an entrepreneur: (Entrepreneurship Intention: EI): EI is a characteristic of successful entrepreneurs. Anyone who wants to run one's own business needs to have an entrepreneurial instinct and always be eager to find a golden channel for business investment. To be an entrepreneur is necessary to overcome any obstacles that will happen, with the determination to succeed, be patient, continue to work hard and be committed to the work to achieve success. Such characteristics are as follows: (1) Risk Taking "Business" and "Risk" belongs to the entrepreneur who works with challenging knowledge and own abilities. (2) Wanting to focus on success (need for achievement) when seeing opportunities with careful consideration (Fishbein & Aizen, 2015). Entrepreneurs will strive to use the energy of thinking and intelligence, and all abilities, work hard and devote to work (Wang, Yuen, Wong & Li, 2020) in order to achieve success through appropriate channels. (3) Creative Thinking: Be innovative, apply past experiences to create new and better methods for business administration, assess the problem and find a practical solution. A good entrepreneur needs to find a way to develop a product or service and improve operational processes all the time. (4) Know how to commit to goals (addict to goals) and imagine success and what to do if it fails and how to fix it. (5) The ability to convince others (ability to motivate): Have the ability to convince others to cooperate to help in the work, know how to use the ability to work, build positive attitude and motivation. (6) Stand up to hard work: Work to the best of your ability, even if faced with problems and obstacles. (7) Take past experiences as lessons (learning from experience): Identify problems and lessons to apply to tasks or improve and change it to a good success. (8) Have the ability to manage and have good leadership (management and leadership capability): Have leadership characteristics and know the principles of good management. (9) Have self-confidence (be self-confident): Have confidence in their own abilities, be independent, self-reliant, confident, determined, resolute and strong as a leader (Phan, 2002). (10) Visionary: Experienced to accurately analyze future events and be ready for any changes. (11). Responsibility: Responsible for the work done well. Being a leader in doing things, an entrepreneur often takes an initiative in doing things by himself or assign others to take care until the work is accomplished according to the goals set. (12) Enthusiastic and does not stop to work full of energy: Lively enthusiasm that is hard to resist. (13) Pursuing more knowledge: Take new knowledge to help analyze changing situations. Knowledge never ends and can be gained from training seminars and reading books to increases knowledge. (14) Can make decisions and attempt: Dare to make decisions with firmness and courage. A good entrepreneur needs to believe in himself for getting the work done (Crant, 1966) (15). Independent: Entrepreneurs who are just starting their business often use leadership as their authority only to find out that they need to push those subordinates around to get the job done to attain success. (16) Focus on current situation: Entrepreneurs must do their best in the present time and thinking about the future through careful planning. (17) Adaptable: Need to believe in one's ability to adapt to the needs of

the environment. (18) Be self-sufficient (self-assessment): Do something self-sufficiently, not beyond the ability.

7. Research Methodology

The researchers used a causal model by obtaining response data from the questionnaire for *primary variables* with latent factors in personal factors, social personality trait factors, entrepreneurial attitude factors, social norm factors, cognitive factors to control behavior, and educational factors for entrepreneurship that affect *the dependent variable* in the entrepreneurial intention factors.

The participants came from the business administration programs at two private universities in Nong Khaem District, Bangkok. Two hundred and fifty-six students were selected by a two-stage sampling method and simplified sampling to re-examine the causal model and analyze the results using the SPSS program.

8. Summary of Research Results

The results of the research can be summarized as follows:

The respondents were 256 fourth-year students of the Faculty of Business

Administration in two private universities in Bangkok.

Gender: Female = 168 (65.60%); Male = 88 (34.40%)

Age: 25-27 years = 192 (75.00%); 28-30 = 59 (23.00%)

Major: Marketing = 48 (18.75%); Accounting = 43 (16.80%);

Digital marketing = 40 (15.63%); Management = 40 (15.63%);

Digital Business Computer = 24 (9.38%);

Digital Business Information Systems = 23 (8.98%);

Commercial Innovation Management = 20 (7.81%)

Human Resource Management = 18 (7.03%)

Table 1 shows that the causal factors affecting the intention to become an entrepreneur of the business administration students: Entrepreneurship ($\bar{x}=4.02$, SD = 0.49), followed by educational management to entrepreneurship factor ($\bar{x}=4.00$, S.D = 0.61), personality factor and social norm factor ($\bar{x}=3.84$, SD = 0.51 and $\bar{x}=3.84$, S.D = 0.69), respectively.

Table 1: Mean and Standard Deviation of Opinions Regarding the Causal Factors for Entrepreneurial Intentions of the Participating Students in Business Administration

Intention to become entrepreneur	\bar{x}	S.D.	Comment Level
Personality Factor (PT)	3.84	0.51	a lot
Entrepreneurial Attitude Factors (AT)	4.02	0.49	a lot
Social Norm Factor (SN)	3.84	0.69	a lot
Factors in Educational Management to Entrepreneurship (EE)	4.00	0.61	a lot
Behavioral Control Cognitive Factors (PB)	3.78	0.68	a lot

Table 2 presents the correlation coefficient between personality trait factors: The Attitude Factors for an entrepreneur's social norm factor. Factors of perception of ability to control behavior, and Factors of educational management toward entrepreneurship and Intention to become entrepreneurs of students in business administration.

Table 2: The Correlation Coefficient between Personality Trait Factors. (n = 256)

Factor	PT	AT	SN	PB	EE	EI
Personality Traits: PT	1	0.678**	0.551**	0.557**	0.391**	0.504**
Attitude: AT	0.678**	1	0.496**	0.605**	0.500**	0.602**
Subjective Norms: SN	0.551**	0.496**	1	0.578**	0.240**	0.397**
Perceived Behavioral Control: PB	0.557**	0.605**	0.578**	1	0.469**	0.565**
Education to Entrepreneurship: EE	0.391**	0.500**	0.240**	0.469**	1	0.532**
Entrepreneurship Intention: EI	0.504**	0.602**	0.397**	0.565**	0.532**	1

** Statistically significant at the .01 level

* Statistically significant at the .05 level

Table 2 reports personality trait factors (PT), attitude factors (PT), entrepreneurship factor, social norm factor (SN), perceived control factor, behavior (PB) and behavioral factor (PB). The entrepreneurship (EE) factor was statistically correlated with the intention to become entrepreneurs of the participating students at the level of 0.01. For all factors by personality trait factors (PT). = 0.504), entrepreneurial attitude factor (AT = 0.602), behavioral control cognition factor (PB = 0.565), and educational management to entrepreneurship factor (EE = 0.532), and the intent (EI) to become entrepreneurs of the business administration students was highly correlated (PT = 0.504, AT = 0.602, PB = 0.565, EE = 0.532, SN = 0.397, respectively). It should be noted that the factor of intent to become an entrepreneur of the business administration (EI) students were at low correlation (EI = 0.168).

The correlation of causal factors to entrepreneurial intentions of business administration students was that personality trait factors influenced causal factors for entrepreneurial intentions of business administration students. The opinion level was at a high level (\bar{X} = 3.84, S.D = 0.51). The personality trait factors affecting entrepreneurial intentions were innovative ability (\bar{X} = 4.04, S.D = 0.76), creativity (\bar{X} = 3.99, S.D = 0.76) and self-confidence (\bar{X} = 3.96, S.D = 0.71).

The correlation of factors affecting the causal factors for entrepreneurial intentions of business administration students regarding their opinions was at a high level (\bar{X} = 4.02, S.D = 0.49). The factors of entrepreneurial attitude affecting the causal factor for the entrepreneurial intention of business administration students were preferring to be entrepreneurs rather than being employees in large companies/organizations (\bar{X} = 4.36, S.D = 0.70), to be an entrepreneur in a self-established business rather than a manager in an existing company (\bar{X} = 4.15, S.D = 0.71), and to be an entrepreneur contributing to the stability of the country's economy and society (\bar{X} = 4.11, S.D = 0.75).

The causal factors for entrepreneurial intentions of business administration students focused on social normative factors affecting students' entrepreneurial intentions regarding their opinion at a high level (\bar{X} = 3.84, S.D = 0.69). The social normative factors affecting the causal factors for entrepreneurial intentions of business administration students were family and peer support in starting their own business (\bar{X} = 3.95, S.D = 0.81), being an entrepreneur supported by the family (\bar{X} = 3.93, S.D = 0.77), and peers' support (\bar{X} = 3.65, S.D = 0.91).

The causal factors for entrepreneurial intention of business administration students were cognitive factors, behavior control ability and influence on student's willingness to become entrepreneurs regarding their opinion at a high level (\bar{X} = 3.78, S.D = 0.68). The

researchers found the first three in order: Confidence in success if starting your own business (\bar{X} =3.88, S.D = 0.77), Starting your own business is easy (\bar{X} =3.84, SD=0.79), and Starting a business in one's own as the best way to take advantage of education (\bar{X} = 3.82, SD = 0.77).

The causal factors for entrepreneurial intention of business administration students were factors in education toward entrepreneurship regarding their opinion level at a high level (\bar{X} = 4.00, SD = 0.61). The area of knowledge that should be presented in the entrepreneurial education course should be developed in the order: Knowledge of the entrepreneurial environment (\bar{X} = 4.11, SD = 0.76), Increased acceptance of entrepreneurial image (\bar{X} = 4.00, SD = 0.74), and Competence required for entrepreneurship (\bar{X} = 3.99, SD = 0.69).

Of the 256 respondents, 216 (84.40%) studied about entrepreneurship to create new businesses, and 40 (15.60%) never studied about entrepreneurship to create a new business.

The researchers also found that the factors affecting entrepreneurial intention of business administration students having studied about entrepreneurship to create a new business: Factors in education toward entrepreneurship affecting students' intention to become entrepreneurs regarding their opinion were at a moderate level (\bar{X} = 3.50, SD = 1.58). The extent of knowledge that should be in the course of study to create entrepreneurs was found in an order: first, the knowledge of the entrepreneurial environment (\bar{X} = 3.55, SD = 1.65) with the opinion level at a high level; second, the recognition of the image (\bar{X} = 3.53, S.D = 1.65); and third, the competence required for entrepreneurship (\bar{X} = 3.46, S.D = 1.61) which was rather moderate.

The causal factors affecting entrepreneurial intentions of business administration students were at the level in the intention to become entrepreneurs (\bar{X} = 3.99, SD = 0.58). All opinions on entrepreneurial intentions were at a high level in an order: first, the readiness to do things to become an entrepreneur (\bar{X} = 4.14, SD = 0.73); second, a career goal on becoming an entrepreneur. (\bar{X} =4.05, SD=0.73); and third, effort to start and run their own business (\bar{X} =4.04, SD=0.72).

Table 3: The Results of a Procedural Multiple Regression Analysis of the Relationship of Factors Affecting Entrepreneurial Intention of Business Administration Students

forecast variable	R	R ²	Adjusted R ²	b	S.E.est	β	t	Sig
The Entrepreneurial Attitude Factors (AT)	0.602	0.362	0.359	0.379	0.071	0.324	5.361**	0.000
Factors in Educational Management to Entrepreneurship (EE)	0.658	.433	0.429	0.237	0.051	0.252	4.322**	0.000
Behavioral Control Cognitive Factors (PB)	0.686	0.470	0.434	0.213	0.051	0.250	4.207**	0.000
Constant (a) = 0.711 S.E.est = 0.42120								

** Statistically significant at the .01 level

Table 3 reports the entrepreneurial attitude factor (AT), the Education Entrepreneurship (EE) and the Cognitive Factors (PB) as predicting the entrepreneurial intention of the business administration (EI) students statistically significant at the 0.1 level, where the

three variables predicted 47 percent of the entrepreneurial intent, with the standard forecast error (S.E.est) at 0.42120.

9. Discussion of Results

Research findings on the entrepreneurial intentions of business administration students were discussed by factors as follows:

Personality Traits Factors Affecting Entrepreneurial Intent of Business Administration Students: Their opinion level was at a high level ($\bar{X} = 3.84$, $SD = 0.51$), which corresponds to the earlier result reported by Smithikrai (2005) who found that the relationship of factors affecting entrepreneurial intentions of business administration students was at a high level. Hongphaisanwiwat (1996) who studied the characteristics of entrepreneurs in the manufacturing business, distribution and service also found that entrepreneurs in different types of businesses show similar characteristics of entrepreneurs in six aspects in a descending order: (1) ability to see business opportunities, (2) achievement motivation, (3) leadership, (4) economic rationality, and (6) confidence. This point was consistent with the research finding on personality for success of small businesses by Levinson, Hancock & Fishman (2008). Personality traits for success included patience, aggression, being thoughtful and imaginative, wit and sensitivity to the surrounding environment, sensitivity and ego strength (Galbreath, Lucianetti, Thomas & Tisch, 2020) The Hutt study (1994) and Peng (2018) suggested the attributes of entrepreneurship in two aspects, namely risk taking and proactive action. The study by Busenitz, et al., (2003) proposed three areas of entrepreneurship in innovation capability: Innovativeness, Proactiveness, and Risk Taking. Gielnik et al. (2002) outlined six attributes of entrepreneurship: autonomy, economic competence, innovativeness, risk taking, competitive aggressiveness, stability and learning, and a passion for success. Similar research findings were also reported by Linan & Fayolle (2015) regarding the characteristics of entrepreneurs in five aspects: Autonomy, Innovativeness, Risk-Taking, Proactiveness, and Competitive Aggressiveness.

The attitude toward entrepreneurship factors influenced the students' intention to become entrepreneurs. Their opinion was at a high level ($\bar{X} = 4.02$, $S.D = 0.49$), which was consistent with the study by Chancharoensuk (1999) who studied the attitude toward being entrepreneurs of the School of Business Administration students at Rajamangala Institute of Technology Payap Campus. The study reported that the sample group had a positive attitude toward entrepreneurship, but after graduation, only 20.7% of students have become entrepreneurs. Scott & Twomey (1988, cited in Smithikrai, 2004) found that parental influence and work experience played an important role in raising students' perceptions about doing business, and their attitude toward entrepreneurship. Blackburn & Smallbone (2008) reported similar results in that people desiring to run their own business are often those who come from families where their parents have their own businesses.

The subjective norm factors affect the students' intention to be entrepreneurs at a high level ($\bar{X} = 3.84$, $SD = 0.69$). The finding was consistent with the result reported Corman, Benjamin, & Paula, (1988). If a person's job can meet his needs or expectations, he will feel satisfied with the job. Therefore, expectations impact a person's decision-making. In Thailand, families are known to influence the individual decision-making and gain support from family members and networks (Smithikrai, 2004).

The perceived behavioral control factors affect the students' entrepreneurial intention at a high level ($\bar{X} = 3.78$, S.D = 0.68). This finding was consistent with the study of Bandura (2019) in that self-belief is a mechanism for controlling the actions of a person. Those who do not believe in themselves will try to escape from work or work with stress and anxiety when faced with obstacles.

The factors in education to entrepreneurship affect the students' willingness to become entrepreneurs at a high level ($\bar{X} = 4.00$, SD = 0.61). Such a result was reported earlier by Parnell, Crandall & Menefee (1995) who found that American students were more likely to start their own businesses after graduating than Egyptian students, because of different education systems. Martz, Neil, Biscaccianti & Williams (2007) confirmed such research finding in their study with students from the United States, the United Kingdom and France and found that American students have more desire and willingness to devote their time to become entrepreneurs. Mason (2011) found an upward trend in entrepreneurial production and entrepreneurship training in countries, such as China, South Africa, Ireland, and Malaysia, in education and training of entrepreneurs. Nnditshen & Muofhe (2011) found that students who studied entrepreneurship had more intentions to become entrepreneurs than those who did not study entrepreneurship. In this regard, entrepreneurship education and the entrepreneurial model account for students' intention to be an entrepreneur and pursue a business career.

The causal factors for the business administration students' intention to become entrepreneurs of the business administration students were at a high level ($\bar{X} = 3.99$, S.D = 0.58), consistent with the study of Ajzen's Theory of Planned Behavior (1985). The factors affecting the intention to be an entrepreneur hold three variables or components of intention: (1) Attitude toward Behavior--how a person feels about an action and including the consequences that will occur. (2) Social Norms--the perception that other people who are important have influence. (3) Perceived Behavioral Control--how much a person perceives himself to have ability to control the action.

The factors related to willingness to become entrepreneurs were in four that were highly correlated: (1) Personality Characteristics Factor, (2) Entrepreneurial Attitude Factors, (3) Cognitive Factors for Behavioral Control, and (4) Factors in Educational Management to Entrepreneurship--all can predict a person's intention to become an entrepreneur.

In this study the researchers were able to confirm the predictive power of Entrepreneurial Attitude Factor (AT), Factor in Educational Management, Entrepreneurship (EE), and Cognitive Behavioral Control (PB) factors as statistically predictive of entrepreneurial intent among the business administration (EI) students under study. Two earlier local studies helped confirm such finding: (1) Phan (2002) studied undergraduate and postgraduate 13,014 students enrolled in universities across Asia and found Attitudes as highly predictive of entrepreneurial intentions. (2) Smithikrai (2004) also found the entrepreneurial potential of Thai university students in that Attitude toward entrepreneurship, Social norms and Perceived entrepreneurial possibilities can jointly predict entrepreneurial intentions of university students in Thailand.

10. Research Suggestions

10.1 Research Limitations

The researchers acknowledged research limitation in sampling--only two private universities in Bangkok. Therefore, the course guidelines and the teaching and learning arrangements may be different from other government higher education institutions in terms of expenses, the odds in the labor market, faith in the institution, strength in the body of knowledge, academic and study intention, which will affect the intention to become entrepreneurs of business administration students. It should be noted that Thai private universities nowadays tend to focus more on the production of business students as entrepreneurs than academics in specialized fields.

10.2 Research Benefits

This research identified the characteristics of business administration students to become entrepreneurs. The findings on the identified characteristics as well as the causal factors for entrepreneurial intention could be used for curriculum development, courses and work-related internship pertinent to the needs of business administration students. The development of entrepreneurship helps integrate business education knowledge and applications regarding business opportunities for a person to start a business based on knowledge derived from disciplines in accounting, finance, marketing, management, and business environment.

10.3 Recommendations for Future Research

The researchers would like to see further studies related to the obtained findings in the present study: Entrepreneurial Attitude Factor (AT) as an important factor affecting other factors, namely, educational management to entrepreneurship (EE) and controllability factor, Behavior (PB), and entrepreneurial intentions (EI) among business-major students in higher education institutions nationwide. It was also expected that the inclusion of more higher education institutions with business and entrepreneurship programs can determine the consistency of the data and obtained findings to benefit in-service training programs of business organizations as well as higher education courses and programs in business administration and entrepreneurship development.

11. The Authors

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