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**ASSUMPTION UNIVERSITY**

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Assumption University of Thailand

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the Study**

Entrepreneurship plays a critical role in driving economic development, job creation, and innovation. It serves an integral part in a nation's economic progress in the context of global competition and is intimately related to the creative sectors. Hence, knowing what influences university students' intents to start their own business has become a crucial field of study, particularly in nations like Thailand that are experiencing fast social and economic development. In order to advocate policies that support economic growth, encourage entrepreneurship, and mold the nation's future of innovation, this study looks into the factors that predict entrepreneurial tendencies among university students in Thailand.

### **1.2 Main Research Problems**

Though we have started to uncover the factors that influence entrepreneurial intention, it is still uncertain whether entrepreneurial intention has any impact on entrepreneurial university climate, entrepreneurial curricula, entrepreneurial knowledge, financial motivation and entrepreneurial capacity. Our study intends to investigate this problem.

### **1.3 Research Questions**

1. Does the entrepreneurial university climate affect entrepreneurial intention among Thai undergraduates students?
2. Does entrepreneurial curricula affect entrepreneurial intention among Thai undergraduates students?
3. Does entrepreneurial knowledge affect entrepreneurial intention among Thai undergraduates students?
4. Does financial motivation affect entrepreneurial intention among Thai undergraduates students?

5. Does entrepreneurial capacity affect entrepreneurial intention among Thai undergraduates students?
6. Does university climate, entrepreneurial curricula, entrepreneurial knowledge, financial motivation and entrepreneurial capacity affect entrepreneurial intention among undergraduate students in Thailand?

#### **1.4 Research Objectives**

1. To investigate how entrepreneurial university climate affects entrepreneurial intention among undergraduate students in Thailand.
2. To investigate how entrepreneurial curricula entrepreneurial intention among undergraduate students in Thailand.
3. To investigate how entrepreneurial knowledge affects entrepreneurial intention among undergraduate students in Thailand.
4. To investigate how financial motivation affects entrepreneurial intention among undergraduate students in Thailand.
5. To investigate how entrepreneurial capacity affects entrepreneurial intention among undergraduate students in Thailand.
6. To investigate the effects of entrepreneurial university climate, entrepreneurial curricula, entrepreneurial knowledge, and financial motivation on entrepreneurial intention among undergraduate students in Thailand.

## CHAPTER 2

### LITERATURE REVIEW

In the literature review, we explore the relationship of four independent variables—Entrepreneurial University Climate, Entrepreneurial Curricula, Entrepreneurial Knowledge, Financial Motivation, and Entrepreneurial Capacity—with the dependent variable, which is entrepreneurial intention.

#### **2.1 Entrepreneurial Intention**

Entrepreneurial Intention is the individual's willingness (Shinnar et al., 2012) or desire (Bae et al., 2014) to pursue a self-employed career Shiri, N., Mohammadi, D., & Hosseini, S. M. (2012). Shiri, N., Mohammadi, D., & Hosseini, S. M. (2012) provides four main findings. First, PSN and psychological capital have a positive significant effect on EI. Second, PSN contributes more to this effect than psychological capital. Third, PSN has a positive and significant effect on psychological capital. Lastly, psychological capital positively mediates the relationship between PSN and EI.

The intention to exhibit a specific type of behavior is influenced by a few factors, such as attitude toward the behavior, subjective norms, and perceived behavioral control. (Fumihiko Isada, Han-Ching Lin, Yuriko Isada, 2015). Mean that, many factor such as behavior, social norm or perceived behavioral control have an effect toward entrepreneurship intention on student in Japan. [68]

The study done in a public university of Atlantic Canada found that the university's Entrepreneurial Support System (ESS) can influence students' perceptions of important reference people's opinions on their entrepreneurial prospects, impacting entrepreneurial intention (EI) through proximal precursors, with a positive but relatively low importance in the mathematical model of EI, providing insights for universities to evaluate initiatives promoting innovation and entrepreneurship. (Bazan, 2022)

This study explores factors influencing entrepreneurial behavior, focusing on social, societal, and personality factors. Surveys of 589 junior and senior students from one American and one Turkish university reveal a positive attitude towards entrepreneurship but low intention levels. Personality attributes like optimism and risk-taking correlate with entrepreneurial intention. Exposure to cultural activities fosters innovation. Both U.S. and Turkish students express a need for more entrepreneurship education, with differing perceptions of risk and economic conditions affecting their intentions. (Ozaralli, N., & Rivenburgh, N. K. (2016). Entrepreneurial intention: antecedents to entrepreneurial behavior in the USA and Türkiye. *Journal of Global Entrepreneurship Research*, 6, 1-32.)

Entrepreneurial education programs are expanding globally, reflecting the recognized significance of entrepreneurship in economic advancement (Low & MacMillan, 1988; Henry, Hill, & Leitch, 2005a; Souitaris, Zerbinati, & Al-Laham, 2007). These initiatives aim to promote self-employment as a viable career path, yet their effectiveness in shaping entrepreneurial intentions and actual ventures remains debated (Matlay, 2006; Harris, Gibson, & Taylor, 2008). This study proposes evaluating the impact of formal entrepreneurial education on individuals' intentions, suggesting that acquiring entrepreneurial knowledge positively influences such intentions, crucial predictors of new venture creation.

In conclusion, these studies highlight the importance of factors such as psychological capital, social networks, attitude, subjective norms, perceived behavioral control, personality attributes, exposure to cultural activities, and entrepreneurship education in shaping entrepreneurial intentions among students. Understanding these factors and their influence can help universities and policymakers design effective initiatives to promote entrepreneurship and support aspiring entrepreneurs in their career pursuits.

## **2.2 Entrepreneurial university climate**

Entrepreneurial university climate defined as 'students' individual perceptions of university characteristics associated with entrepreneurial activities' (Cui, J. (2021) (Cui, J. (2021) found that the entrepreneurial climate at the institution plays a moderating role between EC and EM, though it is the strongest for the competence teaching model.

Sim, M. S. C., Galloway, J. E., Ramos, H. M., & Mustafa, M. J. (2023) considering that the mediating role of entrepreneurial climate, in the relationship between university support for entrepreneurship and students' entrepreneurial intentions, this study provides a complementary and contextualized perspective, to existing studies, which have traditionally focused on the mediating role of individual attributes. Doing so provides further evidence of entrepreneurial universities in fostering entrepreneurship.

Aujum,Farrukh,Heidler,Diaz(2020) discovered that the perception of university support moderates the relationship between perceived creativity disposition and entrepreneurial intention.

Lu, G., Song, Y., & Pan, B. (2021) Findings also indicate that university entrepreneurship support positively impacts students' entrepreneurial intentions,

although it is not a very strong relationship. Moreover, university entrepreneurship support positively affects entrepreneurial attitude, subjective norms, and entrepreneurial self-efficacy, which in turn determines entrepreneurial intention. Wang, C. K., Wong, P. K., & Lu, Q. (2001, June). Entrepreneurial intentions and tertiary education. In Conference on Technological Entrepreneurship in the Emerging Regions of the New Millennium (pp. 28-30).

Küttim, M., Kallaste, M., Venesaar, U., & Kiis, A. (2014) indicate that what is offered is not necessarily the most demanded in entrepreneurship education as lectures and seminars are provided more, but networking and coaching activities are expected more by the students.

Participation in entrepreneurship education was found to exert positive impact on entrepreneurial intentions.

In conclusion from the literature reviews, we found that there is positive relationship among

this research which indicates that entrepreneurial university climate has positively impacts to student's entrepreneurial intentions.

### **2.3 Entrepreneurial Curricula**

The study reveals a positive outlook on entrepreneurship among students, indicating potential growth in entrepreneurial careers for graduates. However, it emphasizes the necessity of training programs to boost skills and foster interest in entrepreneurship. It also confirms that male individuals, particularly those aged 31-45, show the highest entrepreneurial intention, often influenced by familial role models. Conversely, female students exhibit lower entrepreneurial intentions, highlighting the need for continuous efforts to promote female entrepreneurship. Universities should actively collaborate with support agencies to raise awareness of available assistance, ultimately fostering entrepreneurial intentions among students. (Leong, C. K. (2008). Entrepreneurial intention: an empirical study among Open University Malaysia (OUM) students (Doctoral dissertation, Open University Malaysia (OUM)).)

Limited research connects entrepreneurial intention to startup preparations among business students, overlooking their significant potential as entrepreneurs. This gap is critical in Malaysia, where government efforts to promote entrepreneurship among graduates have faced challenges. This study aims to bridge this gap by exploring factors influencing entrepreneurial intentions and startup preparations among business students at Malaysian universities. (Mamun, A. A., Nawi, N. B. C., Mohiuddin, M., Shamsudin, S. F. F. B., & Fazal, S. A. (2017). Entrepreneurial intention and startup preparation: A study among business students in Malaysia. *Journal of Education for business*, 92(6), 296-314.)

The study examines how entrepreneurship education, attitudes, norms, and control influence Chinese students' entrepreneurial intentions in Madrid universities. While current programs lack effectiveness, subjective norms, entrepreneurial skills, and perceived control positively impact intentions. Recommendations include partnering with external companies, hosting events to enhance the entrepreneurial image, and collaborating with business incubators to support students' creativity and opportunity recognition. Providing encouragement and support for implementing entrepreneurial ideas is also crucial. (Lin, S., De-Pablos-Heredero, C., Botella, J. L. M., & Lian, C. L. (2023). Influence of entrepreneurship education on the entrepreneurial intention of Chinese students enrolled at universities in the Community of Madrid. *IEEE Access*.)

This study explores entrepreneurship intentions among diploma and bachelor's degree students using the theory of planned behavior. It highlights how education level influences entrepreneurial intentions, suggesting that lower educational backgrounds may lead to less prudent intentions. The study's application in Malaysia offers a valuable tool for future research in assessing and developing these factors. (NOOR, N. H. M., MALEK, E. N., YAACOB, M. A., & OMAR, N. (2021). Predicting the entrepreneurship intention of undergraduate university students in Malaysia: A comparison study. *Trends in Undergraduate Research*, 4(1), g1-9.)

This study investigates the impact of entrepreneurial competencies on students' entrepreneurial intentions, involving 333 commerce students at Universiti Malaysia Kelantan. Results show that competencies like recognizing opportunities and entrepreneurial training significantly affect intentions. It suggests policymakers and institutions prioritize programs to enhance these competencies, aiming to reduce graduate unemployment and promote economic growth in Malaysia. (Al Mamun, A., Nawi, N. B. C., & Shamsudin, S. F. F. B. (2016). Examining the effects of entrepreneurial competencies on students' entrepreneurial intention. *Mediterranean Journal of Social Sciences*, 7(2), 119.)

In conclusion, the studies emphasize the importance of education, training, support, and collaboration in fostering entrepreneurial intentions and preparing students for successful entrepreneurship, especially in regions like Malaysia.

## 2.4 Entrepreneurial Knowledge

Entrepreneurship education has been shown to stimulate entrepreneurial intentions, with programs such as lectures, seminars, mentoring sessions, and business plan competitions contributing to this effect (Vanevenhoven & Ligouri, 2013; Souitaris et al., 2007; Peterman & Kennedy, 2003).

Recognizing the significance of entrepreneurship education, it is acknowledged as a critical element in cultivating an entrepreneurial mindset among young individuals (Gorman et al., 1997; Kourilsky and Walstad, 1998). Given the profound impact education can have on the attitudes and aspirations of youth, it is imperative to explore methods of fostering and guiding potential entrepreneurs while they are still in school.

Entrepreneurship education is recognized as pivotal in fostering an entrepreneurial mindset among youth, influencing their attitudes and aspirations (Gorman et al., 1997; Kourilsky and Walstad, 1998). Understanding and nurturing the entrepreneurial potential of students, especially in tertiary education, is crucial for future entrepreneurial activities and national economic growth. Yet, empirical studies on the entrepreneurial intentions of tertiary students and the impact of education are lacking. Such research is essential for informing the development of educational programs, addressing current weaknesses, and guiding educational policy.

Current research focuses on understanding the factors influencing entrepreneurial success, with an emphasis on resource acquisition and value creation. While existing studies delve into the entrepreneurial process, they often overlook the traits that predispose individuals to entrepreneurship. Some recent studies, such as Kourilsky and Walstad (1998), investigate the pre-entrepreneurial characteristics of students to inform entrepreneurship education. Our study contributes to this by examining the pre-entrepreneurial traits of Asian non-business students, categorizing them into beliefs about entrepreneurship education and success, attitudes toward entrepreneurship, and personal background. (Kourilsky & Walstad, 1998)

Entrepreneurship research focuses on understanding why entrepreneurs act, particularly their intentions. Past studies have explored numerous factors influencing these intentions, offering insights for educators. However, there is a gap in understanding how contextual factors affect entrepreneurial intention formation. Scholars emphasize the need for an integrated framework to address this gap. (Stevenson & Jarillo, 1990; Krueger & Carsrud, 1993; Gelderen et al., 2006; Liñán & Fayolle, 2015; Tsai et al., 2016; Tolentino et al., 2014; Verheul et al., 2009, 2012)

Ultimately, Entrepreneurship education shapes students' attitudes toward entrepreneurship, crucial for fostering an entrepreneurial mindset and future economic growth. However, there is a lack of empirical studies on students' entrepreneurial intentions and the impact of education. Understanding these factors is vital for informing educational programs and policies. Additionally, entrepreneurship research stresses the need for an integrated framework to consider contextual influences on entrepreneurial intentions.

## **2.5 Financial Motivation**

Entrepreneurial motivation is vital in translating entrepreneurial intention into action (Malebana, M. J., 2014). On the other hand, financial motivation is crucial to transform entrepreneurial intention into a piece of work for a company.

Research confirms that intentions play an important role in the decision to start a new firm (Nurdan Ozaralli, Nancy K. Rivenburgh, 2016). On the other hand, in order to make a big decision like operate new firm entrepreneur intention and financial motivation is an important part.

Financial motivation is a way to educate entrepreneurship to enhance entrepreneurial intention (Takumi Ohashi, 2021). In another word, financial motivation is one way to educate entrepreneurship which will result in higher entrepreneurial intention which can enhance.

Entrepreneurs play a major role in the economic and social development of a country and its economy. Specifically, entrepreneurs present new ideas, and seize available opportunities, which in turn results in reduced unemployment (Dutta & Meierrieks, [2021](#)). In another word, financial motivation plays an important role for entrepreneurial and social development in the economy, to present a new idea and seek more opportunities.

Entrepreneurship perceived behavioral control and entrepreneurial education positively influences the students to choose entrepreneurship as a career. (Hasnan Baber,[2022](#)). Which means that financial motivation has the power to enhance students moving forward toward behavioral control and entrepreneurial education.

In conclusion, financial motivation plays an important role that has a big impact toward entrepreneurial intention. Manipulating people to work by offering them rewards like money to make people work more effectively and efficiently.

## **2.6 Entrepreneurial Capacity**

Entrepreneurial capacity is composed of four fundamental skills: accomplishment, planning, social relationship, and creativity (Mavila, 2009).

This research reveals that self-efficacy affects the ability to be an entrepreneur through areas such as marketing, innovation, management, taking risks, and financial control, with task difficulty and complexity playing a significant role in explaining business success and entrepreneurial intentions (José Luis Neri Torres & Warren Watson, 2013).

Creativity, family business environment, and teacher creativity significantly influence the relationship between self-efficacy and entrepreneurial capacity, with students having an entrepreneurial background being more likely to start a business (Valdez-Juárez & Pérez-De-Lema, 2023).

Additionally, multiple intelligences affect entrepreneurial capacity, and methods to enhance it from early education stages are highlighted, although Naturalistic Intelligence has minimal impact on sustainable projects, suggesting further analysis is needed (López-Leyva et al., 2022).

Lastly, there are some negative facts that corruption negatively affects Mexican university students' entrepreneurial capacity, emphasizing the importance of a family business background, particularly for female, STEM, and low-income students, and stressing the need for entrepreneurship education programs in higher education, especially in STEM fields (Castelló-Sirvent & Pinazo-Dallenbach, 2021).

In conclusion, the research highlights that entrepreneurial capacity is influenced by factors such as self-efficacy, education, family environment, and socio-economic conditions, emphasizing the importance of improving entrepreneurship education, tackling corruption, and creating supportive environments for fostering entrepreneurial talent in university students.

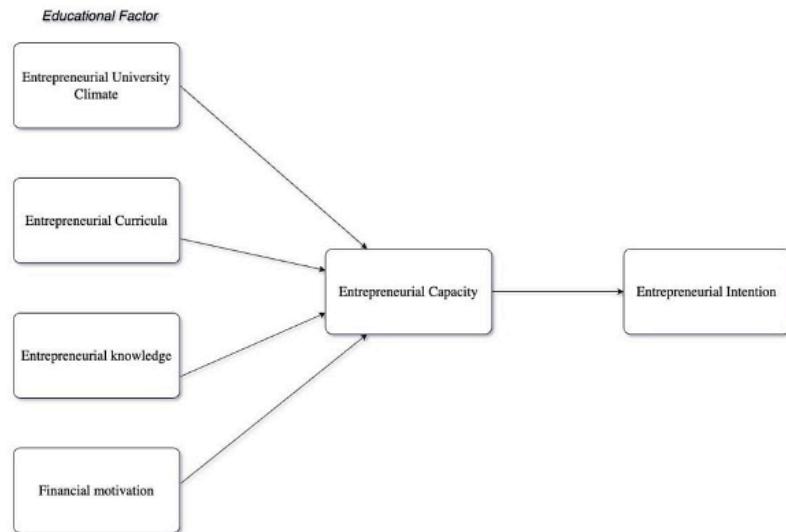
## **2.7 Summary**

In conclusion, research indicates that the independent variables entrepreneurial university climate, entrepreneurial curricula, entrepreneurial knowledge, financial motivation, and entrepreneurial capacity demonstrate a relationship with entrepreneurial intention.

## **2.8 The conceptual framework**

**Figure 2.1: Conceptual Framework**

## Factors Influencing Entrepreneurial Intention Among Thai Undergraduates



**Table 2.1: List of Control Variables**

| Variable with<br>2 Categories     | Variable with<br>More than 2 Categories | Responsible person                      |
|-----------------------------------|---|---|
| Gender (Male or Female)           | Average hours of sleep                  | Su Myat Noe<br>(6511156)                |
| Nationality (Thai or Non-Thai)    | Age                                     | Htet Myat Myat Hnin<br>(6511332)        |
| Scholarship Students (Yes or No)  | Number of siblings                      | Su Myat Noe<br>(6511338)                |
| Internship Experience (Yes or No) | Allowance/Income                        | Jitpinya Suwannajak<br>(6510495)        |
| Faculty (BBA or non-BBA)          | Academic Status                         | Pavinee<br>Kitrungroengkul<br>(6510806) |
| Review after class (Yes or No)    | GPA                                     | Arinchai<br>Lertmongkolpan<br>(6510751) |

### List of Hypotheses

**Hypothesis 1:** Entrepreneurial university climate, entrepreneurial curricula, entrepreneurial knowledge and financial motivation affect entrepreneurial capacity.

**Hypothesis 2:** Entrepreneurial capacity affects entrepreneurial intention.

**Hypothesis 3:** Male and Female students have different entrepreneurial university climates.

**Hypothesis 4:** Students with different sleeping hours have different university curricula.

**Hypothesis 5:** Thai students and non-Thai students have different entrepreneurial curricula.

**Hypothesis 6:** Students of different ages have different entrepreneurial knowledge.

**Hypothesis 7:** Scholarship students have different entrepreneurial knowledge than non-scholarship students?

**Hypothesis 8:** Students with different numbers of siblings have different entrepreneurial knowledge.

**Hypothesis 9:** University students who have internship experience possess different entrepreneurial knowledge compared to those who haven't.

**Hypothesis 10:** The difference in monthly allowance of Thai university students have different financial motivations.

**Hypothesis 11:** BBA students and non-BBA students have different entrepreneurial knowledge.

**Hypothesis 12:** Students with different academic status have different entrepreneurial curricula.

**Hypothesis 13:** Students who review and do not review after class have different entrepreneurial knowledge.

**Hypothesis 14:** Students with different GPAs have different entrepreneurial knowledge.

### **Summary**

In this chapter, we examine the impact of various independent variables on entrepreneurial intention among university students. Specifically, we explore how an entrepreneurial university climate, entrepreneurial curricula, entrepreneurial knowledge, and financial motivation influence entrepreneurial capacity. This capacity is then analyzed for its effect on entrepreneurial intention. The study incorporates a

framework that links these variables to entrepreneurial intention, clarified through a set of 14 hypotheses and control variables.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

Research design is a framework or blueprint for conducting a research project. It outlines the procedures for collecting, measuring, and analyzing data. Our research design includes sampling method, a non-probability method and data collection strategies to ensure a comprehensive significance of entrepreneurial intention from Assumption University students and other Thai University students. The questionnaire will be conducted through Google Forms and organized into three distinct sections.

#### **3.2 Population, Sampling Technique, and Sample size**

##### **Target population**

The target population in research refers to the entire group of individuals, items, or elements that the researcher is interested in studying and about whom they wish to draw conclusions. This population is defined by specific characteristics that are relevant to the research question. Our target population is undergraduate university students in Thailand, both Assumption University student and non-Au students. The students will be ranged by ages between 17 to 26 years. The survey will be conducted in July 2024.

##### **Sampling Technique**

A sampling technique is a method used to select a subset of individuals, items, or data points from a larger population for the purpose of conducting a study. The chosen sample should ideally represent the larger population, allowing researchers to make inferences about the entire population based on the sample data. There are various sampling techniques, broadly classified into two categories: probability sampling and non-probability sampling. So, we decided to use non-probability sampling methods

because it's suitable for our target population, easy to use to collect the data because it's convenient and flexible. Moreover, non-probability sampling is useful for preliminary or exploratory research where precise generalization is not the primary goal.

### **Sample size determination**

Sample size determination is the process of deciding how many individuals or data points should be included in a sample to ensure that the study's results are statistically valid and reliable. It involves considering several factors to balance the need for accuracy with practical constraints. The sample size for our study is 300 responses from undergraduate students in Thailand, especially Assumption University students and non-Assumption University students aged between 17 to 26 years.

### **3.3 Data Collection**

I collected 50 questionnaires from university students through Google Forms, including 30 students from Assumption University and 20 students from non Assumption universities students in Thailand. The 20 responses from non-Assumption university students come from Chulalongkorn University and Rangsit University. I collected data from various social media platforms which are instagram direct message, instagram stories, line chat, x, and facebook messenger and got a very great response.

Su Myat Noe (6511156)

Through the online platforms which are instagram, line chat, and facebook messenger, I got 50 questionnaires from university students through Google Forms. The responses consist of 27 students from Assumption University and other 15 students come from non-Assumption students. The 23 responses which come from non-Assumption University students are responses by Thammasat University students.

Jitpinya Suwannajak (6510495)

I collect data by using Google form to distribute 49 questionnaires to 32 Assumption University students and 17 non-Assumption University students which are from Bangkok University and Thammasat University. I used social platforms to reach respondents which are Line, Instagram, Messenger and Viber and it helps to reach a wide audience.

Su Myat Noe (6511138)

I collected 48 questionnaire through Line, Instagram, Facebook Messenger and my circle of friends who are non-Assumption University students throughout the country by distributing Google forms and got 30 responses from Assumption University Students and other 18 responses are from other University students which are Chulalongkorn University students and Mahidol University Students.

Htet Myat Myint Hnin (6511332)

I collected 46 questionnaires from both Assumption University students and non-Assumption university students by distributing Google Forms to my friends and friends of my friends through various social media platforms which are Line, Instagram messages, Instagram stories, x, Discords and Line open chat platform to reach respondents. The 19 responses are from Assumption University students and other 27 responses are from non-Assumption University which is Chulalongkorn University.

Pavinee Kitrungroengkul (6510806)

I got 48 questionnaires from Assumption University students and non-Assumption University students. The 20 of 49 responses are from Assumption University students. I used social platforms to reach respondents and gather data by Google

Forms though Line, Discord and Line open chat. Other 29 responses are from non-Assumption University students which come from Mahidol University students.

Arinchai Lertmongkolpan (6510751)

### 3.4 Data Analysis Plan

**Table 3.1: Data Analysis Plan**

| No. | Hypothesis Statement   | Statistical Design             | Responsible Person            |
|-----|--|--------------------------------|-------------------------------|
| H1  | Entrepreneurial university climate, entrepreneurial knowledge, entrepreneurial curricula, and financial motivation affects entrepreneurial capacity. | Multiple Regression Analysis   | Group Responsible             |
| H2  | Male and Female students have different entrepreneurial knowledge.   | Independent Sample t-test      | Su Myat Noe (6511156)         |
| H3  | Students with different sleeping hours have different entrepreneurial knowledge.   | One way ANOVA                  | Su Myat Noe (6511156)         |
| H4  | Thai and non-Thai students have different entrepreneurial knowledge.   | Independent Sample t-test      | Htet Myat Myat Hnin (6511332) |
| H5  | Students of different ages have different entrepreneurial knowledge.   | One way ANOVA<br>One way ANOVA | Htet Myat Myat Hnin (6511332) |
| H6  | Scholarship students have different entrepreneurial knowledge than non-scholarship students.   | Independent Sample t-test      | Su Myat Noe(6511338)          |
| H7  | Students with different numbers of siblings have different entrepreneurial knowledge.  | One way ANOVA                  | Su Myat Noe(6511338)          |
| H8  | ABAC students and non-ABAC students have different   | Independent Sample t-test      | Pavinee Kitrungrongkul        |

|     |  |                           |   |
|-----|--|---------------------------|---|
|     | entrepreneurial curricula.   |                           | (6510806)                               |
| H9  | Students in different years have different entrepreneurial curricula.  | One way ANOVA             | Pavinee<br>Kitrungroengkul<br>(6510806) |
| H10 | Students who have internship experience and students who do not have internship experience have different entrepreneurial knowledge. | Independent Sample t-test | Jitpinya S.<br>6510495                  |
| H11 | Students with different allowance per month have different financial motivation.   | One way ANOVA             | Jitpinya S.<br>6510495                  |
| H12 | Students who review and do not review after class have different entrepreneurial knowledge.  | Independent Sample t-test | Arinchai L.<br>6510751                  |
| H13 | Students with different GPAs have different entrepreneurial knowledge.   | One way ANOVA             | Arinchai L.<br>6510751                  |

### 3.5 Summary

The research focuses on entrepreneurial intention among undergraduate students in Thailand, specifically targeting Assumption University (AU) and non-AU students aged 17-26. The research design employs a non-probability sampling method due to its convenience and flexibility, making it suitable for preliminary or exploratory studies. Data is being collected via a questionnaire on Google Forms, divided into three sections. The target sample size is 300 students, including both AU and non-AU students. So far, 50 responses have been collected: 30 from AU students and 20 from Chulalongkorn and Rangsit University students. Data was gathered using social media platforms like Instagram (DM and stories), LINE, X, and Facebook Messenger, with strong engagement from participants.

## CHAPTER 4

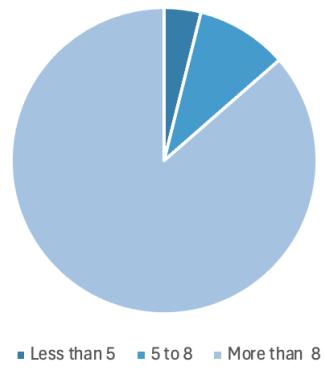
### DATA ANALYSIS AND RESEARCH FINDINGS

#### 4.1 Sample Profiles

**Table 4.1.1: Average Sleeping Hours**

| Hours       | Frequency | Percentage |
|-------------|-----------|------------|
| Less than 5 | 12        | 3.9%       |
| 5 to 8      | 30        | 9.7%       |
| More than 8 | 268       | 86.5%      |
| Total       | 310       | 100.00%    |

**Average Sleeping Hours**

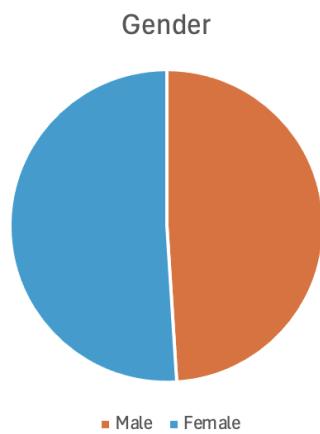


**More than 86 percent (86.5%) of the students sleep for an average of 5 to 8 hours.**

Su Myat Noe (6511156)

**Table 4.1.2: Gender**

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 152       | 49%        |
| Female | 158       | 51%        |
| Total  | 310       | 100.00%    |

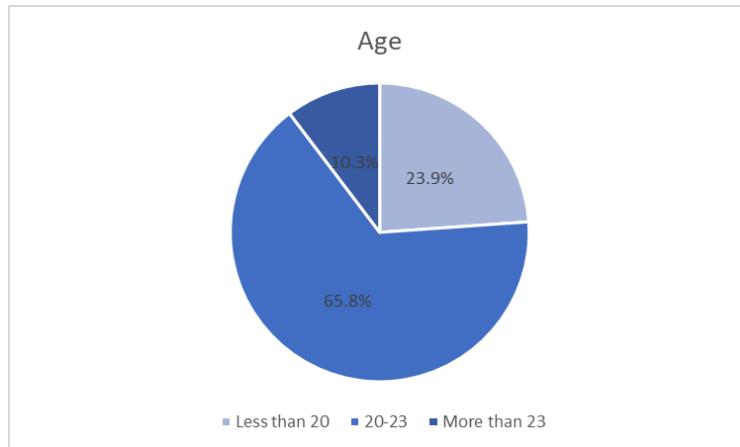


**More than 51 percent of the students are the Female.**

Su Myat Noe (6511156)

**Table 4.1.3: Age**

| Age          | Frequency | Percentage |
|--------------|-----------|------------|
| Less than 20 | 74        | 23.9%      |
| 20-23        | 204       | 65.8%      |
| More than 23 | 32        | 10.3%      |
| Total        | 310       | 100.00%    |

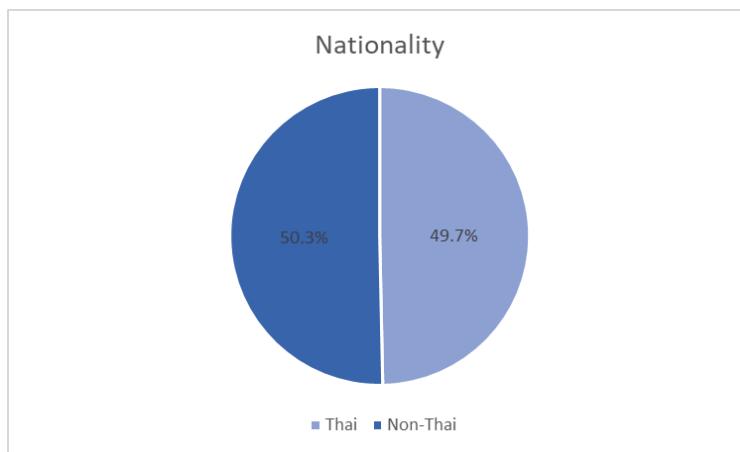


**More than 65 percent (65.8%) of the students are the age of 20-23.**

Htet Myat Myat Hnin (6511332)

**Table 4.1.4: Nationality**

| Gender   | Frequency | Percentage |
|----------|-----------|------------|
| Thai     | 154       | 49.7%      |
| Non-Thai | 156       | 50.3%      |
| Total    | 310       | 100.00%    |

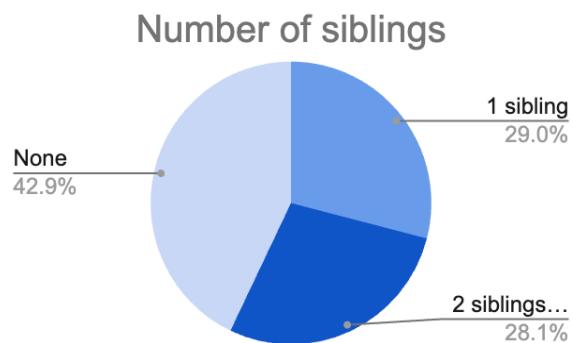


**More than 50 percent (50.3%) of the students are Non-Thai.**

Htet Myat Myat Hnin (6511332)

**Table 4.1.5: Number of siblings**

| Number of<br>siblings  | Frequency | Percentage |
|------------------------|-----------|------------|
| 1 sibling              | 90        | 29.03%     |
| 2 siblings<br>and more | 87        | 28.06%     |
| None                   | 133       | 42.90%     |
| Total                  | 310       | 100%       |

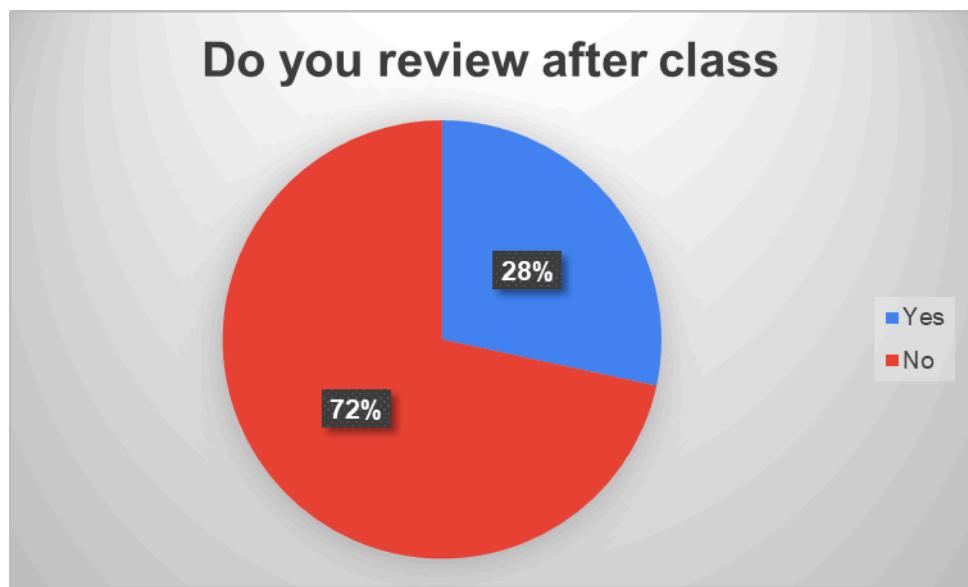


**More than 40% of students have no siblings.**

Su Myat Noe(6511338)

**Table 4.1.6: Do you review after class**

| Review or<br>not review | Frequency | Percentage |
|-------------------------|-----------|------------|
| Yes                     | 88        | 28%        |
| No                      | 222       | 72%        |
| Total                   | 310       | 100%       |



**More than 88% of students do not review after class.**

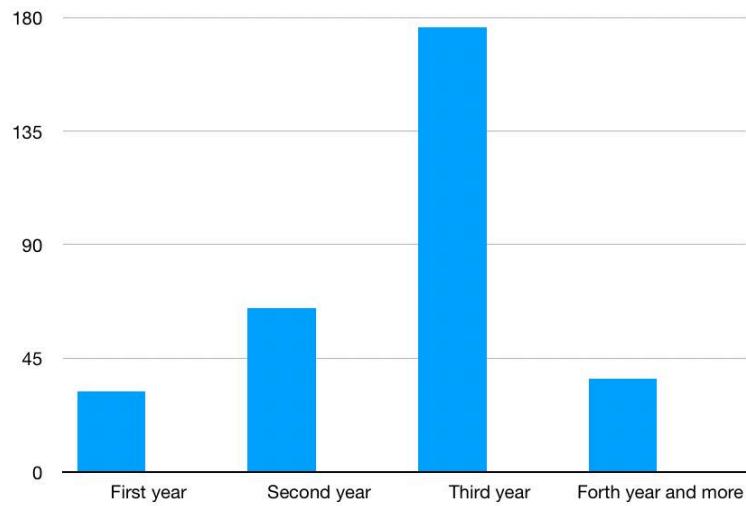
Arinchai Lertmongkolpan(6510751)

**Table 4.1.7: Which year are you in?**

| Row Labels          | Frequency  | Percentages |
|---------------------|------------|-------------|
| First year          | 32         | 10.30%      |
| Second year         | 65         | 21%         |
| Third year          | 176        | 56.80%      |
| Forth year and more | 37         | 11.90%      |
| <b>Total</b>        | <b>310</b> | <b>100%</b> |

Pavinee Kitrungroengkul (6510806)

**Table 4.1.7 : Which year are you in?**



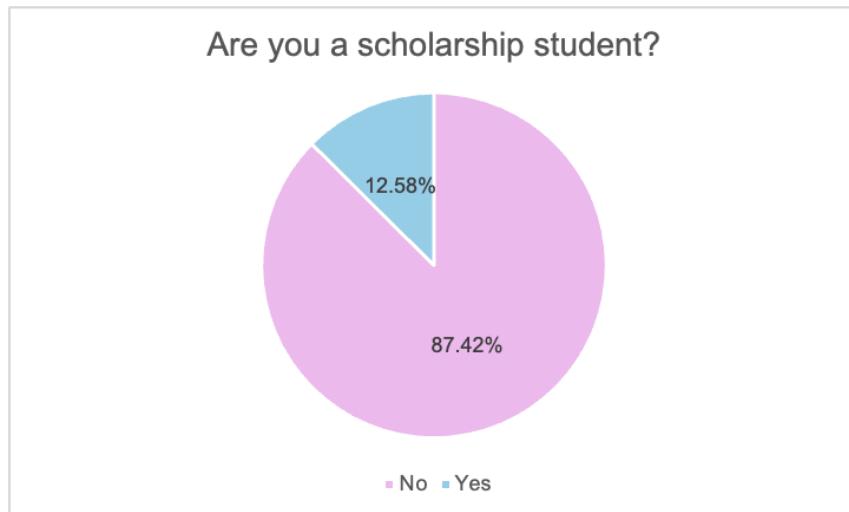
**More than 56% (56.80%) of students are in Third year.**

Pavinee Kitrungroengkul (6510806)

**Table 4.1.8: Scholarship Student**

| Scholarship |           |            |
|-------------|-----------|------------|
| Student     | Frequency | Percentage |
| No          | 271       | 87.42%     |
| Yes         | 39        | 12.58%     |
| Total       | 310       | 100%       |

Su Myat Noe (6511338)

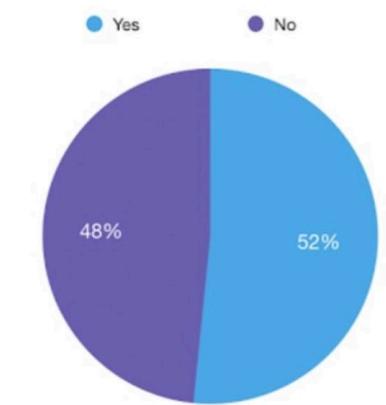


According to the figure, most of the students, 87.42% of the students, are non-scholarship students while the minority of the students, 12.58% of the students, are scholarship students.

Su Myat Noe (6511338)

**Table 4.1.9: Assumption University**

| AU Students Frequency Percentage |     |       |
|----------------------------------|-----|-------|
| Yes                              | 160 | 51.6% |
| No                               | 150 | 48.4% |
| Total                            | 310 | 100%  |

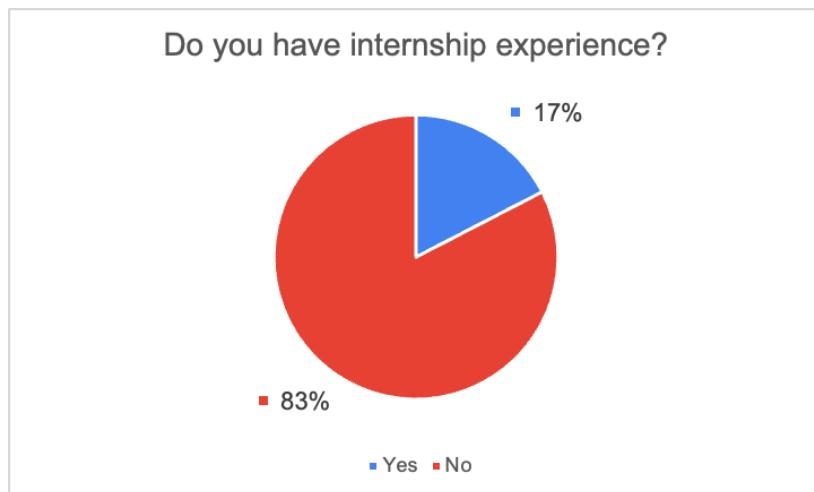


**52% of students are Assumption University Student**

Pavinee Kitrungroengkul (6510806)

**Table 4.1.10: Internship Experience**

| Internship<br>Experience | Frequency  | Percentage  |
|--------------------------|------------|-------------|
| Yes                      | 53         | 17%         |
| No                       | 257        | 83%         |
| <b>Total</b>             | <b>310</b> | <b>100%</b> |



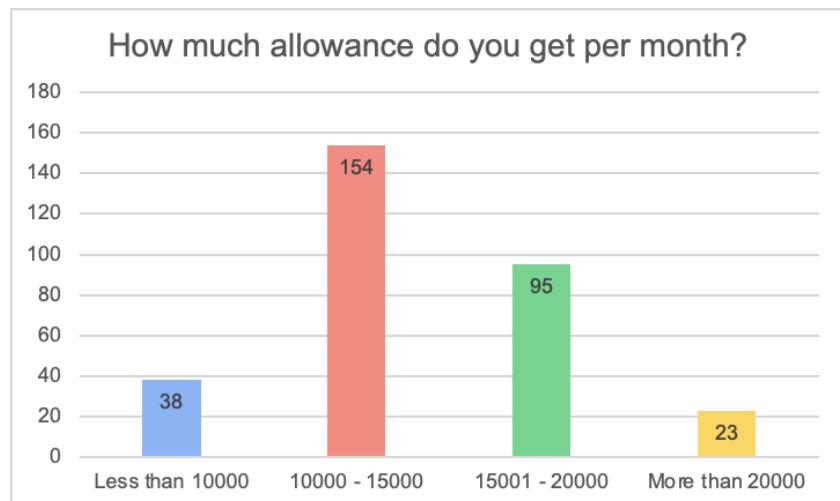
**83% of university students don't have internship experience.**

Jitpinya Suwannajak (6510495)

**Table 4.1.11: Allowance**

| Allowance<br>per month | Frequency | Percentage |
|------------------------|-----------|------------|
| Less than<br>10000     | 38        | 12.26%     |
| 10000 - 15000          | 154       | 49.68%     |
| 15001 - 20000          | 95        | 30.64%     |
| More than<br>20000     | 23        | 7.42%      |

|              |            |             |
|--------------|------------|-------------|
| <b>Total</b> | <b>310</b> | <b>100%</b> |
|--------------|------------|-------------|

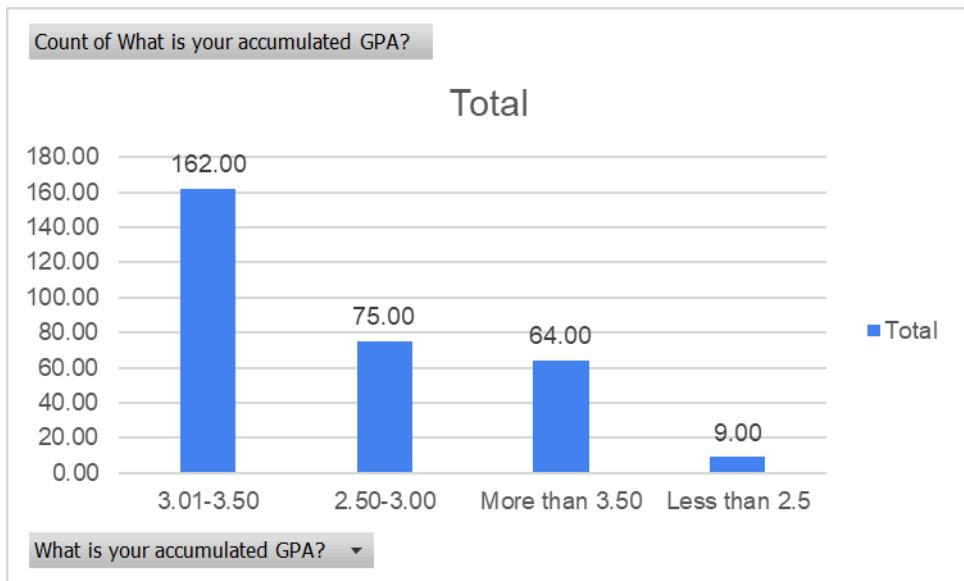


**49.68% of university students get allowance around 10,000 - 15,000 Baht**

Jitpinya Suwannajak (6510495)

**Table 4.1.12: Accumulated GPA**

| Accumulate     |            |             |
|----------------|------------|-------------|
| GPA            | Frequency  | Percentage  |
| Less than 2.50 | 9          | 3%          |
| 2.50-3.00      | 75         | 24%         |
| 3.01-3.50      | 162        | 52%         |
| More than 3.50 | 64         | 21%         |
| <b>Total</b>   | <b>310</b> | <b>100%</b> |



**52% of university students get accumulate GPA of 3.01-3.50**

Arinchai Lertmongkolpan(6510751)

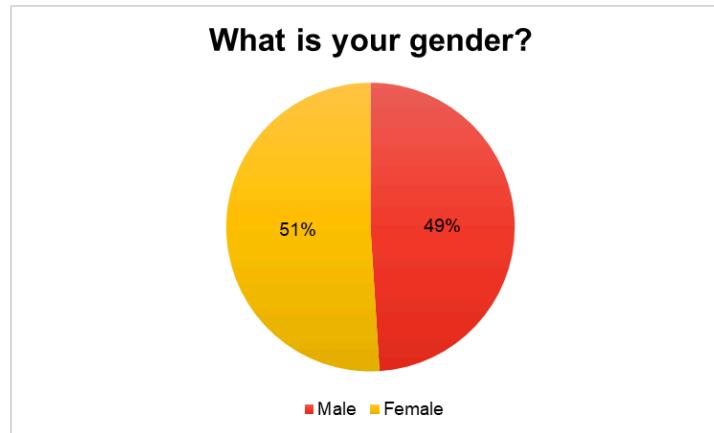
#### 4.2 Descriptive Information

**Table 4.2.1: Gender**

| Row Labels   | Frequency  | Percentage  |
|--------------|------------|-------------|
| Male         | 152        | 49%         |
| Female       | 158        | 51%         |
| <b>Total</b> | <b>310</b> | <b>100%</b> |

Su Myat Noe (6511156)

**Figure 4.2.1: Gender**



Referring to the graph, 51% of the respondents are females, while 49% of the respondents are males.

Su Myat Noe (6511156)

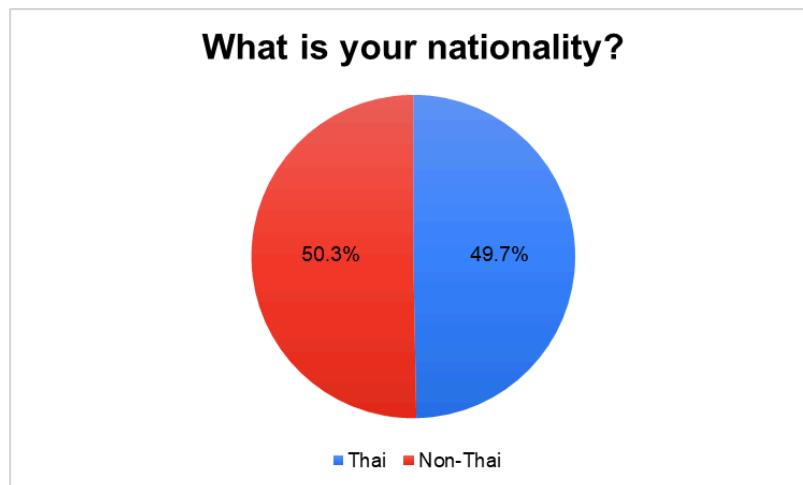
**Table 4.2.2: Nationality**

| Row Labels   | Frequency  | Percentage  |
|--------------|------------|-------------|
| Thai         | 154        | 49.7%       |
| Non-Thai     | 156        | 50.3%       |
| <b>Total</b> | <b>310</b> | <b>100%</b> |

Htet Myat Myat Hnin

(6511332)

**Figure 4.2.2: Nationality**



Referring to the graph, 49.7% of the respondents are Thai nationals, while 50.3% of the respondents are non-Thai nationals.

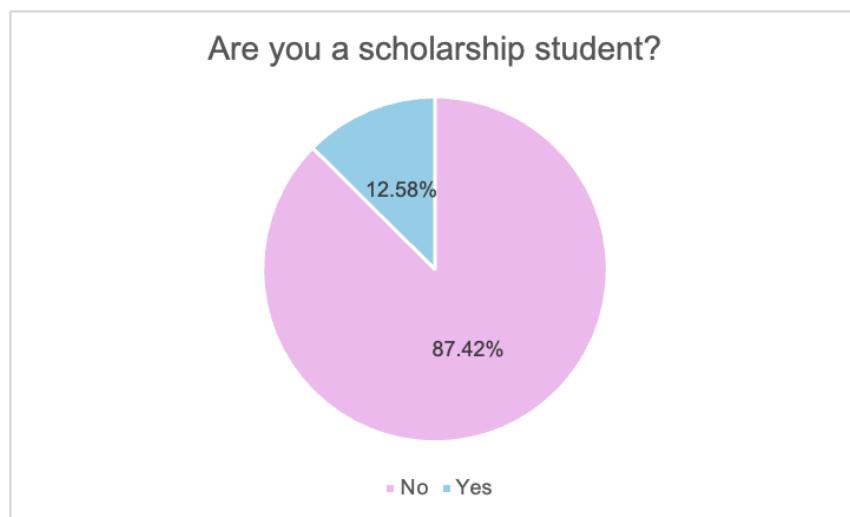
Htet Myat Myat Hnin (6511332)

**Table 4.2.3 : Scholarship Student**

| Student | Frequency | Percentage | Scholarship |
|---------|-----------|------------|-------------|
|         |           |            | No          |
| No      | 271       | 87.42%     |             |
| Yes     | 39        | 12.58%     |             |
| Total   | 310       | 100%       |             |

Su Myat Noe (6511338)

**Figure 4.2.3 : Scholarship Student**



According to the figure, most of the students, 87.42% of the students, are non-scholarship students while the minority of the students, 12.58% of the students, are scholarship students.

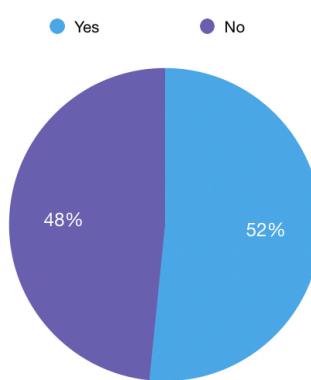
Su Myat Noe (6511338)

**Table 4.2.4 : Are you an Assumption University Student?**

| Row Labels   | Frequency  | Percentage  |
|--------------|------------|-------------|
| Yes          | 160        | 51.60%      |
| No           | 150        | 48.40%      |
| <b>Total</b> | <b>310</b> | <b>100%</b> |

Pavinee Kitrungroengkul (6510806)

**Figure 4.2.4 : Are you an Assumption University Student?**



According to the pie chart, 52% of students are Assumption University students which makes this group larger than non-Assumption University students, which contains 48% of total respondents.

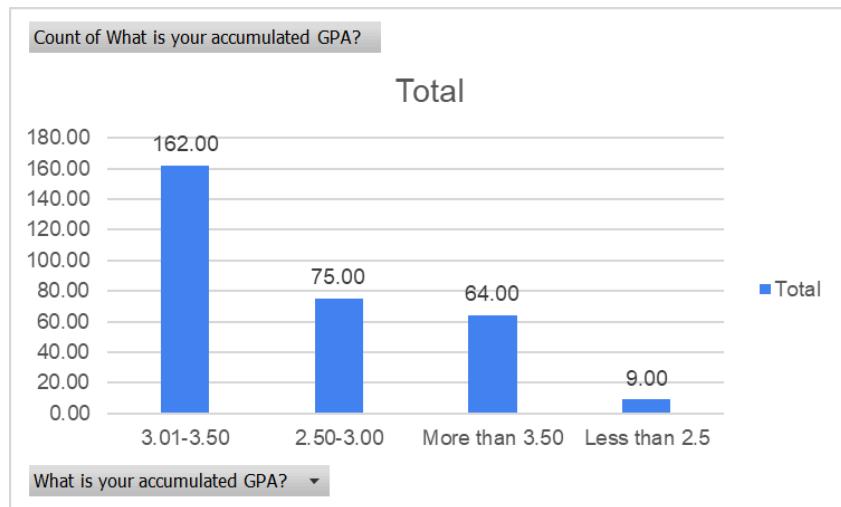
Pavinee Kitrungroengkul (6510806)

**Table 4.2.5 : Accumulate GPA**

| Row Labels     | Frequency  | Percentage  |
|----------------|------------|-------------|
| Less than 2.5  | 9          | 3%          |
| 2.50-3.00      | 75         | 24%         |
| 3.01-3.50      | 162        | 52%         |
| More than 3.50 | 64         | 21%         |
| <b>Total</b>   | <b>310</b> | <b>100%</b> |

Arinchai Lertmongkolpan(6510751)

**Figure 4.2.5 : Accumulate GPA**



Referring to the graph, 52% of the respondents have accumulated GPA of 3.01-3.50, second is 2.50-3.00 by having 24% of the respondents, next is more than 3.50 by having a number of respondents of 21%, lastly is less than 2.5 having the least number of only 3% of total respondents.

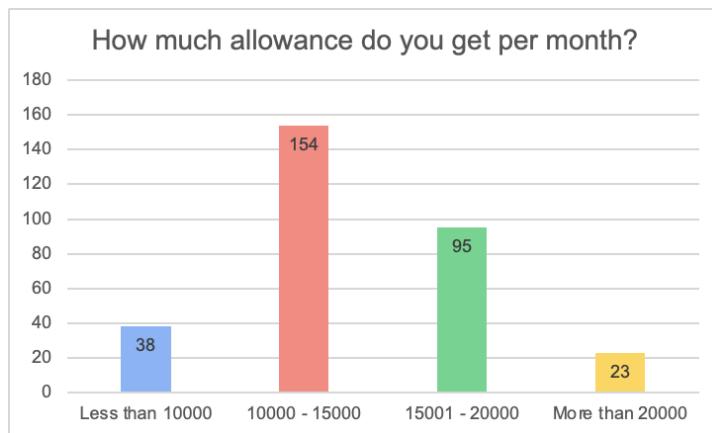
Arinchai Lertmongkolpan(6510751)

**Table 4.2.6: Allowance**

| Row Labels      | Frequency | Percentage |
|-----------------|-----------|------------|
| Less than 10000 | 38        | 12%        |
| 10000 - 15000   | 154       | 50%        |
| 15001 - 20000   | 95        | 30%        |
| More than 20000 | 23        | 7%         |
| Total           | 310       | 100%       |

Jitpinya Suwannajak (6510495)

**Table 4.2.6: Allowance**



According to the graph, 50% of the respondents have allowance per month 10000 - 15000

Baht, second is 15001 – 20000 Baht by having smaller margin at 30% of the respondents, next is Less than 10000 Baht by having respondents at 12%, lastly is More than 20000

Baht has the least number at 7% of total respondents.

Jitpinya Suwannajak 6510495

### 4.3 Hypothesis Testing

**Hypothesis 1:** Entrepreneurial university climate, entrepreneurial curricula, entrepreneurial knowledge and financial motivation affect entrepreneurial capacity.

$$\begin{aligned} H_0: \beta &= 0 \\ H_a: \beta &\neq 0 \end{aligned}$$

| Linear Regression Results                    |                                    |                |                    |                |             |
|--|------------------------------------|----------------|--------------------|----------------|-------------|
| The REG Procedure                            |                                    |                |                    |                |             |
| Model: Linear_Regression_Model               |                                    |                |                    |                |             |
| Dependent Variable: Entrepreneurial Capacity |                                    |                |                    |                |             |
| Number of Observations Read 310              |                                    |                |                    |                |             |
| Number of Observations Used 310              |                                    |                |                    |                |             |
| Analysis of Variance                         |                                    |                |                    |                |             |
| Source                                       | DF                                 | Sum of Squares | Mean Square        | F Value        | Pr > F      |
| Model  | 4                                  | 1.36611        | 0.34153            | 2.51           | 0.0418      |
| Error  | 305                                | 41.45160       | 0.13591            |                |             |
| Corrected Total                              | 309                                | 42.81771       |                    |                |             |
| Root MSE 0.36866 R-Square 0.0319             |                                    |                |                    |                |             |
| Dependent Mean 3.46097 Adj R-Sq 0.0192       |                                    |                |                    |                |             |
| Coeff Var 10.65180                           |                                    |                |                    |                |             |
| Parameter Estimates                          |                                    |                |                    |                |             |
| Variable                                     | Label                              | DF             | Parameter Estimate | Standard Error | t Value     |
| Intercept                                    | Intercept                          | 1              | 2.52798            | 0.30534        | 8.28 <.0001 |
| Entrepreneurial University_0003              | Entrepreneurial University Climate | 1              | 0.05604            | 0.03840        | 1.46 0.1455 |
| Entrepreneurial Curricula                    |                                    | 1              | 0.05186            | 0.04016        | 1.29 0.1976 |
| Entrepreneurial Knowledge                    |                                    | 1              | 0.09074            | 0.04963        | 1.83 0.0685 |
| Financial Motivation                         |                                    | 1              | 0.05257            | 0.04518        | 1.16 0.2455 |
|  |                                    |                |                    |                | 0.06629     |

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The F-Score is 2.51 with the p-value of <0.05 which indicates that  $\beta \neq 0$ ; the null hypothesis is rejected which means that there is a significant effect of entrepreneurial university climate, entrepreneurial curricula, entrepreneurial knowledge and financial motivation effect on entrepreneurial capacity. The Adjusted R-square of 0.0192 indicates that Entrepreneurial University Climate, Entrepreneurial Curricula, Entrepreneurial Knowledge, and Financial motivation can explain student engagement by 1.92%. Regarding the parameter estimate table, p-value of the t-score of Entrepreneurial Knowledge is the highest among other factors. This means that the Entrepreneurial Knowledge has the biggest influence on Entrepreneurial Capacity.

Su Myat Noe (6511156)

**Hypothesis 2:** Entrepreneurial capacity affects entrepreneurial intention.

$$H_0: \beta = 0$$

$$H_a: \beta \neq 0$$

| Linear Regression Results  |     |                    |                |         |   |
|--|-----|--------------------|----------------|---------|---|
| The REG Procedure  |     |                    |                |         |   |
| Model: Linear_Regression_Model   |     |                    |                |         |   |
| Dependent Variable: Entrepreneurial Intention  |     |                    |                |         |   |
| Number of Observations Read 310  |     |                    |                |         | Number of Observations Used 310         |
| Analysis of Variance   |     |                    |                |         |   |
| Source   | DF  | Sum of Squares     | Mean Square    | F Value | Pr > F                                  |
| Model  | 1   | 0.17038            | 0.17038        | 0.60    | 0.4383                                  |
| Error  | 308 | 87.14640           | 0.28294        |         |   |
| Corrected Total  | 309 | 87.31677           |                |         |   |
| Root MSE 0.53192 R-Square 0.0020   |     |                    |                |         | Dependent Mean 3.80323 Adj R-Sq -0.0013 |
| Coeff Var 13.98612   |     |                    |                |         |   |
| Parameter Estimates  |     |                    |                |         |   |
| Variable   | DF  | Parameter Estimate | Standard Error | t Value | Pr >  t                                 |
| Intercept  | 1   | 4.02155            | 0.28296        | 14.21   | <.0001                                  |
| Entrepreneurial Capacity   | 1   | -0.06308           | 0.08129        | -0.78   | 0.4383                                  |
|  |     |                    |                |         | Standardized Estimate -0.04417          |
| Generated by the SAS System ('Local', W32_7PRO) on September 03, 2024 at 12:52:30 PM |     |                    |                |         |   |

P-value is more than 0.05 with the F-score being 0.60. There is no significant relationship between Entrepreneurial Capacity and Entrepreneurial Intention. The R-square of Entrepreneurial Capacity is 0.2% which can be explained by Entrepreneurial Intention. This shows that Entrepreneurial Capacity does not affect Entrepreneurial Intention.

Su Myat Noe (6511156)

**Hypothesis 3:** Male and Female students have different entrepreneurial university climates.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

| t Test                |               |        |             |         |                |               |
|-----------------------|---------------|--------|-------------|---------|----------------|---------------|
| The TTEST Procedure   |               |        |             |         |                |               |
| Variable: F40         |               |        |             |         |                |               |
| What is your gender?  | Method        | N      | Mean        | Std Dev | Std Err        | Minimum       |
| Female                |               | 158    | 3.6658      | 0.4321  | 0.0344         | 2.2000        |
| Male                  |               | 152    | 3.6421      | 0.4192  | 0.0340         | 2.4000        |
| Diff (1-2)            | Pooled        |        | 0.0237      | 0.4258  | 0.0484         |               |
| Diff (1-2)            | Satterthwaite |        | 0.0237      | 0.0483  |                |               |
| What is your gender?  | Method        | Mean   | 95% CL Mean | Std Dev | 95% CL Std Dev |               |
| Female                |               | 3.6658 | 3.5979      | 3.7337  | 0.4321         | 0.3891 0.4858 |
| Male                  |               | 3.6421 | 3.5749      | 3.7093  | 0.4192         | 0.3767 0.4724 |
| Diff (1-2)            | Pooled        | 0.0237 | -0.0715     | 0.1189  | 0.4258         | 0.3947 0.4623 |
| Diff (1-2)            | Satterthwaite | 0.0237 | -0.0714     | 0.1189  |                |               |
| Method                | Variances     | DF     | t Value     | Pr >  t |                |               |
| Pooled                | Equal         | 308    | 0.49        | 0.6243  |                |               |
| Satterthwaite         | Unequal       | 307.98 | 0.49        | 0.6241  |                |               |
| Equality of Variances |               |        |             |         |                |               |
| Method                | Num DF        | Den DF | F Value     | Pr > F  |                |               |
| Folded F              | 157           | 151    | 1.06        | 0.7071  |                |               |

F score is 1.06 and p-value is more than 0.05, variances of two groups are not different, so it is equal variances. For the t-test, t-value is 0.49 with p-value more than 0.05, so the null hypothesis is not rejected. There is no difference in entrepreneurial university climates between male and female students.

Htet Myat Hnin

(6511332)

**Hypothesis 4:** Students with different sleeping hours have different university curricula.

$$H_0: \mu_1 = \mu_2 = \mu_3$$

$H_a$ : At least one group is different from the others

| One-Way Analysis of Variance  |               |                   |                   |         |        |
|---|---------------|-------------------|-------------------|---------|--------|
| Results   |               |                   |                   |         |        |
| The ANOVA Procedure   |               |                   |                   |         |        |
| <b>Class Level Information</b>  |               |                   |                   |         |        |
| Class   | Levels Values |                   |                   |         |        |
| What's your average sleeping hour   | 3 to 8 hours  | Less than 5 hours | More than 8 hours |         |        |
| <b>Number of Observations Read</b> 310  |               |                   |                   |         |        |
| <b>Number of Observations Used</b> 310  |               |                   |                   |         |        |
| Generated by the SAS System ('Local', W32_7PRO) on September 03, 2024 at 2:38:24 PM |               |                   |                   |         |        |
| Page Break  |               |                   |                   |         |        |
| One-Way Analysis of Variance  |               |                   |                   |         |        |
| Results   |               |                   |                   |         |        |
| The ANOVA Procedure   |               |                   |                   |         |        |
| Dependent Variable: F40   |               |                   |                   |         |        |
| Source  | DF            | Sum of Squares    | Mean Square       | F Value | Pr > F |
| Model   | 2             | 1.12373744        | 0.56186872        | 3.15    | 0.0443 |
| Error   | 307           | 54.76581095       | 0.17839026        |         |        |
| Corrected Total   | 309           | 55.88954839       |                   |         |        |
| <b>R-Square</b> 0.020106  |               |                   |                   |         |        |
| <b>Coeff Var</b> 11.55830   |               |                   |                   |         |        |
| <b>Root MSE</b> 0.422363  |               |                   |                   |         |        |
| <b>F40 Mean</b> 3.654194  |               |                   |                   |         |        |
| Source  | DF            | Anova SS          | Mean Square       | F Value | Pr > F |
| What's your average   | 2             | 1.12373744        | 0.56186872        | 3.15    | 0.0443 |

The average sleeping hours are categorized by hours into 5 to 8 hours: less than 5 hours, more than, and more than 8 hours. F-score is 3.15 with p-value less than 0.05, the null hypothesis can be rejected. It can be concluded that at least one group is different from the others.

Su Myat Noe (6511156)

**Hypothesis 5:** Thai students and non-Thai students have different entrepreneurial curricula.

$H_0: \mu_1 = \mu_2$

$H_a: \mu_1 \neq \mu_2$

| t Test                    |               |        |          |             |         |                |         |
|---------------------------|---------------|--------|----------|-------------|---------|----------------|---------|
| The TTEST Procedure       |               |        |          |             |         |                |         |
| Variable: F40             |               |        |          |             |         |                |         |
| What is your nationality? | Method        | N      | Mean     | Std Dev     | Std Err | Minimum        | Maximum |
| Non-Thai                  |               | 156    | 3.6538   | 0.4191      | 0.0336  | 2.2000         | 4.6000  |
| Thai                      |               | 154    | 3.6545   | 0.4328      | 0.0349  | 2.4000         | 4.8000  |
| Diff (1-2)                | Pooled        |        | -0.00070 | 0.4260      | 0.0484  |                |         |
| Diff (1-2)                | Satterthwaite |        | -0.00070 |             | 0.0484  |                |         |
| What is your nationality? | Method        |        | Mean     | 95% CL Mean | Std Dev | 95% CL Std Dev |         |
| Non-Thai                  |               |        | 3.6538   | 3.5876      | 3.7201  | 0.4191         | 0.3772  |
| Thai                      |               |        | 3.6545   | 3.5856      | 3.7234  | 0.4328         | 0.3893  |
| Diff (1-2)                | Pooled        |        | -0.00070 | -0.0959     | 0.0945  | 0.4260         | 0.3948  |
| Diff (1-2)                | Satterthwaite |        | -0.00070 | -0.0959     | 0.0945  |                |         |
| Method                    | Variances     | DF     | t Value  | Pr >  t     |         |                |         |
| Pooled                    | Equal         | 308    | -0.01    | 0.9885      |         |                |         |
| Satterthwaite             | Unequal       | 307.38 | -0.01    | 0.9885      |         |                |         |
| Equality of Variances     |               |        |          |             |         |                |         |
| Method                    | Num DF        | Den DF | F Value  | Pr > F      |         |                |         |
| Folded F                  | 153           | 155    | 1.07     | 0.6901      |         |                |         |

F score is 1.07 and p-value is more than 0.05, variances of two groups are not different, so it is equal variances. For the t-test, t-value is -0.01 with p-value more than 0.05, so the null hypothesis is not rejected. There is no difference in entrepreneurial curricula between Thai and non-Thai students.

Htet Myat Myat Hnin (6511332)

**Hypothesis 6:** Students of different ages have different entrepreneurial knowledge.

$H_0: \mu_1 = \mu_2 = \mu_3$

$H_a: At least one group is different from the others.$

| One-Way Analysis of Variance  |           |                |              |         |        |
|---|-----------|----------------|--------------|---------|--------|
| Results   |           |                |              |         |        |
| The ANOVA Procedure   |           |                |              |         |        |
| <b>Class Level Information</b>  |           |                |              |         |        |
| Class   | Levels    | Values         |              |         |        |
| What is your age?   | 3 20-23   | Less than 20   | More than 23 |         |        |
| <b>Number of Observations Read</b> 310  |           |                |              |         |        |
| <b>Number of Observations Used</b> 310  |           |                |              |         |        |
| Generated by the SAS System ('Local', W32_7PRO) on September 03, 2024 at 2:10:58 PM |           |                |              |         |        |
| Page Break  |           |                |              |         |        |
| One-Way Analysis of Variance  |           |                |              |         |        |
| Results   |           |                |              |         |        |
| The ANOVA Procedure   |           |                |              |         |        |
| Dependent Variable: F40   |           |                |              |         |        |
| Source  | DF        | Sum of Squares | Mean Square  | F Value | Pr > F |
| Model   | 2         | 0.72400785     | 0.36200392   | 2.01    | 0.1351 |
| Error   | 307       | 55.16554054    | 0.17969231   |         |        |
| Corrected Total   | 309       | 55.88954839    |              |         |        |
| R-Square  | Coeff Var | Root MSE       | F40 Mean     |         |        |
| 0.012954  | 11.60041  | 0.423901       | 3.654194     |         |        |
| Source  | DF        | Anova SS       | Mean Square  | F Value | Pr > F |
| What is your age?   | 2         | 0.72400785     | 0.36200392   | 2.01    | 0.1351 |

Students are categorized by different ages into 3 groups: Less than 23, 20-23 and more than 23.

F score is 2.01 and p-value is more than 0.05. Therefore, the null hypothesis is not rejected. It can be concluded that there is no difference in entrepreneurial knowledge between students of different ages.

Htet Myat Myat Hnin (6511332)

**Hypothesis 7:** Scholarship students have different entrepreneurial knowledge than non-scholarship students.

$H_0: \mu_1 = \mu_2$

$H_a: \mu_1 \neq \mu_2$

| t Test                         |               |         |             |         |                |                 |
|--------------------------------|---------------|---------|-------------|---------|----------------|-----------------|
| The TTEST Procedure            |               |         |             |         |                |                 |
| Variable: F40                  |               |         |             |         |                |                 |
| Are you a scholarship student? | Method        | N       | Mean        | Std Dev | Std Err        | Minimum Maximum |
| No                             |               | 271     | 3.6458      | 0.4300  | 0.0261         | 2.2000 4.8000   |
| Yes                            |               | 39      | 3.7128      | 0.3915  | 0.0627         | 2.4000 4.4000   |
| Diff (1-2)                     | Pooled        |         | -0.0671     | 0.4254  | 0.0729         |                 |
| Diff (1-2)                     | Satterthwaite |         | -0.0671     |         | 0.0679         |                 |
| Are you a scholarship student? | Method        | Mean    | 95% CL Mean | Std Dev | 95% CL Std Dev |                 |
| No                             |               | 3.6458  | 3.5943      | 3.6972  | 0.4300         | 0.3965 0.4696   |
| Yes                            |               | 3.7128  | 3.5859      | 3.8397  | 0.3915         | 0.3199 0.5045   |
| Diff (1-2)                     | Pooled        | -0.0671 | -0.2104     | 0.0763  | 0.4254         | 0.3943 0.4619   |
| Diff (1-2)                     | Satterthwaite | -0.0671 | -0.2033     | 0.0692  |                |                 |
| Method                         | Variances     | DF      | t Value     | Pr >  t |                |                 |
| Pooled                         | Equal         | 308     | -0.92       | 0.3580  |                |                 |
| Satterthwaite                  | Unequal       | 52.117  | -0.99       | 0.3279  |                |                 |
| Equality of Variances          |               |         |             |         |                |                 |
| Method                         | Num DF        | Den DF  | F Value     | Pr > F  |                |                 |
| Folded F                       | 270           | 38      | 1.21        | 0.4940  |                |                 |

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The F score is 1.21, and the p-value is greater than 0.05. The variances of the two groups are not different. The t-score is -0.92, with a p-value greater than 0.05. In conclusion, the null hypothesis is not rejected, as there is no difference in the mean entrepreneurial knowledge between scholarship and non-scholarship students. Hypothesis 7 is unsupported.

Su Myat Noe(6511338)

**Hypothesis 8:** Students with different numbers of siblings have different entrepreneurial knowledge.

$$H_0 : \mu_1 = \mu_2 = \mu_3$$

$H_a$  : At least one student with a different number of siblings has different entrepreneurial knowledge.

| One-Way Analysis of Variance  |  |  |  |  |  |
|---|--|--|--|--|--|
| Results   |  |  |  |  |  |
| The ANOVA Procedure   |  |  |  |  |  |
| <b>Class Level Information</b>  |  |  |  |  |  |
| Class   |  |  |  |  |  |
| How many siblings do you have?  |  |  |  |  |  |
| 3 1 sibling 2 siblings and more None  |  |  |  |  |  |
| Number of Observations Read 310   |  |  |  |  |  |
| Number of Observations Used 310   |  |  |  |  |  |
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| Page Break  |  |  |  |  |  |
| One-Way Analysis of Variance  |  |  |  |  |  |
| Results   |  |  |  |  |  |
| The ANOVA Procedure   |  |  |  |  |  |
| Dependent Variable: F40   |  |  |  |  |  |
| <b>Source</b>   |  |  |  |  |  |
| DF  |  |  |  |  |  |
| Sum of Squares  |  |  |  |  |  |
| Mean Square   |  |  |  |  |  |
| F Value   |  |  |  |  |  |
| Pr > F  |  |  |  |  |  |
| Model 2 0.19715050 0.09857525 0.54 0.5813   |  |  |  |  |  |
| Error 307 55.69239789 0.18140846  |  |  |  |  |  |
| Corrected Total 309 55.88954839   |  |  |  |  |  |
| <b>R-Square</b>   |  |  |  |  |  |
| Coeff Var   |  |  |  |  |  |
| Root MSE  |  |  |  |  |  |
| F40 Mean  |  |  |  |  |  |
| 0.003528 11.65567 0.425921 3.654194   |  |  |  |  |  |
| <b>Source</b>   |  |  |  |  |  |
| DF  |  |  |  |  |  |
| Anova SS  |  |  |  |  |  |
| Mean Square   |  |  |  |  |  |
| F Value   |  |  |  |  |  |
| Pr > F  |  |  |  |  |  |
| How many siblings do 2 0.19715050 0.09857525 0.54 0.5813                            |  |  |  |  |  |

Students are categorized by different numbers of siblings into 3 groups :no sibling, one sibling and 2 and more siblings.

F score is 0.54 and p-value is 0.5813 which is more than 0.05. Therefore, the null hypothesis is not rejected so we can conclude that students with different numbers of siblings have the same entrepreneurial knowledge.

Su Myat Noe(6511338)

**Hypothesis 9:** University students who have internship experience possess different entrepreneurial knowledge compared to those who haven't.

$$H_0: \mu_1 = \mu_2$$

Ha:  $\mu_1 \neq \mu_2$

| t Test                            |               |        |             |         |                |         |         |
|-----------------------------------|---------------|--------|-------------|---------|----------------|---------|---------|
| The TTEST Procedure               |               |        |             |         |                |         |         |
| Variable: F40                     |               |        |             |         |                |         |         |
| Do you have internship experience | Method        | N      | Mean        | Std Dev | Std Err        | Minimum | Maximum |
| No                                |               | 256    | 3.6734      | 0.4172  | 0.0261         | 2.2000  | 4.6000  |
| Yes                               |               | 54     | 3.5630      | 0.4549  | 0.0619         | 2.4000  | 4.8000  |
| Diff (1-2)                        | Pooled        |        | 0.1105      | 0.4239  | 0.0635         |         |         |
| Diff (1-2)                        | Satterthwaite |        | 0.1105      |         | 0.0672         |         |         |
| Do you have internship experience | Method        | Mean   | 95% CL Mean | Std Dev | 95% CL Std Dev |         |         |
| No                                |               | 3.6734 | 3.6221      | 3.7248  | 0.4172         | 0.3839  | 0.4568  |
| Yes                               |               | 3.5630 | 3.4388      | 3.6871  | 0.4549         | 0.3824  | 0.5615  |
| Diff (1-2)                        | Pooled        | 0.1105 | -0.0144     | 0.2354  | 0.4239         | 0.3929  | 0.4602  |
| Diff (1-2)                        | Satterthwaite | 0.1105 | -0.0234     | 0.2443  |                |         |         |
| Method                            | Variances     | DF     | t Value     | Pr >  t |                |         |         |
| Pooled                            | Equal         | 308    | 1.74        | 0.0828  |                |         |         |
| Satterthwaite                     | Unequal       | 72.998 | 1.64        | 0.1043  |                |         |         |
| Equality of Variances             |               |        |             |         |                |         |         |
| Method                            | Num DF        | Den DF | F Value     | Pr > F  |                |         |         |
| Folded F                          | 53            | 255    | 1.19        | 0.3840  |                |         |         |

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F-value is 1.19, with p-value > 0.05, variances of the two groups are not different. The t-score for equal variances must be considered. The t-score is 1.74 with p-value > 0.05, So the null hypothesis is not rejected. There is no difference in entrepreneurial knowledge between people who have internship experience and people who do not have internship experience.

Jitpinya Suwannajak 6510495

**Hypothesis 10:** The different in monthly allowance of Thai university students have different financial motivation

Ho:  $\mu_1=\mu_2=\mu_3=\mu_4$

Ha: At least one group is different from the others.

| One-Way Analysis of Variance  |           |   |             |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
|---|-----------|---|-------------|---------|--------|----------|-----------|----------------|-------------|----------|----------|---|----------|------------|------------|------|--------|-------|-----|-------------|------------|--|--|-----------------|-----|-------------|--|--|--|
| Results   |           |   |             |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| The ANOVA Procedure   |           |   |             |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| Class   |           | Class Level Information   |             |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| How much allowance do you get per month   |           | Levels   Values   |             |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
|   |           | 4   10000 - 15000 15001 - 20000 Less than 10000 More than 20000 |             |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
|   |           | Number of Observations Read   310                               |             |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
|   |           | Number of Observations Used   310                               |             |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
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| Page Break  |           |   |             |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| One-Way Analysis of Variance  |           |   |             |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| Results   |           |   |             |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| The ANOVA Procedure   |           |   |             |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| Dependent Variable: F46   |           |   |             |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| <table border="1"><thead><tr><th>Source</th><th>DF</th><th>Sum of Squares</th><th>Mean Square</th><th>F Value</th><th>Pr &gt; F</th></tr></thead><tbody><tr><td>Model</td><td>3</td><td>3.31743051</td><td>1.10581017</td><td>5.23</td><td>0.0016</td></tr><tr><td>Error</td><td>306</td><td>64.74966626</td><td>0.21160022</td><td></td><td></td></tr><tr><td>Corrected Total</td><td>309</td><td>68.06709677</td><td></td><td></td><td></td></tr></tbody></table> |           |   |             |         |        | Source   | DF        | Sum of Squares | Mean Square | F Value  | Pr > F   | Model                                   | 3        | 3.31743051 | 1.10581017 | 5.23 | 0.0016 | Error | 306 | 64.74966626 | 0.21160022 |  |  | Corrected Total | 309 | 68.06709677 |  |  |  |
| Source  | DF        | Sum of Squares  | Mean Square | F Value | Pr > F |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| Model   | 3         | 3.31743051  | 1.10581017  | 5.23    | 0.0016 |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| Error   | 306       | 64.74966626   | 0.21160022  |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| Corrected Total   | 309       | 68.06709677   |             |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| <table border="1"><thead><tr><th>R-Square</th><th>Coeff Var</th><th>Root MSE</th><th>F46 Mean</th></tr></thead><tbody><tr><td>0.048738</td><td>10.96924</td><td>0.460000</td><td>4.193548</td></tr></tbody></table>   |           |   |             |         |        | R-Square | Coeff Var | Root MSE       | F46 Mean    | 0.048738 | 10.96924 | 0.460000                                | 4.193548 |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| R-Square  | Coeff Var | Root MSE  | F46 Mean    |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| 0.048738  | 10.96924  | 0.460000  | 4.193548    |         |        |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| <table border="1"><thead><tr><th>Source</th><th>DF</th><th>Anova SS</th><th>Mean Square</th><th>F Value</th><th>Pr &gt; F</th></tr></thead><tbody><tr><td>How much allowance do you get per month</td><td>3</td><td>3.31743051</td><td>1.10581017</td><td>5.23</td><td>0.0016</td></tr></tbody></table>   |           |   |             |         |        | Source   | DF        | Anova SS       | Mean Square | F Value  | Pr > F   | How much allowance do you get per month | 3        | 3.31743051 | 1.10581017 | 5.23 | 0.0016 |       |     |             |            |  |  |                 |     |             |  |  |  |
| Source  | DF        | Anova SS  | Mean Square | F Value | Pr > F |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |
| How much allowance do you get per month   | 3         | 3.31743051  | 1.10581017  | 5.23    | 0.0016 |          |           |                |             |          |          |   |          |            |            |      |        |       |     |             |            |  |  |                 |     |             |  |  |  |

Allowance per month of student categorize by amount of money into 4 group

Less than 10000, 10000 - 15000, 15001 - 20000, More than 20000 F-score is 5.23 with p-value less than 0.05, the null hypothesis can be rejected; At least one group is different from the others. It can be concluded that allowances per month of students have different financial motivations.

Jitpinya Suwannajak 6510495

**Hypothesis 11:** AU students and non-AU students have different entrepreneurial knowledge.

Ho:  $\mu_1 = \mu_2$

Ha:  $\mu_1 \neq \mu_2$

| t Test                           |               |         |             |         |                         |
|----------------------------------|---------------|---------|-------------|---------|-------------------------|
| The TTEST Procedure              |               |         |             |         |                         |
| Variable: F34                    |               |         |             |         |                         |
| Are you an Assumption University | Method        | N       | Mean        | Std Dev | Std Err Minimum Maximum |
| No                               |               | 150     | 3.6267      | 0.5433  | 0.0444 1.6000 4.8000    |
| Yes                              |               | 160     | 3.6438      | 0.5192  | 0.0410 2.2000 4.8000    |
| Diff (1-2)                       | Pooled        |         | -0.0171     | 0.5309  | 0.0603                  |
| Diff (1-2)                       | Satterthwaite |         | -0.0171     |         | 0.0604                  |
| Are you an Assumption University | Method        | Mean    | 95% CL Mean | Std Dev | 95% CL Std Dev          |
| No                               |               | 3.6267  | 3.5390      | 3.7143  | 0.5433 0.4880 0.6128    |
| Yes                              |               | 3.6438  | 3.5627      | 3.7248  | 0.5192 0.4678 0.5832    |
| Diff (1-2)                       | Pooled        | -0.0171 | -0.1358     | 0.1017  | 0.5309 0.4921 0.5765    |
| Diff (1-2)                       | Satterthwaite | -0.0171 | -0.1360     | 0.1018  |                         |
| Method                           | Variances     | DF      | t Value     | Pr >  t |                         |
| Pooled                           | Equal         | 308     | -0.28       | 0.7773  |                         |
| Satterthwaite                    | Unequal       | 304.32  | -0.28       | 0.7776  |                         |
| Equality of Variances            |               |         |             |         |                         |
| Method                           | Num DF        | Den DF  | F Value     | Pr > F  |                         |
| Folded F                         | 149           | 159     | 1.09        | 0.5729  |                         |

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F-value is 1.09, with p-value > 0.05, variances of the two groups are not different. The t-score for equal variances must be considered. The t-score is -0.28 with p-value > 0.05, null hypothesis cannot be rejected. As of AU students and non-AU students it can be concluded that there is no difference in between AU students and non-AU students.

Pavinee Kitrungroengkul (6510806)

**Hypothesis 12:** Students with different academic status have different entrepreneurial curricular.

Ho:  $\mu_1 = \mu_2 = \mu_3 = \mu_4$

Ha: At least one group is different from the others.

| One-Way Analysis of Variance  |           |                |                      |             |            |
|---|-----------|----------------|----------------------|-------------|------------|
| Results   |           |                |                      |             |            |
| The ANOVA Procedure   |           |                |                      |             |            |
| Class Level Information   |           |                |                      |             |            |
| Class   | Levels    | Values         |                      |             |            |
| What year are you in?   | 4         | First year     | Fourth year and more | Second year | Third year |
| Number of Observations Read   |           |                |                      |             |            |
| Number of Observations Used   |           |                |                      |             |            |
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| Page Break  |           |                |                      |             |            |
| One-Way Analysis of Variance  |           |                |                      |             |            |
| Results   |           |                |                      |             |            |
| The ANOVA Procedure   |           |                |                      |             |            |
| Dependent Variable: F34   |           |                |                      |             |            |
| Source  | DF        | Sum of Squares | Mean Square          | F Value     | Pr > F     |
| Model   | 3         | 4.40060465     | 1.46686822           | 5.44        | 0.0012     |
| Error   | 306       | 82.44907277    | 0.26944141           |             |            |
| Corrected Total   | 309       | 86.84967742    |                      |             |            |
| R-Square  | Coeff Var | Root MSE       | F34 Mean             |             |            |
| 0.050669  | 14.27808  | 0.519077       | 3.635484             |             |            |
| Source  | DF        | Anova SS       | Mean Square          | F Value     | Pr > F     |
| What year are you in  | 3         | 4.40060465     | 1.46686822           | 5.44        | 0.0012     |

Students are categorized by age into 4 groups : First year, Second year, Third year and Fourth year and above. F-score is 5.44 with p-value less than 0.05, the null hypothesis is rejected. It can be concluded that different year groups of students have different entrepreneurial knowledge.

Pavinee Kitrungroengkul (6510806)

**Hypothesis 13:** Students who review and do not review after class have different entrepreneurial knowledge.

Ho:  $\mu_1 = \mu_2$

Ha:  $\mu_1 \neq \mu_2$

| t Test                           |               |        |         |                |         |                 |
|----------------------------------|---------------|--------|---------|----------------|---------|-----------------|
| The TTEST Procedure              |               |        |         |                |         |                 |
| Variable: F40                    |               |        |         |                |         |                 |
| Do you review lessons after clas | Method        | N      | Mean    | Std Dev        | Std Err | Minimum Maximum |
| No                               |               | 222    | 3.6505  | 0.4343         | 0.0291  | 2.2000 4.8000   |
| Yes                              |               | 88     | 3.6636  | 0.4041         | 0.0431  | 2.4000 4.4000   |
| Diff (1-2)                       | Pooled        |        | -0.0132 | 0.4259         | 0.0537  |                 |
| Diff (1-2)                       | Satterthwaite |        | -0.0132 |                | 0.0520  |                 |
| Do you review lessons after clas | Method        |        | Mean    | 95% CL Mean    | Std Dev | 95% CL Std Dev  |
| No                               |               |        | 3.6505  | 3.5930 3.7079  | 0.4343  | 0.3973 0.4789   |
| Yes                              |               |        | 3.6636  | 3.5780 3.7492  | 0.4041  | 0.3519 0.4745   |
| Diff (1-2)                       | Pooled        |        | -0.0132 | -0.1188 0.0924 | 0.4259  | 0.3948 0.4625   |
| Diff (1-2)                       | Satterthwaite |        | -0.0132 | -0.1158 0.0895 |         |                 |
| Method                           | Variances     | DF     | t Value | Pr >  t        |         |                 |
| Pooled                           | Equal         | 308    | -0.25   | 0.8060         |         |                 |
| Satterthwaite                    | Unequal       | 170.81 | -0.25   | 0.8002         |         |                 |
| Equality of Variances            |               |        |         |                |         |                 |
| Method                           | Num DF        | Den DF | F Value | Pr > F         |         |                 |
| Folded F                         | 221           | 87     | 1.16    | 0.4417         |         |                 |

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F-value is 1.16, with p-value > 0.05, variances of the two groups are not different. The t-score for equal variances must be considered. The t-score is -0.25 with p-value > 0.05, So the null hypothesis is not rejected. There is no difference in entrepreneurial knowledge between people who do review lessons after class and people who do not review lessons after class.

**Hypothesis 14:** Students with different GPAs have different entrepreneurial knowledge.

Ho:  $\mu_1 = \mu_2 = \mu_3 = \mu_4$

Ha: At least one group is different from the others.

Arinchai Lertmongkolpan (6510751)

| One-Way Analysis of Variance  |           |                |             |               |                |
|---|-----------|----------------|-------------|---------------|----------------|
| Results   |           |                |             |               |                |
| The ANOVA Procedure   |           |                |             |               |                |
| <b>Class Level Information</b>  |           |                |             |               |                |
| Class   | Levels    | Values         |             |               |                |
| What is your accumulated GPA?   | 4         | 2.50-3.00      | 3.01-3.50   | Less than 2.5 | More than 3.50 |
| <b>Number of Observations Read</b> 310  |           |                |             |               |                |
| <b>Number of Observations Used</b> 310  |           |                |             |               |                |
| Generated by the SAS System ('Local', W32_7PRO) on September 03, 2024 at 2:16:40 PM |           |                |             |               |                |
| Page Break  |           |                |             |               |                |
| One-Way Analysis of Variance  |           |                |             |               |                |
| Results   |           |                |             |               |                |
| The ANOVA Procedure   |           |                |             |               |                |
| Dependent Variable: F40   |           |                |             |               |                |
| Source  | DF        | Sum of Squares | Mean Square | F Value       | Pr > F         |
| Model   | 3         | 0.35037339     | 0.11679113  | 0.64          | 0.5876         |
| Error   | 306       | 55.53917500    | 0.18150057  |               |                |
| Corrected Total   | 309       | 55.88954839    |             |               |                |
| R-Square  | Coeff Var | Root MSE       | F40 Mean    |               |                |
| 0.006269  | 11.65863  | 0.426029       | 3.654194    |               |                |
| Source  | DF        | Anova SS       | Mean Square | F Value       | Pr > F         |
| What is your accumul  | 3         | 0.35037339     | 0.11679113  | 0.64          | 0.5876         |

Students are categorized by GPA into 4 groups: Less than 2.5, 2.50-3.00, 3.01-3.50 and more than 3.50. The f-score is 0.64 and p-value is more than 0.05, the null hypothesis is not rejected, and it can be concluded that there is no difference in entrepreneurial knowledge among student GPA.

Arinchai Lertmongkolpan (6510751)

#### 4.4. Summary

We use the SAS enterprise Program to get the results for every data analysis from the online questionnaire research. First is the sample profile that shows respondents personal information. Second is the descriptive data analysis, which will show the respondent behavior and attitudes. Lastly is hypothesis testing and evaluating the results. Which hypothesis results can be used to see which factors have an impact on each variable.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### **5.1 Hypotheses Testing Results**

**Table 5.1: Hypotheses Testing Results**

#### **RESEARCH RESULTS AND CONCLUSION**

| No | Hypothesis Statement  | Statistical Design           | Results             | Brief Conclusion   | Responsible person                |
|----|---|------------------------------|---------------------|--|-----------------------------------|
| H1 | Entrepreneurial university climate, entrepreneurial curricula, entrepreneurial knowledge and financial motivation affect entrepreneurial capacity | Multiple Regression Analysis | Supported           | Entrepreneurial university climate, entrepreneurial curricula, entrepreneurial knowledge, financial motivation | Group Responsible                 |
| H2 | Entrepreneurial capacity affects entrepreneurial intention.   | Linear Regression Analysis   | Supported           | Entrepreneurial Capacity   | Group Responsible                 |
| H3 | Male and Female students have different entrepreneurial university climates.  | Independent Sample t-test    | Not Supported       | -  | Su Myat Noe<br>6511156            |
| H4 | Students with different sleeping hours have different university curricula.   | One way ANOVA                | Partially Supported | Students with more sleeping hours > Students with less sleeping hours  | Su Myat Noe<br>6511156            |
| H5 | Thai students and non-Thai students have different entrepreneurial curricula.   | Independent Sample t-test    | Not Supported       | -  | Htet Myat<br>Myat Hnin<br>6511332 |

| No  | Hypothesis Statement  | Statistical Design        | Results       | Brief Conclusion                                | Responsible person                |
|-----|---|---------------------------|---------------|---|-----------------------------------|
| H6  | Students of different ages have different entrepreneurial knowledge.  | One way ANOVA             | Not Supported | -   | Htet Myat<br>Myat Hnin<br>6511332 |
| H7  | Scholarship students have different entrepreneurial knowledge than non-scholarship students.                                  | Independent Sample t-test | Not Supported | -   | Su Myat Noe<br>6511338            |
| H8  | Students with different numbers of siblings have different entrepreneurial knowledge.   | One way ANOVA             | Not Supported | -   | Su Myat Noe<br>6511338            |
| H9  | University students who have internship experience possess different entrepreneurial knowledge compared to those who haven't. | Independent Sample t-test | Not Supported | -   | Jitpinya S.<br>6510495            |
| H10 | The difference in monthly allowance of Thai university students has different financial motivations.                          | One way ANOVA             | Supported     | More monthly allowance > Less monthly allowance | Jitpinya S.<br>6510495            |
| H11 | AU students and non-AU students have different entrepreneurial knowledge.   | Independent Sample t-test | Not Supported | -   | Pavinee K.<br>6510806             |
| H12 | Students with different academic status have different entrepreneurial curricula.   | One way ANOVA             | Supported     | Higher academic status > Lower academic status  | Pavinee K.<br>6510806             |
| H13 | Students who review and do not review after class have different entrepreneurial knowledge.                                   | Independent Sample t-test | Not Supported | -   | Arinchai L.<br>6510751            |

| No  | Hypothesis Statement   | Statistical Design | Results       | Brief Conclusion | Responsible person     |
|-----|--|--------------------|---------------|------------------|------------------------|
| H14 | Students with different GPAs have different entrepreneurial knowledge. | One way ANOVA      | Not Supported | -                | Arinchai L.<br>6510751 |

## 5.2 Conclusion

The research consists of 14 hypotheses. Multiple Regression Analysis, Linear Regression Analysis, Independent Sample t-test, One way ANOVA are used. Most of the hypotheses are not supported except hypothesis 1, 2, 4, 10 and 12. Entrepreneurial capacity greatly affects entrepreneurial intention. Students with more sleeping hour tend to have a greater university curricula as compared to students with lesser sleeping hours, Students with more monthly allowance have a greater degree of financial motivation than students with lesser monthly allowance. Students with a higher academic status have a greater entrepreneurial curricula than those with lower academic status.

## 5.3 Recommendations

### 1. Internship and Real-world Experience Opportunities

Assumption University (AU) should focus on enhancing internship programs and collaborations with businesses from different industries, as students who have internships have a greater understanding of entrepreneurship. Students will gain practical experience from this, bridging the knowledge gap between theoretical knowledge and practical entrepreneurial skills.

### 2. Tailored Entrepreneurship Knowledge Programs

Assumption University (AU) can offer customized entrepreneurship workshops tailored to students' diverse backgrounds, such as age, scholarship status, number of siblings, and internship experience. These workshops would address a wide range of life experiences, ensuring that all students receive relevant, personalized learning. Additionally, AU could enhance knowledge-sharing and personal growth by introducing mentorship programs that pair students based on their unique profiles and experiences.

### **3. Implementing Stronger Financial Motivation Programs**

Assumption University can address disparities in financial motivation among students, caused by varying monthly allowances, by offering tailored financial literacy workshops and financial assistance programs to different student groups. These initiatives would improve entrepreneurial capacity by helping students manage their resources more effectively, ensuring that all students are equipped with the skills needed for financial success.

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## **APPENDICES**

## **APPENDIX A**

### **Questionnaires**



**SURVEY ON DETERMINANTS OF ENTREPRENEURIAL INTENTION:  
THE CASE OF THAI UNIVERSITY STUDENTS**

Dear respondent,

The undergraduate students of Martin de Tour School of Business and Economics Assumption University studying BBA3101/MGT3940: Business Research has conducted the survey on “Exploring Entrepreneurial Intention Among Undergraduate Students in Thailand”. This questionnaire is designed to study the factors influencing entrepreneurial intention. The information you provide will help us better understand the environmental factor. Because you are the one who can give us a correct picture of how you experience your university life, I request you to respond to the questions frankly and honestly.

All the information we collect will be kept in the strictest confidence and will only be used for research purposes. The data you provide will be anonymized and we will not analyze or report findings in a way that will identify you. Thank you very much for your time and cooperation.

Cordially,  
Martin de Tour School of Business and Economics  
Assumption University

---

**Section 1 General information**

*Please choose the choice (s) that most corresponding to yourself and your opinion.*

1. What's your average sleeping hours?  
 Less than 5 hours       More than 8 hours  
 5 to 8 hours
  
2. What's your age?  
 Less than 20       20-23  
 More than 23
  
3. How many siblings do you have?  
 None       1 sibling  
 2 siblings and more

4. Do you have internship experience?

Yes       No

5. Are you a BBA student?

Yes                             No

6. Do you review lessons after class.?

Yes                             No

## SECTION TWO: Student attitude towards Entrepreneurial intention

*Please circle the most appropriate number for each statement which corresponds most closely to your desired response.*

| Factors to be considered  | Level of Opinion                     |   |   |   |   |
|---|--------------------------------------|---|---|---|---|
|   | Strongly Disagree --- Strongly Agree |   |   |   |   |
| <b>Entrepreneurial Intention</b>  |                                      |   |   |   |   |
| 1. I am willing to do whatever it takes to become an entrepreneur.  | 1                                    | 2 | 3 | 4 | 5 |
| 2. I am determined to start a business  | 1                                    | 2 | 3 | 4 | 5 |
| 3. I want to be my own boss'.   | 1                                    | 2 | 3 | 4 | 5 |
| 4. I have given serious consideration to launching my own business after finishing my studies.                      | 1                                    | 2 | 3 | 4 | 5 |
| 5. I aspire to be an entrepreneur as my professional goal.  | 1                                    | 2 | 3 | 4 | 5 |
| <b>Entrepreneurial Capacity</b>   |                                      |   |   |   |   |
| 1. In Thailand, many people know how to start and manage a high-growth business.                                    | 1                                    | 2 | 3 | 4 | 5 |
| 2. In Thailand, many people know how to start and manage a small business.  | 1                                    | 2 | 3 | 4 | 5 |
| 3. In Thailand, many people have experience in starting a new business.   | 1                                    | 2 | 3 | 4 | 5 |
| 4. In Thailand, many people can react quickly to good opportunities for a new business.                             | 1                                    | 2 | 3 | 4 | 5 |
| 5. In Thailand, many people have the ability to organize the resources required for a new business.                 | 1                                    | 2 | 3 | 4 | 5 |
| 6. In Thailand, the creation of new ventures is considered an appropriate way to become rich.                       | 1                                    | 2 | 3 | 4 | 5 |
| 7. In Thailand, most people consider becoming an entrepreneur as a desirable career choice.                         | 1                                    | 2 | 3 | 4 | 5 |
| 8. In Thailand, successful entrepreneurs have a high level of status and respect.                                   | 1                                    | 2 | 3 | 4 | 5 |
| 9. In Thailand, you will often see stories in the public media about successful entrepreneurs.                      | 1                                    | 2 | 3 | 4 | 5 |
| 10. In Thailand, most people think of entrepreneurs as competent, resourceful individuals.                          | 1                                    | 2 | 3 | 4 | 5 |
| <b>Entrepreneurial university climate</b>   |                                      |   |   |   |   |
| 1. I meet many people at my university with great ideas for starting new business.                                  | 1                                    | 2 | 3 | 4 | 5 |
| 2. There are workshops or training sessions available for students interested in developing entrepreneurial skills. | 1                                    | 2 | 3 | 4 | 5 |
| 3. My university provides strong support for entrepreneurial initiatives e.g., funding, mentorship, and resources   | 1                                    | 2 | 3 | 4 | 5 |
| <b>Entrepreneurial curricula</b>  |                                      |   |   |   |   |

| Factors to be considered  | Level of Opinion                     |   |   |   |   |
|---|--------------------------------------|---|---|---|---|
|   | Strongly Disagree --- Strongly Agree |   |   |   |   |
| 1. The curriculum includes courses that specifically focus on entrepreneurship.                       | 1                                    | 2 | 3 | 4 | 5 |
| 2. As a result of taking those courses, I feel have a better understanding about business.            | 1                                    | 2 | 3 | 4 | 5 |
| 3. Course material relevant to real-world business situations.  | 1                                    | 2 | 3 | 4 | 5 |
| 4. Teacher or instructor effectively connected those courses to real-world applications.              | 1                                    | 2 | 3 | 4 | 5 |
| 5. In my syllabus, there are more practical knowledge to solve specific problems.                     | 1                                    | 2 | 3 | 4 | 5 |
| <b>Entrepreneurial knowledge</b>  |                                      |   |   |   |   |
| 1. My school education helped me develop my sense of initiative – a sort of entrepreneurial attitude. | 1                                    | 2 | 3 | 4 | 5 |
| 2. My school education helped me to better understand the role of entrepreneurs in society.           | 1                                    | 2 | 3 | 4 | 5 |
| 3. My school education made me interested to become an entrepreneur.                                  | 1                                    | 2 | 3 | 4 | 5 |
| 4. My school education gave me skills and know-how that enable me to run a business.                  | 1                                    | 2 | 3 | 4 | 5 |
| 5. The knowledge provided in entrepreneurship courses helps to open up business opportunities.        | 1                                    | 2 | 3 | 4 | 5 |
| <b>Financial motivation</b>   |                                      |   |   |   |   |
| 1. I want to achieve political and social power.  | 1                                    | 2 | 3 | 4 | 5 |
| 2. I want to earn a lot of money.   | 1                                    | 2 | 3 | 4 | 5 |
| 3. I want to get socially accepted.   | 1                                    | 2 | 3 | 4 | 5 |
| 4. I want to have job stability.  | 1                                    | 2 | 3 | 4 | 5 |
| 5. I want to have financially secure.   | 1                                    | 2 | 3 | 4 | 5 |

### Section 3 Personal Data

*Please choose the choice (s) that most corresponding to yourself and your opinion*

1. What is your gender?

Male

Female

2.What is your nationality?

Thai

Non-Thai

3.Are you a scholarship student?

Yes

No

4.How much allowance do you get per month?

Less than 10000

10000-15000

15001-20000

More than 20000

5. Which year are you in?

First year

Second year

Third year

Fourth year and more

6. What is your accumulated GPA?

Less than 2.5

2.50-3.00

3.01-3.50

More than 3.50

THANK YOU VERY MUCH FOR YOUR COOPERATION

**APPENDIX B**

**Student Academic Integrity Form**



## **STUDENT ACADEMIC INTEGRITY FORM**

Fill in the form below. **All students taking MSME courses are required** to submit the filled form along with their academic work to the course instructor. In case of a group work, **each and every** participating member in the group needs to complete and sign this form individually and all signed forms must be attached

|   |   |
|---|---|
| Student Name: Jitpinya Suwannajak             | Student ID: 6510495                                     |
| Course Name: Business Research<br>Methodology | Course ID: BBA3101 Semester 2/2022<br>SEC: 407 Group: 6 |

to the work upon submission. Should there be any questions regarding this form, please contact your course instructor. Academic dishonesty actions include:

- **Cheating:** Using unauthorized assistance, materials, study aids, or other information in any academic exercise.
- **Plagiarism:** Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise or copying without authority from its sources and using the copied materials as one's own work.
- **Fabrication:** Inventing, altering or falsifying any data, information or citations in any academic exercises.
- **Facilitation:** Helping or advising other students to commit any academic dishonesty.

**Possible punishments on academic dishonesty actions are:**

- "F" on assignment/exam.
- "F" in the course.
- "F" in the course with probation of 1 academic semester.
- "F" in the course with probation of 1 academic year.
- Expulsion

I acknowledge that by signing this form, I have read the above information and understand the terms and punishments of Academic Dishonesty. I hereby pledge that the work I am submitting is original and willing to accept any above-mentioned punishments should my work be found dishonest.

|   |                                      |
|---|--------------------------------------|
| Signature:  | Date: August 14 <sup>th</sup> , 2024 |
|  |                                      |

## APPENDIX A

### STUDENT ACADEMIC INTEGRITY FORM



**MSME BUSINESS SCHOOL**  
ASSUMPTION UNIVERSITY

### STUDENT ACADEMIC INTEGRITY FORM

Fill in the form below. **All students taking MSME courses are required** to submit the filled form along with their academic work to the course instructor. In case of a group work, **each and every** participating member in the group needs to complete and sign this form individually and all signed forms must be attached to the work upon submission. Should there be any questions regarding this form, please contact your course instructor.

|  |   |
|--|---|
| Student Name: Arinchai Lertmongkolpan      | Student ID: 6510751                                     |
| Course Name: Business Research Methodology | Course ID: BBA3101 Semester 2/2022<br>SEC: 407 Group: 6 |

#### Academic dishonesty actions include:

- **Cheating:** Using unauthorized assistance, materials, study aids, or other information in any academic exercise.
- **Plagiarism:** Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise or copying without authority from its sources and using the copied materials as one's own work.
- **Fabrication:** Inventing, altering or falsifying any data, information or citations in any academic exercises.
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- "F" in the course with probation of 1 academic year.
- Expulsion

I acknowledge that by signing this form, I have read the above information and understand the terms and punishments of Academic Dishonesty. I hereby pledge that the work I am submitting is original and willing to accept any above-mentioned punishments should my work be found dishonest.

Signature:



Date: August 14<sup>th</sup>, 2024

## APPENDIX A

### STUDENT ACADEMIC INTEGRITY FORM



**MSME BUSINESS SCHOOL**  
**ASSUMPTION UNIVERSITY**

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|   |   |
|---|---|
| Student Name: Su Myat Noe                     | Student ID: 6511338                                     |
| Course Name: Business Research<br>Methodology | Course ID: BBA3101 Semester 2/2022<br>SEC: 407 Group: 6 |

- **Cheating:** Using unauthorized assistance, materials, study aids, or other information in any academic exercise.
- **Plagiarism:** Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise or copying without authority from its sources and using the copied materials as one's own work.
- **Fabrication:** Inventing, altering or falsifying any data, information or citations in any academic exercises.
- **Facilitation:** Helping or advising other students to commit any academic dishonesty.

#### Possible punishments on academic dishonesty actions are:

- "F" on assignment/exam.
- "F" in the course.
- "F" in the course with probation of 1 academic semester.

- “F” in the course with probation of 1 academic year.
- Expulsion

I acknowledge that by signing this form, I have read the above information and understand the terms and punishments of Academic Dishonesty. I hereby pledge that the work I am submitting is original and willing to accept any above-mentioned punishments should my work be found dishonest.

Signature:

Date: August 14<sup>th</sup>, 2024

## APPENDIX A

### STUDENT ACADEMIC INTEGRITY FORM



**MSME BUSINESS SCHOOL**  
**ASSUMPTION UNIVERSITY**

### STUDENT ACADEMIC INTEGRITY FORM

Fill in the form below. **All students taking MSME courses are required** to submit the filled form along with their academic work to the course instructor. In case of a group work, **each and every** participating member in the group needs to complete and sign this form individually and all signed forms must be attached

|  |  |
|--|--|
| Student Name: Su Myat Noe                  | Student ID: 6511156                                  |
| Course Name: Business Research Methodology | Course ID: BBA3101 Semester 2/2022 SEC: 407 Group: 6 |

to the work upon submission. Should there be any questions regarding this form, please contact your course instructor. Academic dishonesty actions include:

- **Cheating:** Using unauthorized assistance, materials, study aids, or other information in any academic exercise.
- **Plagiarism:** Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise or copying without authority from its sources and using the copied materials as one's own work.
- **Fabrication:** Inventing, altering or falsifying any data, information or citations in any academic exercises.

- **Facilitation:** Helping or advising other students to commit any academic dishonesty.

**Possible punishments on academic dishonesty actions are:**

- “F” on assignment/exam.
- “F” in the course.
- “F” in the course with probation of 1 academic semester.
- “F” in the course with probation of 1 academic year.
- Expulsion

I acknowledge that by signing this form, I have read the above information and understand the terms and punishments of Academic Dishonesty. I hereby pledge that the work I am submitting is original and willing to accept any above-mentioned punishments should my work be found dishonest.

|   |                                      |
|---|--------------------------------------|
| Signature:  | Date: August 14 <sup>th</sup> , 2024 |
|  |                                      |

## APPENDIX A

### STUDENT ACADEMIC INTEGRITY FORM



**MSME BUSINESS SCHOOL**  
**ASSUMPTION UNIVERSITY**

### STUDENT ACADEMIC INTEGRITY FORM

Fill in the form below. **All students taking MSME courses are required** to submit the filled form along with their academic work to the course instructor. In case of a group work, **each and every** participating member in the group needs to complete and sign this form individually and all signed forms must be attached to the work upon submission. Should there be any questions regarding this form, please contact your course instructor.

|  |   |
|--|---|
| Student Name: Htet Myat Myat Hnin          | Student ID: 6511333                                     |
| Course Name: Business Research Methodology | Course ID: BBA3101 Semester 2/2022<br>SEC: 407 Group: 6 |

**Academic dishonesty actions include:**

- **Cheating:** Using unauthorized assistance, materials, study aids, or other information in any academic exercise.

- **Plagiarism:** Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise or copying without authority from its sources and using the copied materials as one's own work.
- **Fabrication:** Inventing, altering or falsifying any data, information or citations in any academic exercises.
- **Facilitation:** Helping or advising other students to commit any academic dishonesty.

**Possible punishments on academic dishonesty actions are:**

- "F" on assignment/exam.
- "F" in the course.
- "F" in the course with probation of 1 academic semester.
- "F" in the course with probation of 1 academic year.
- Expulsion

I acknowledge that by signing this form, I have read the above information and understand the terms and punishments of Academic Dishonesty. I hereby pledge that the work I am submitting is original and willing to accept any above-mentioned punishments should my work be found dishonest.

Signature:



Date: August 14<sup>th</sup>, 2024

## APPENDIX A

### STUDENT ACADEMIC INTEGRITY FORM



**MSME BUSINESS SCHOOL**  
**ASSUMPTION UNIVERSITY**

### STUDENT ACADEMIC INTEGRITY FORM

Fill in the form below. **All students taking MSME courses are required** to submit the filled form along with their academic work to the course instructor. In case of a group work, **each and every** participating member in the group needs to complete and sign this form individually and all signed forms must be attached to the work upon submission. Should there be any questions regarding this form, please contact your course instructor.

|                                       |                     |
|---------------------------------------|---------------------|
| Student Name: Pavinee Kitrungroengkul | Student ID: 6510806 |
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|   |   |
|---|---|
| Course Name: Business Research<br>Methodology | Course ID: BBA3101 Semester 2/2022<br>SEC: 407 Group: 6 |
|---|---|

**Academic dishonesty actions include:**

- **Cheating:** Using unauthorized assistance, materials, study aids, or other information in any academic exercise.
- **Plagiarism:** Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise or copying without authority from its sources and using the copied materials as one's own work.
- **Fabrication:** Inventing, altering or falsifying any data, information or citations in any academic exercises.
- **Facilitation:** Helping or advising other students to commit any academic dishonesty.

**Possible punishments on academic dishonesty actions are:**

- "F" on assignment/exam.
- "F" in the course.
- "F" in the course with probation of 1 academic semester.
- "F" in the course with probation of 1 academic year.
- Expulsion

I acknowledge that by signing this form, I have read the above information and understand the terms and punishments of Academic Dishonesty. I hereby pledge that the work I am submitting is original and willing to accept any above-mentioned punishments should my work be found dishonest.

|   |            |                                      |
|---|------------|--------------------------------------|
|  | Signature: | Date: August 14 <sup>th</sup> , 2024 |
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## APPENDIX