IMPACT OF ENTREPRENEUR EDUCATION ON ENTREPRENEURIAL SELF-EMPLOYMENT: A STUDY FROM THAILAND

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Abstract: The prime objective of the current study is to investigate the impact of communication and innovation on the views of self-employment of entrepreneurial graduates of business schools in Thailand. Particularity, two direct hypotheses of two dimensions of entrepreneur education namely communication skills and innovation for their effect on views on self-employment of graduates of business schools in Thailand. In addition to that, the current study has examined the moderating role of technical knowledge in the relationship between innovation, communication skills and views on self-employment of graduates of business schools in Thailand. Study used structural equation modelling and regression approaches for the data collected from the students of top five business schools in Thailand. Findings of the study indicate that there is significant and positive impact of communication skills and innovation on views about self-employment. While significant and positive moderation of technical knowledge on the relationship between communication skills, innovation and views about self-employment.

Introduction

Self-employment is currently on the increase globally, right perception on this new trend will invariably lead to poverty reduction and reduced joblessness among university graduates (Fatoki, 2014). This is in contrast to earlier perception that self-employment is low paying meant for retrenched workers or retirees and that the self-employed are largely poor (Fatoki, 2014). The decision to become self-employed hinges on wide array of factors which include graduate's unemployment, inability to get well paid job, job satisfaction, personality traits, independence etc. Therefore, becoming a nascent entrepreneur is viewed as the panacea (Terjesen et al., 2016; Ungerman et al., 2018).

Preference for self-employment could be because of the benefit inherent in it, most especially when the benefit is high (Odewale et al., 2019). The pursuit of self-

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employment as postulated by earlier researchers is an issue of individual differences and this depends to an extent on individual's perspective. From the context of Thailand, Figure 1 provides an overview of total employed person since 2014 to 2018.
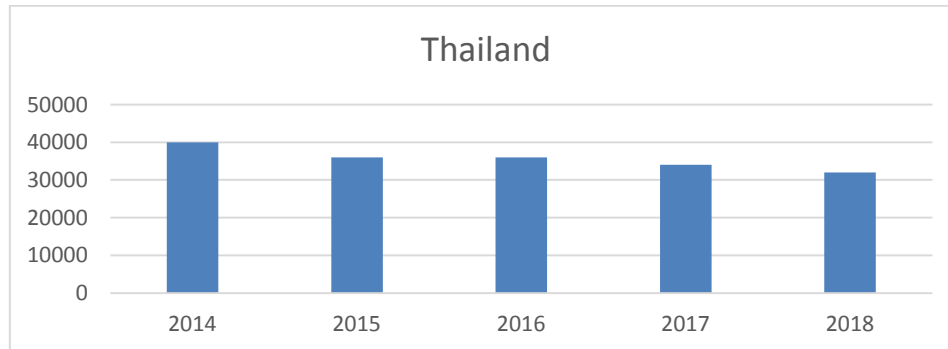

Figure 1. Thailand Employed Persons (in thousands) *(The Bank of Thailand)*

The motivation of presnt study is based on the entrepreneur's veiws about self employment in the region of Thailand. The reason behind present investigation is to find out the key role of communication and innovation the level of self-employment by students of various business schools of Thialnd. As per the figure 1, it is observed that overall employed person in the economy of Thialnd has been declined since 2014-2016 on annual basis. This creates serious issue of increasing unemployment and low opportunity for the new graduates in Thailand. Additionally, the factor of self employment has various determinnants but the role of communication and innovation is very much significnat. Therfore, the motivation of present study is to examine the views of student community about self employment in the regiion of Thailand after completing their studies. Overall structure of the study covers five sections. Present section covers introduction, background issues and motivation of the study. Section two explains the liteature review. Section three defines data collection and metdholdoy. Section four explains key findings with intrepretation. Section five concludes the study.

Literature Review

Entrepreneurship is widely recognized as a driving force in economic development, as such governments initiate entrepreneurial programmed to raise and support nascent entrepreneurs (Blackburn, 2016). For instance, Obama Startup America initiative (US), UK's loan scheme for young entrepreneurs (UK), India National Rural Employment Guarantee Act(India), Mexico Becate program (Mexico) etc., these shows part of the effort being made in different countries to influence positive perception of self-employment (Blackburn, 2016). Moreover, the Asian tigers (Hong Kong, Singapore, Taiwan, and South Korea), the Asian cubs

(Indonesia, Malaysia, Philippines and Thailand), China and Vietnam have gone beyond domestic market to focusing on economic growth by exporting to different parts of the world (Kansiime et al., 2018; Jabarullah and Hussain, 2019), Issue of self-employment cannot be overemphasized, following (Kansiime et al., 2018) individual can become self-employed by choice or because there is no other alternative or choice.

Views on self-employment can be based on three dimensions as analyzed by (Blackburn, 2016). first is intention to become self-employed, (Dabale and Masese, 2014) explained that factors that influence an individual intention is important. This also depends on level of tolerance for risk and independence which will likely determine to a great extent what he or she will achieve (Blackburn, 2016). The second dimension is perceived ability, which he explained as recognizing opportunity and acting on it. The third dimension is personal investment, which is classified as one of the biggest investment with huge resources being committed to it by individuals as well as stakeholders (Ndofirepi, 2016) present three major entrepreneurship education indicators which they employ in their survey of 170 subject two groups comprising of entrepreneurs and potential entrepreneurs in United States. They report that, entrepreneurship education has the capability to impact needed knowledge and skills on graduates' entrepreneurs to become self-employed with sustainable ventures. They itemized those indicators as managerial skills, social competence and basic entrepreneurial training out of which technical knowledge and interpersonal skills were statistically significant. Each of the group agreed that, entrepreneurship education have significant impact on venture and that entrepreneurship education can be taught (Yoon, 2018).

The problem of graduate unemployment is a global phenomenon that is facing several countries whether developed or emerging (Ndofirepi, 2016). Unemployment has contributed to the rising rate of crime in some developing countries. (Ndofirepi, 2016) affirmed that prolonged period of unemployment could worsen a person's mental health which shows that the unemployed are prone to mental health challenges such as distress and depression compared to their employed counterparts. At the inception of every political one of the foremost agendas to read is empowerment programmed for the youths.

Ndofirepi (2016) argued that only a fractional part of Chinese university graduate's start-up businesses after graduation. Government sees the exigency and therefore offers strong support to entrepreneurial activity which possesses a driving force in any economy and also a panacea to unemployment. As such China is now becoming reputable for innovativeness. Desire to become self-employed can stem from different opinions. Verheul et al. (2015) note from their findings that, gender influences preference and actual involvement in self-employment. While perceived ability, risk attitude, self-employed parents etc., are drivers of self-employment. They conclude that women lack willingness and have low preference for self-employment. Ndofirepi (2016) report that there is steady rise in self-employment in the UK, they agree that individuals become self-employed based on different

reasons which include; lifestyle (family consideration), cultural background, independence, job satisfaction, inability to secure a well-paid job etc. Ndofirepi (2016) noted that push or pull factors may be responsible for chosen to become self-employed. The "push factor" is the necessity entrepreneurs that may arise as a result of inability to get paid employment. Such individuals do not cherish self-employment, but the increasing unemployment rate and the desire to be financially independent has led them to start new businesses (Ndofirepi, 2016; Urbancova, 2013).

H1: There is a significant relationship between communication skills and students' views on self-employment.
H2: There is a significant relationship between innovation and students' views on self-employment.
H3: There is a significant relationship between technical knowledge and students' views on self-employment.
H4: Technical Knowle significantly moderates the relationship between communication skills and students' views on self-employment.
H5: Technical Knowle significantly moderates the relationship between innovation and students' views on self-employment.

Data Collection and Methodology

For the collection of data, it is very much important to understand the targeted population and desired sample from that population. In present study, population of interest was student community who are currently completing their business studies from public sector universities of Thailand. After the identification of population, targeted sample is required for the data collection. For sample collection, cluster sampling technique was employed. Five-technique approach that was presented by (Yaghmaei and Ghasemi, 2015), was used to calculate the sample size for present study. First step is to estimate total population, followed by the estimation of population sample size, as presented by (Yaghmaei et al., 2015). After the application of stated technique, a sample of 227 respondents (students) is finally observed for the analysis purpose. Data is collected through structural questionnaire covering various items of communication skills, innovation, technical knowledge and views on self-employment are added in the questionnaire. For methodgolcial purpose, factor analysis, structural equation modelling and regression analysis techniques are applied on the data set.

Results and Analysis

Table 1 provides an overview of the key findings for each of the item under exogenous, indigenous and moderator of the study through their factor loadings, CR value and average variance extracted through AMOS-21. It is found that all the items are providing a good factor loading, indicating the fact that there is no problem of internal validity of the items to be selected for the next structural

equation modeling analysis. Factor loading for all the items are found to be above .70, reflecting a good score for each item.

Table 1. Convergent and Discriminant Validity

	Items	Details of Items in the questionnaire	Loadings	CR	AVE
VSE	VSE1	I believe self-employment is a better opportunity	0.722	0.915	0.812
	VSE2	Market growth for self-employment is more	0.955		
	VSE3	I suggest my friends to work on self-employment	0.993		
	VSE4	Self-employment has a good sense of responsibility and carrier development	0.725		
	VSE5	Everyone can find bright carrier through self-employment	0.825		
CS	CS1	words I choose in communication with another person convey most of my message.	0.843	0.895	0.772
	CS2	When I listen carefully to what someone is saying to me I can predict what their conclusion will be.	0.855		
	CS3	Effective communication can be achieved simply by taking turns talking.	0.802		
	CS4	The best way to get the listening I need is to make the other person feel listened to first.	0.898		
	CS5	When someone says something I'm not sure about I ask for clarification.	0.925		
INN	INN1	Working on new product development	0.884	0.932	0.617
	INN2	Working on existing product development	0.955		
	INN3	Working on improvement of existing process	0.903		
	INN4	Working on repositioning of existing product	0.826		
	INN5	Working for the cost reduction through new strategy	0.821		
TK	TK1	Today is the era of technical knowledge	0.822	0.91	0.671
	TK2	Significant job opportunity is available in the market through technical knowledge.	0.855		
	TK3	Market leaders welcomes those having technical knowledge	0.722		
	TK4	I continuously working to improve my technical knowledge	0.825		
	TK5	My Institutions is playing good role in improving my technical knowledge.	0.841		

Figure 2 presents the structural equation model of the study, covering two exogenous variables under the title of communication skills CS and innovation or INN, which are further measured through five items under each. For main dependent variable, views on self-employment are considered through five items as well. While range of error terms are also presented with the covariances between the two latent variables through double headed arrow.
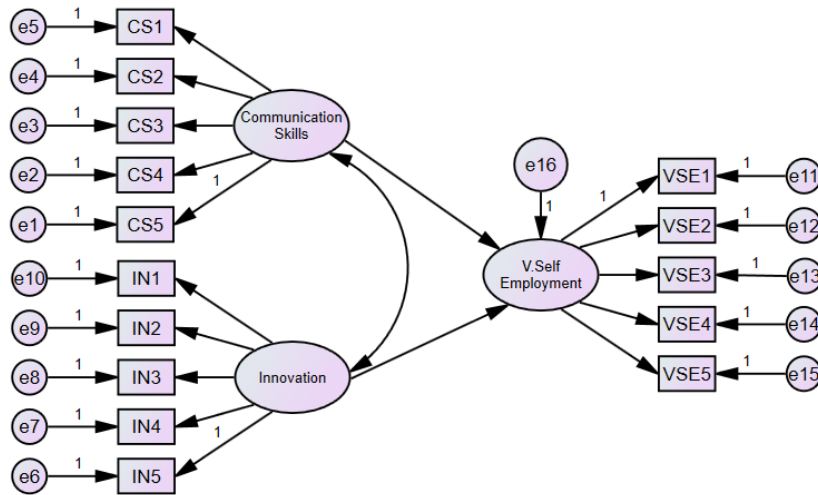
Figure 2. Structural Equation Model of the Study

Table 2. Model fit Indices

Name of the Model Fit Indices	Values through AMOS-21	Remarks
GFI	.933	Accepted
AGFI	.908	Accepted
CFI	.946	Accepted
RMSEA	.041	Accepted
Chi-square	120.703	Accepted
Sig	0.000	Accepted

After the structural model under figure 2, model fit findings are presented under table 3. It is found that GFI, AGFI, CFI, RMSEA and value of chi-square are found to very much good and above the threshold point. In this way, significant evidence is available to say that SEM model of the study, covering communication skills and innovation as main independent variables are fit for their consideration and impact on views on self-employment as main dependent variable. For the regression findings table 3 presents a comprehensive outlook. It is observed that impact of communication skills on V.Self_Employment is .871 with the standard error of .210. it means that CS has its significant and positive influence on views about self-employment, accepting research hypothesis. Similar findings are prsetned in the study of (Pandey and Pandey, 2014) who have explained the fact that communication skills of the employees are direcdtly assoicated to work related opportunieis, specifically in english speaking. For the 2nd exogenous variable, innovation, impact on V.Self_Employment is .434 with standard error of .048. It means that innovation is significantly and positively leading towards views about self-employment under full sample of the study. Some other authors have also

claimed the fact that innovation and self-employent are directly assoicated to each other, and more innovative means more employment for the individuals (Asheim and Gertler, 2005; Edquist et al., 2001; Greenan and Guellec, 2000; Pianta, 2003). These findings are also in favor to accept the alternative hypothesis, means that there is a significant impact of innovation on views about self-employment.

Table 3. Regression Output for SEM of the study (unstandardized)

Variables/Items	Direction	Variables/Items	Estimate	S.E.	C.R.	P
V.Self_ Employment	<---	Communication Skills	1.871	.210	4.414	0.000***
V.Self_ Employment	<---	Innovation	.434	.048	9.041	0.000***
CS5	<---	Communication Skills	1.000			
CS4	<---	Communication Skills	1.081	.194	5.579	***
CS3	<---	Communication Skills	.866	.177	4.901	***
CS2	<---	Communication Skills	1.171	.210	5.566	***
CS1	<---	Communication Skills	1.187	.206	5.758	***
IN5	<---	Innovation	1.000			
IN4	<---	Innovation	.795	.267	2.982	.003**
IN3	<---	Innovation	1.445	.388	3.725	***
IN2	<---	Innovation	1.863	.478	3.900	***
IN1	<---	Innovation	1.391	.376	3.695	***
VSE1	<---	V.Self_Employment	1.000			
VSE2	<---	V.Self_Employment	.977	.136	7.184	***
VSE3	<---	V.Self_Employment	.966	.134	7.232	***
VSE4	<---	V.Self_Employment	.905	.137	6.621	***
VSE5	<---	V.Self_Employment	.834	.129	6.446	***

After the direct relationship between the variable, effect of technical knowledge as main moderator is observed. For this purpose, two interactive terms are generated taking technical knowledge as moderator and communication skills with innovation as main explanatory variables. Table 4 presents model summary of this relationship. It is observed that overall R-square and adjusted R-square is above moderate level of 50 percent, means that good variation in views about self-employment is observed through moderating effect of technical skills.
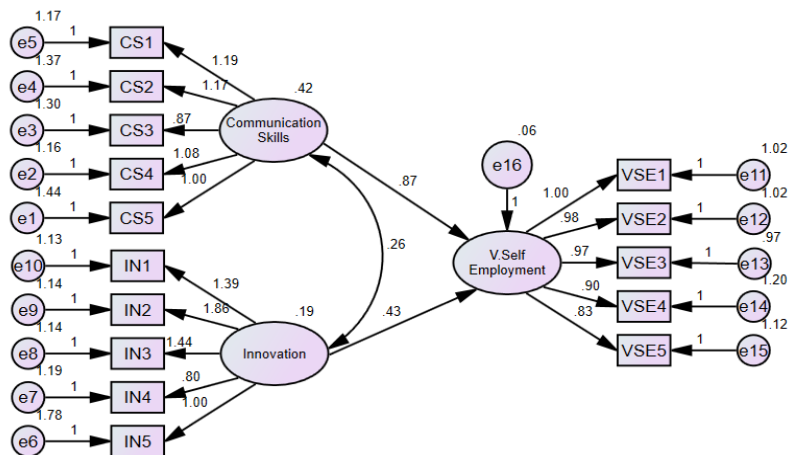
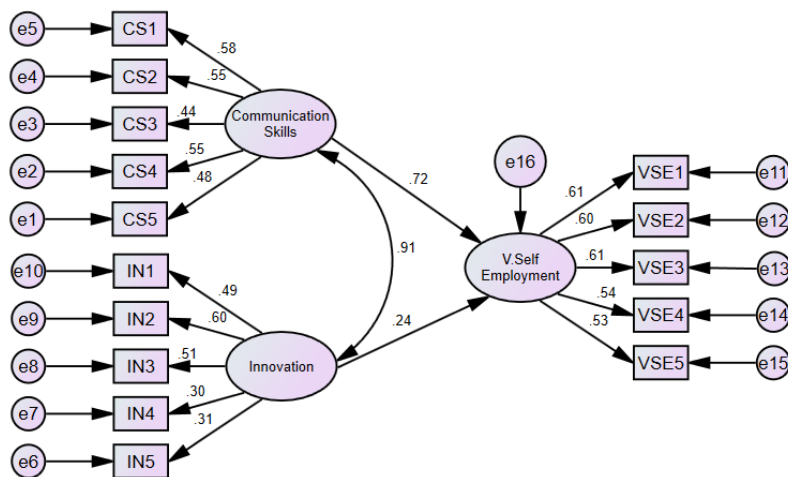**Figure 3. Unstandardized regression Output of Path Diagram**

Figure 4. Standardized regression Output of Path Diagram

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.722[a]	.522	.511	2.62191
a. Predictors: (Constant), M_TK1, M_SC, M_IN, IT1, IT2				

Table 5 presents ANOVA findings, covering the F-test value of 48.205 significant at 1 percent. It means that model is good fit and all the coefficients are significantly different from zero under this model.

Table 5. ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1656.898	5	331.380	48.205	.000^b
	Residual	1519.247	221	6.874		
	Total	3176.145	226			
a. Dependent Variable: M_VSE						
b. Predictors: (Constant), M_TK1, M_SC, M_IN, IT1, IT2						

Table 6 presents findings for the regression output of moderating effect of technical knowledge on the relationship between communication skills, innovation and views on self-employment. Value of first interactive term or IT1 is .044 with the standard error of .017. It means that technical knowledge positively moderates the relationship between communication skills and views on self-employment. The value of standard beta is .422 significant at 5 percent as p-value is less than .05 percent. Through 2nd interactive term or IT2, coefficient is .053 which means that there is positive moderation through technical knowledge between innovation and views on self-employment. This impact is also significant but at 1 percent, means that reserachers are 99 percent to say that there is a significant positive moderation by technical knowledge between innovation and views on self-employment.

Table 6. Regression Findings for Moderating effect of Technical Knowledge

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.420	2.697		.897	.371
M_CS	1.016	.247	1.011	4.109	.000
M_IN	-.476	.268	-.422	-1.779	.077
IT1	.044	.017	.940	2.586	.010
IT2	.053	.019	1.091	2.797	.006
M_TK1	.127	.205	.109	.619	.537
a. Dependent Variable: M_VSE					

Bases on the above findings, all the research hypotheses are finally accepted.

Conclusion

The earlier postulate that some people are born entrepreneurs does not hold any longer as there is a growing acceptance that entrepreneurship can be taught. In contrast, many postulates that only certain skills can be taught the inborn traits cannot be learned. The prime objective of the current study is to investigate the impact of entrepreneur education on the views of self-employment of graduates of business schools in Thailand. Particularity, two direct hypotheses of two dimensions of entrepreneur education namely communication skills and innovation for the views on self-employment of graduates of business schools in Thailand are

developed. In addition, current study has examined the moderating role of technical knowledge in the relationship between innovation, communication skills and views on self-employment of graduates of business schools in Thailand. The structural equation model is developed and AMOS-21 is used to analyses the data collected from the students of top five business schools in Thailand. Findings of the study indicates that there is significant and positive impact of communication skills and innovation on views about self-employment. While significant and positive moderation of technical knowledge on the relationship between communication skills, innovation and views about self-employment. Findings of the study are highly recommended to the public and private sector universities who are dealing with entrepreneurial education in Thailand. In addition, student community can also get significant benefit from the study findings as it suggests the acceptable relationship between communication skills, innovation and views about self-employment.

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WPŁYW EDUKACJI PRZEDSIĘBIORCZEJ NA PRZEDSIĘBIORCZE SAMOZATRUDNIENIE: PRZYKŁAD TAJLANDII

Streszczenie: Głównym celem artykułu jest zbadanie wpływu komunikacji i innowacji na poglądy na temat samozatrudnienia absolwentów szkół biznesu w Tajlandii. Przedstawiono dwie bezpośrednie hipotezy o dwóch wymiarach edukacji przedsiębiorcy, a mianowicie umiejętności komunikacyjne i innowacje i ich wpływ na poglądy na temat samozatrudnienia absolwentów szkół biznesu w Tajlandii. Ponadto zbadano moderującą rolę wiedzy technicznej w związku między innowacjami, umiejętnościami komunikacyjnymi i poglądami na temat samozatrudnienia absolwentów szkół biznesu w Tajlandii. W badaniu wykorzystano modelowanie równania strukturalnego i podejście regresyjne do danych zebranych od uczniów pięciu największych szkół biznesu w Tajlandii. Wyniki badania wskazują na znaczący i pozytywny wpływ umiejętności komunikacyjnych i innowacji na poglądy na temat samozatrudnienia. Znaczące i pozytywne moderowanie wiedzy technicznej na temat relacji między umiejętnościami komunikacyjnymi, innowacjami i poglądami na temat samozatrudnienia.

Słowa kluczowe: edukacja przedsiębiorcy, szkoły biznesu, Tajlandia

企业家教育对企业家自营职业的影响：来自泰国的研究

摘要：本研究的主要目的是探讨沟通和创新对泰国商学院创业型毕业生自雇形象的影响。特殊性，企业家教育两个维度的两个直接假设，即沟通技巧和创新，以影响泰国商学院毕业生对自营职业的看法。除此之外，目前的研究还考察了技术知识在泰国商学院毕业生的创新，沟通技巧和自我就业观点之间的关系中的调节作用。研究使用结构方程模型和回归方法，从泰国五大商学院的学生那里收集数据。该研究的结果表明，沟通技巧和创新对自营职业的观点产生了重大而积极的影响。同时对沟通技巧，创新和自营职业观点之间关系的技术知识进行重要和积极的调节。

关键词：企业家教育，商学院，泰国。