

The Conceptual Model: The Factors Influencing of Entrepreneurial Intentions for Vocational Entrepreneurship Incubator Members: A Case Study Mentoring.

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Abstract: The research aimed 1) to study entrepreneurship incubator member's inspiration, entrepreneur's characteristic, innovativeness mentoring and entrepreneurial intentions 2) to study the factors influencing of entrepreneurial intentions for vocational entrepreneurship incubator members and 3) to study the model of entrepreneurial intentions in vocational entrepreneurship incubators. By using mix methodology research, questionnaire and in-depth interview are distribute to five star excellent 51 incubators. The data has analyze by descriptive and inferential statistical method which are percentage, mean standard deviation and structural equation model (SEM).

Index Terms: inspiration, entrepreneur's characteristic, innovativeness, mentoring, entrepreneurial intentions.

INTRODUCTION

Bureau of Standardized Vocational Education and Profession is an office under the Office of the Vocational Education Commission. It conducted an independent career promotion program among vocational learners in 2012 with the development of an enterprise management system for empirical education in 3 pilot schools, namely Sriboonruang Vocational College, Kalasin Technical College, and Surin Vocational College [1]. This project is identified in the integration plan to promote small and medium enterprises with the aims to provide business knowledge to students and undergraduate students and promote entrepreneurship to learners through the process of teaching and learning including activities under the vocational entrepreneurship incubator. It required all educational institutions to set up a vocational entrepreneurship incubator for developing the potential of learners to have experience in business operations both in and out of educational college, applying knowledge and experience to the next level as an entrepreneur, which will be a path to create careers and generate income in the future.

Career training for learners is an important and essential activity in teaching vocational education so that students have the opportunity to be on the job training with direct experience in operations. In the atmosphere of competitive business operations must be maintaining standards and quality of work as well as working as team work, including developing the potential of vocational students in basic knowledge of personal finance, career, and entrepreneurship with the hope that the new vocational students will be fully equipped with professional skills and life skills. Moreover, they can apply knowledge, professional ability to maintain a profession as an entrepreneur [2].

The target group of the vocational entrepreneurship incubator is categorized into 2 groups, consisting of 1) target groups within vocational college, namely vocational students in vocational certificate programs (students) and vocational certificate programs (students) studying in government vocational education throughout Thailand, and 2) target groups outside educational institutions are general people interested in applying for membership and through the process of cultivating vocational entrepreneurs by the general government vocational education college in the country, there are 429 places, classified by types of educational college as 17 types, such as technical colleges, vocational colleges, industrial and community education college and colleges of agriculture and technology, etc. [3].

The vocation entrepreneurship incubators have to proceed to provide members through the incubation process from the vocational entrepreneurship incubator or through courses in entrepreneurship or through business operations in the project to earn money during schools or through business operations in project subjects or obtain advice from teachers as business consultants of the vocational entrepreneurship incubator, which can bring knowledge to use in business operations by

themselves. It has a quantitative goal to require the incubators of all educational colleges having at least 25 vocational students who participate in the incubation as well as the businesses should not less than 3 businesses. When the vocational students complete the process of cultivating a vocational entrepreneur, at least one of them should graduate, then can be a business owner and brings inventions, innovations, scientific projects, research projects, etc., to further commercialize products (product or service) not less than one business. The Board of Directors operates according to the management structure that serves as the core to drive and operate incubator activities and plans, including training department, incubation department, innovation department and administrative departments, especially the incubator, which consists of teachers as business consultants and teachers who specialize in accounting, production, marketing and management plays an important to consider selecting potential learners including those who are interested in or whoever are interested in train for entrepreneurship. The teachers themselves act as a "mentoring", providing care and advice in doing business, coordinate with related parties and work to organize activities to cultivate entrepreneurship. Moreover, it includes to summarize and to report the performance, as well as work at the assigned educational colleges [4].

Since the entire working group of the vocational entrepreneurship incubator is a teacher who performs the duties as a main task of teaching and perform other duties in accordance with the plans and activities of educational colleges such as working in administrative departments or sub-departments in educational colleges, being a classroom teacher or advisor for a group of students and being a supervising teacher including the allocation of schedules other than those tasks to be a working group for the incubator with another workload. In case of schedule allocation, if it cannot be arranged during office hours, they may have to be done extra hours or even public holidays in order for the operation to meet the expected goal. That is a restriction that the incubators' working group cannot avoid and members of the incubators, who are vocational students or the general public who are interested also encounter the same limitations. Especially, the group of vocational colleges' students, they have to attend teaching and learning according to the schedule specified by the class schedule varied according to the curriculum of each group of students. As a result, the working group resolve such restriction by requiring this group of members to get full incubation at the time of experience training [5] which the school may provide in the internship course (Education in the system) at least 320 hours or integrated with professional training (Bilateral education), not less than 50 percent of the study period according to the curriculum. For example, vocational certificate must be admitted to study for 6 semesters or 3 academic years, divided into theoretical studies in schools affiliated with 3 semesters and practice in the workplace with a memorandum of cooperation with the Office of the Vocational Education Commission for 3 semesters.

All 429 vocational entrepreneurship incubators must undergo an assessment of the potential of the center by a committee appointed by the Vocational Education Commission. The criteria of consideration [4] consist of 3 aspects as 1) the potential of the vocational entrepreneurship incubators, 2) the potential development of students in vocational colleges, and 3) the achievement of cultivating students into entrepreneurship. The assessment is set for 4 levels, including college level, vocational, provincial, regional and national levels in which all vocational education college must proceed to receive a vocational assessment at the province. Educational institutions with a 3-star rating (70-100 points) must be assessed at the regional level and the colleges with a 4-star rating (80-100 points) at the regional level must be assessed at the national level to request a 5-star rating (90-100 points), respectively. In the fiscal year 2018 (academic year 2017), there were 51 five-star rating of the vocational entrepreneurship incubators as the excellence at the national level, classified by region, consisting of 9 provinces in the Eastern region and Bangkok, and 9 in the Central region, 5 in the Northern region, 9 in the South and 15 in the Northeast [3].

Nevertheless, incubators that have excellent incubation of vocational entrepreneurship and are a learning source and create new entrepreneurs of that vocational college have attempted to develop potential and strengthen the center continuously, such as improving the operating structure to be in line with the current college. The incubators should clearly define the roles and responsibilities of the working group for alleviating the workloads of business consultant teachers that originally required a lot of workload. It results in less time for advising, therefore having an effect on the student's entrepreneurship not being able to see many results because most students lack inspiration in thinking of becoming a business entrepreneur and also cannot find their own needs in a career [6]. They cannot see the opportunities in business as well as lack of creativity in entrepreneurship since the low intention

of being an entrepreneur of vocational students even though those students have already passed the screening requirements for education in the profession [7]. Consequently, the researcher has studied the factors that will lead to the intention of being an entrepreneur among vocational students who are members of the vocational entrepreneurship incubator.

II. OBJECTIVES

- 1) to study entrepreneurship incubator member's inspiration, entrepreneur's characteristic, innovativeness mentoring and entrepreneurial intentions
- 2) to study the factors influencing of entrepreneurial intentions for vocational entrepreneurship incubator members and
- 3) to study the model of entrepreneurial intentions in vocational entrepreneurship incubators.

III. SCOPE OF THE RESEARCH

1. Content Scope

This research focuses on the importance of variables; inspiration, entrepreneur's characteristic, innovativeness, mentoring and entrepreneurial intentions of the vocational entrepreneurship incubators.

2. Population Scope

A population sampling is a type of purposive sampling technique which are 51 excellently five star levels vocational entrepreneurship incubator of national vocational schools of Thailand in year 2018 (school year 2017). The units of analysis include 3 groups of each incubator; head of incubator, advisor and member as totally 153 persons.

3. Area Scope

There are 5 regions of Thailand as 1) Eastern region and Bangkok, 2) Central region, 3) northern region, 4) Southern region, and 5) Northeastern region.

4. Timing Scope

The period for development research proposal, presentation research proposal, research and summarize in 2016-2019.

IV. THEORETICAL UNDERPINNING AND HYPOTHESES DEVELOPMENT

1. Inspiration

These conditions require talent or genius from the original nature as the most important factor. The cause of external inspiration is the cause of inspiration from the external environment affecting or being hurt the thought and mind. Finally, it causes some creative ideas, significantly; not just watching or liking as other people. There are 3 main causes include the natural environment, social environment and seeing examples from others. Inspiration can occur under various circumstances, however, there are 4 driving mechanisms[8] as follows:

1. Inspiration by goal: every human being has different goals in life. Some people set high goals for challenges and desire to reach that destination. Some people set a moderate goal to see the possibility of not being too high, not too low, to be able to provide for the disappointment that may occur while many people evaluate their potential are somewhat less than they should be. Therefore, setting goals in their own lives is not as much as they should be. However, no matter how high or low the goal is, these things will inspire those people to choose as their own goal. Inspiration by goal helps to motivate and not to cause discouragement causing the positioning to be suitable for himself, career decision- making, a social selection that matches the path for achievement.

2. Inspiration by role model: during human life, there will be love, faith, the impression from the role model and trust in the impressive style. All of these can happen when the inspiration accumulated until crystallized in the mind by starting from within the family, person, model, society and institution through interaction either directly or indirectly in the direction that corresponds to the model that wants to act amicably.

3. Inspiration by motivation: it is the unintended or unprepared inspiration in advance; therefore, it can be inspiring at that particular time. It may be applied to make decisions on a database to choose one that may be important to life-related organizations or institutions. It is an inspiration arisen from being stimulated and therefore requires careful, precise and effective consideration.

4. Inspiration by dynamic: it is a natural inspiration depending on the timing of the lifestyle. During that time will meet what will affect and influence at that time. The inspiration that comes from this drive may change frequently and has an impact on life in a short time, such as confidence in one's ability, being inspired by professional education, getting professional experience from learning and having a successful need for business with the motivation to influence entrepreneurial features[9].

Inspiration influences entrepreneur's characteristic, in particular, the attitude, perspective, needs, and behaviors of entrepreneurs in the business since they recognize opportunities for entrepreneurship before other people[10] as hypothesis 1 and the inspiration of the person influences the mentoring on the basis of real action[11]. If any person has inspiration, then it will lead to the desire to do business by using an experienced network or mentoring as the second hypothesis, including new initiatives regarding new products, services and technologies[12] in creating the differences under the circumstances occurring as the hypotheses 3 below.

H1: Inspiration influences entrepreneur's characteristic.

H2: Inspiration influences the mentoring.

H3: Inspiration influences innovativeness.

2. Entrepreneur's Characteristic

Entrepreneurs are those who create new things happen in each situation[14], the combination of new products, marketing process, model of organization or source of product manufacturers[15], determination of market opportunities and the ability to use resources in accordance with the opportunities and creation of commitments in both practice and resource efficiency for long-term profits [16]. In addition, the study of Weiner, Geldhof, Agans, Lerner, and Johnson[17] indicated that the entrepreneur's characteristic is an important element of the organization's strategic approach including other factors. The other factors employ the factors of being a planner, creator or prospect, through different creative ideas [18] and adaptability according to the volatile changing environment through action for the success of organizations. Moreover, the characteristics of entrepreneurs also include the personality of different entrepreneurs, skills in seeking cooperation with the board or network in the workplace [19] and the patience of all thing around. Additionally, the other characteristics are as the ability to manage[20], ability to motivate others[21], a person who accepts risk[22] generous and acceptable person for new ideas as in the changes bringing to the entrepreneurial intentions as the following hypothesis 7.

H7: Entrepreneur's characteristic influences the entrepreneurial intentions.

3. Mentoring

Mentoring is a development of personnel with the focus of one-to-one relationship or a sub-group by an experienced person called "mentor" to develop new people or less experienced person called "mentee" (trainee from the mentor) or protégé (protectors) who have been developed both professional and personal matters. In the education industry, various forms of mentoring are applied, depending on the group of people who act as mentors and trainees. If dividing the form of the rough, there are 2 types of mentoring [23]: 1) natural mentoring includes teaching, guidance and counseling, and 2) planned mentoring looks like a structured program as an office of research). Both of these forms can be applied in the context of each incubator or organization.

Therefore, mentoring is to create a system for developing, teaching, and advising. There are elements of the system: inputs, processes, productivity and feedback [24]. It is the development of people to grow, learn, improve and develop themselves to be able to perform better. It is to achieve goals based on good relationships, sincerity and mutual trust [25]. The mentoring which is a factor in this study is a business promotion from educational institutions, training according to incubator programs, entrepreneurs, advice and consultations from entrepreneurs or incubator centers since it influences the entrepreneur's characteristic [26] as the following hypothesis 4.

H4: Mentoring influences the entrepreneur's characteristic.

Bandura [27]-[28] discussed the importance of mentoring on the development of innovativeness for many reasons, including Bandura [27] who indicated that finding or learning some new things involves observing other people in the context of social interaction and experience (such as mentoring). Bandura [28] also suggested that learning by observing or creating social models to allow the behavior of others

to act as a social reminder that and support behavior patterns or characteristics are exemplary because " Innovation is a human-driven social activity "[29] as shown in the following hypothesis 5.

H5: Mentoring influences innovativeness.

4. Innovativeness

Innovativeness is classified by definitions with 5 concepts: Creativity, Openness to New Ideas, Intention to Innovate, Willingness for Risk-Taking and Capacity to Innovate [30] and the study of innovativeness, especially those of entrepreneurs, found that there is education in 2 dimensions as Organization's Innovativeness and Individual's Innovativeness [31].

Innovativeness is frequently found in education about the key elements of entrepreneurship [32] and the ideas of entrepreneurial people tend to be more innovative than those who are not entrepreneurs, too [33]. Nybakk, Hansen, and Lunnan [34] defined innovation as a trend in creating and applying innovation into new products, processes and services in business systems. As for Mueller and Thomas [35] study found that innovation is an important motivation to lead a person start a business while Avlonitis, Kouremenos and Tzokas [36] thought that innovation consists of technology dimensions and behavioral dimensions. It means both technological ability and behavior, intention and determination to change the company or create new companies.

McClelland [37] conducted research on entrepreneurship by focusing on the dimensions of personality characteristics. McClelland insisted that personality characteristics such as innovation are a feature of successful business innovators as hypothesis 5. People with a high level of innovativeness are the characteristics of the person who is determined to be an entrepreneur [33] affecting the intentions of starting a business [32] as the following hypothesis 8.

H8: Innovativeness influences entrepreneurial intentions.

5. Entrepreneurial Intentions

Entrepreneurship promotion can be done since not being an entrepreneur or studying in order to prepare to enter into future entrepreneurship. An important attribute of being an entrepreneur for a group that has not been an entrepreneur yet is Entrepreneurial Intentions, a person's awareness and confidence that is likely to create a business[38] and plans to do that in the future including factors influencing the entrepreneurial intention. Therefore, the mentoring has significance due to intention is an important variable that affects behavior leading to future entrepreneurial actions[22] as hypothesis 6.

H6: Mentoring influences entrepreneurship intentions.

Shapero[39] said that the decision to change the direction of life or propensity to act or the establishment of their own business will be accelerated by events or changes in daily life and relies on 2 factors: perception of desirability and perception of feasibility. There are three factors that affect the intention of being an entrepreneur: attitude towards entrepreneurship. perceptions of entrepreneurship and social norms[40].

The entrepreneurial intention is as a factor in this study covers running his own business immediately upon graduation, the support of family members in the business, the ability to learn to conduct business from family members[4], having confidence in themselves that can be successful in business and interested in learning about management and business operations.

V. THE CONCEPTUAL MODEL

Study of related concepts, theories and research found inspiration factor direct effect on mentoring, entrepreneur's characteristic factor and innovativeness factor had directly effect on entrepreneurial intentions, the mentoring factor had directly effect on three related factors; entrepreneur's characteristic factor, innovativeness factor and entrepreneurial intentions factor as can be seen in figure 1.

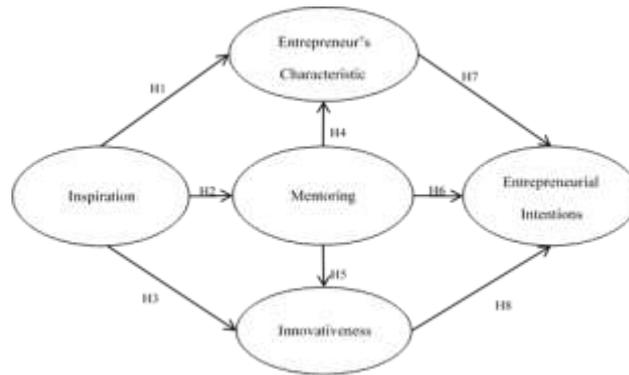


Figure 1. Hypotheses structure and conceptual model of the factors influencing of entrepreneurial intentions for vocational entrepreneurship incubator members: case study mentoring.

VI. METHODOLOGY

5.1 Research Design

This study adds to the literature base by revealing what influence entrepreneurial intentions assign to mixed methods research; quantitative and qualitative. By applying them together to achieve the objectives and answer research questions, which are growing area of methodological choice for many academics and researchers from across a variety of discipline areas [42] depending on the appropriate of both research methodology. The research presents data acquisition and analysis methods with quantitative variables and the hypotheses derived from the literature review and proceed with qualitative research to confirm the data obtained from quantitative analysis to defining the process of conducting research into 2 parts as follows;

1) Quantitative Research

Quantitative research is carried out according to the steps such as development of the variable scale, data collect by questionnaire and descriptive statistical processing based on Structural Equation Model (SEM) and then summarize and discussion are provide from questionnaires that have closed questions.

2) Qualitative research

Qualitative research is semi-structure in-depth interview which create a comprehensive study of the factors influencing of entrepreneurial intentions for vocational entrepreneurship incubator members: case study mentoring has examined the integrity of the question by triangulation[43] which is very much associated with measurement practices in social and behavioral research[44] The result are discussion and provide for further research.

5.2 Population/Sample-Data Source

Population

A population sampling is a type of purposive sampling technique which are 51 excellently five star levels vocational entrepreneurship incubator of national vocational schools of Thailand in year 2018 (school year 2017). The units of analysis include 3 groups of each incubator; head of incubator, advisor and member as totally 153 persons by 5 regions of Thailand; 1) eastern region and Bangkok, 27 cases, 2) central region, 39 cases, 3) northern region, 15 cases, 4) southern region, 27 cases and 5) northeastern region, 45 persons.

Research Instrument

We have develop scale to examine the content validity as inspiration factor scale of Cantillon[14] entrepreneur's characteristic factor scale of Zimmerer and Scarborough[20] mentoring factor scale of Pompa[26] entrepreneurial intentions factor scale of Thompson[45] and innovativeness factor scale of Mueller and Thomas [35]

The questionnaire designed based on the basic of literature and examine the reliability by 5 experts to verify the accuracy and consistency of content. This research test try out level was 30 selected by way

of purposive sampling from excellently five star levels vocational entrepreneurship incubator of national vocational schools of Thailand in year 2017 (school year 2016).

Data Collection

The researcher collected data from primary data sources as data sources obtained from data collection using closed-end questionnaires which used similar questions to help confirm and verify each other's information. As the open-ended questions, the researcher has requested for cooperation and requesting the director of vocational education college who is also the incubator president to distribute questionnaires. Moreover, in-depth interviews were conducted based on the tools created and analyze by descriptive and inferential statistical method which are percentage, mean standard deviation and structural equation model (SEM) with AMOS technique.

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