Factors Affecting Social Entrepreneurship Intentions: A Case Study of University Students in Vietnam

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COURSE: GRADUATION THESIS

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ABBREVATIONS AND ACRONYSM LIST

MBA	Master of Business Administration
GSVC	Global Social Venture Competition
TPB	Theory of planned behaviour
SN	Subjective norm
ATB	Attitude towards being a social entrepreneur
EC	Entrepreneurship capital
IA	Individual ability
SS	Support social
SEBI	Social entrepreneurship behavioral intention
ANOVA	Analysis of Variance
EFA	Exploratory Factor Analysis
KMO	Kaiser-Meyer-Olkin
SEM	Structural Equation Modeling
SPSS	Statistical Package for the Social Sciences
CFA	Confirmatory Factor Analysis
GFI	Goodness of fix index
CFI	Comparative fix index
TLI	Tucker – Lewis index
RMSEA	Sustainable Development Goals

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EXCUTIVE SUMMARY

Social enterprise is now considered as one of the efforts to help the country develop and provide a practical solution to the increasing unemployment rate. It can be said that students who are young, dynamic and have many startup ideas will one day become successful entrepreneurs.

However, due to lack of strength and confidence, students' startup ideas only stop at one level idea. This demonstrates the importance of research on entrepreneurship and is an attempt to promote self-employment. In fact, students who want to start a successful business should conduct extensive research as soon as they set their goals. Recognizing its importance, our team used a quantitative method to explore the research topic "Factors affecting the intention of social entrepreneurship: A case study of university students in Vietnam". Scientific journals, newspapers, dissertations, internet and books on related topics were used to collect the information.

Finally, make inferences about the research question and hypothesis investigated to develop these findings based on the facts that have been discovered. To determine the optimal approach to the research, theory and data will be compared with practical application.

CHAPTER 1. INTRODUCTION

1.1 Introduction

Theoretical conversations about social entrepreneurship have developed, and the issue has progressively gotten worse. According to Littlewood & Holt (2015), there is an increase in business with a social mission. As a significant factor in company transformation, social enterprise has combined economic and social purposes. Numerous studies with empirical support predict that variations will grow and be replaced by variables (Krueger et al., 2000; Ayob et al., 2013; Ip et al., 2017; Hockerts, 2017; Tran Tran, 2018). According to Kringe (2015), social entrepreneurship gives the possibility of change through producing items that highlight sustainability and responsibility, are made using business learning, have diversity and complexity, and are generated with these characteristics societal values are complicated, which can lead to shift chances. Focusing on the social entrepreneurship that is growing in importance in developing nations will help you find and tap into the potential of young entrepreneurs. According to earlier research (Wilson et al., 2007; Matlay, 2008), demographic factors have a considerable impact on individuals' inclinations to engage in social entrepreneurship. Entrepreneurship education is increasingly becoming known, and there is a worldwide interest in the topic. It will be encouraged and nurtured during the entrepreneurial process, giving individuals the resources they need to launch a new company (Postigo & Tomborini, 2002). According to Movahedi and Charkhtabian (2013) and Yu & Wang (2019), research on the development of social entrepreneurship intends to confirm that universities actively promote social entrepreneurship aspirations and would encourage entrepreneurial activity among university students. The association between entrepreneurial education and intentions for social entrepreneurship has been the subject of several studies. Pittaway and Cope's (2007) analytical evaluation of the literature validated the link between entrepreneurship education and students' entrepreneurial goals, however they also suggested that it was not. ability to have an impact on their startups. Additionally, Tran & Von Korfesch (2018) offer hard data supporting the link between social entrepreneurship intentions and entrepreneurial education. College students have a variety of different skills and qualities that might support perceived entrepreneurship despite their youth in the professional

business world. A significant trigger that promotes entrepreneurial decisions is the history of neurobusiness conduct (Delmar & Davidsson, 2000; Ucbasaran et al., 2009). According to Juster (1975), the two key factors influencing efforts to generate personal income are business education and business experience. According to Teixera and Forte (2017) and Krueger (2003), students' prior business exposure and professional experience both have an impact on their intentions to engage in business. As a result, knowledge and abilities that are related to experience are also cognitive elements that affect effort creation (Shane et al., 2012).

Social entrepreneurship intention has a relationship with entrepreneurship education and entrepreneurial experience based on the above discussion and some empirical evidence from previous studies. By incorporating several factors that also influence social entrepreneurship ambitions, this study aimed to investigate the impact of entrepreneurship education and experience on university students. Accordingly, this component plays the role of mediator. This study explores the relationship between social entrepreneurship ambitions and direct and indirect routes linked to moral responsibility, self-efficacy, and social support. Ernst (2011) contends that social entrepreneurship research that concentrates on social entrepreneurship intentions is still in its infancy. He draws the conclusion that social enterprise-related research is still in its infancy. Therefore, there is still a need for research on social entrepreneurship, especially quantitative research.

1.2 Research objective

Finding commercial solutions to social and environmental problems is the research goal of social entrepreneurship. Social startups attempt to use innovative and sustainable business strategies to address social and environmental problems rather than concentrating just on corporate expansion and revenue. In order to solve challenges including poverty, disease, the environment, education, economic development, and community development, social enterprise research may have a variety of purposes. When creating social business models, research on social entrepreneurship can be crucial in assisting companies in gaining social clout and positively impacting a vibrant, sustainable global community.

1.3 Research questions

How do the independent variables interact with each other? Do they directly/indirectly influence social entrepreneurship intention behavior?

What factors and components will determine and positively and negatively affect the social entrepreneurship intention behavior?

Does the study provide necessary issues and suggestions for students to make the right decisions when social entrepreneurship?

1.4 Research scope

Organization and management, the development of goods and services, market access, financial access, the efficacy and impact of social entrepreneurship, and regulations and procedures are some of the research areas in social entrepreneurship legislation, government assistance, and promotion for social entrepreneurship. Financial management, human resource management, operations management, and risk management are all parts of organization and management. Product and service development comprises all phases, from concept to final item, as well as market and capital access, social entrepreneurship's efficacy and impact, as well as entrepreneurship policy and regulation.

1.5 Methodology and Data Overview

In this section of the study, we mostly employ quantitative research methodologies to gather information and data for the survey. We will utilize SPSS to analyze the aforementioned data once we have it. We employ methods like the independent sample t test, the Cronbach's alpha test, and analysis of variance (ANOVA) in the study. Additionally, 406 participants participated in this poll. Vietnam with an online survey made using the Google Forms platform, distributed to all participants using the popular social media platform FACEBOOK, and a QR code with a Google link generated for each class study at FPT University to invite people to participate in the research process.

1.6 Aims of research

The goal of the research on the topic "Students' social entrepreneurship intentions" is to learn more about students' preferences and aspirations for social entrepreneurship.

This study can concentrate on the elements that affect students' intentions to launch social enterprises, such as particular education and experiences that can provide them the know-how and abilities required to launch a firm and the business community. Along with the policies and supports that may be offered to assist students in pursuing their goals of social entrepreneurship, this research may also examine the obstacles and difficulties that students have while attempting to establish a social enterprise. The findings of the study can be applied to better student social entrepreneurship instruction and assistance, as well as to the creation of useful policies and support decisions.

1.7 Thesis outlines

CHAPTER 1: INTRODUCTION

CHAPTER 2: LITERATURE REVIEW

CHAPTER 3: METHODOLOGY

CHAPTER 4: ANALYSES AND FINDINGS

CHAPTER 5: CONCLUSION

CHAPTER 2. LITERATURE REVIEW AND THEORETICAL MODELS

2.1 Theoretical Basis

2.1.1 Social entrepreneurship

Although social entrepreneurship has become more prevalent in both the academic and corporate worlds, there is still considerable disagreement over its precise definition in the academic literature. This conflict however, is consistent with worries raised in the larger entrepreneurship literature (Peredo and McLean, 2006). It may not be feasible to come to an agreement on the definition of the area because there are fundamentally various viewpoints and interpretations of the idea of entrepreneurship and the entrepreneurial function, according to Venkataraman (1997, p. 120). This relates to business owners.

To better comprehend social entrepreneurship, Austin et al. (2006) make a distinction between two types of entrepreneurship. Their theory holds that entrepreneurship entails the identification, assessment, and exploitation of lucrative opportunities. The process of identifying, assessing, and grabbing opportunities with a good social impact is known as social entrepreneurship. The perception and awareness of opportunities can be used to gauge an entrepreneur's capacity to assess supply or demand for products or services that provide value (Kirzner, 1973). Social entrepreneurs are acutely aware of a social need, and they use creative organizations to address it. Many definitions of social entrepreneurship, like those by Peredo & McLean (2006) and Shaw & Carter (2007), emphasize the importance of social value. With the exception of the focus being on social value rather than individual riches, business and social enterprise concepts are extremely similar. Due of these parallels, Dees (1998, p. 2) asserts that "social entrepreneurs are a species in the genus of entrepreneurs".

1. The appeal of social entrepreneurship to college students Students in college frequently have a broad perspective and a strong desire to improve society. They can combine creativity and social consciousness with the aid of social entrepreneurship to develop an innovative and long-lasting business model. Additionally, social entrepreneurship helps

students gain managerial skills, presentation skills, and leadership abilities, boosting their self-assurance in both their professional and personal lives.

2. Important pieces on social entrepreneurship for college students Numerous articles on social entrepreneurship among college students have appeared in esteemed publications over the years. Here are a few highlighted articles:

- "Entrepreneur community:

On Thanh Nien newspaper, "New trends of students". The article "The Rise of Social Entrepreneurship on College Campus" on the Harvard Business Review page focuses on successful social entrepreneurship cases of university students in Vietnam such as green material store model, educational model for less fortunate children and a healthy environment. rural water supply model. This article emphasizes the value of training and encouraging students in social entrepreneurship by focusing on the development of social entrepreneurship in universities in the United States. Business community: "Why Social Entrepreneurship is Booming on College Campus" is a topic on CNN's Business website. The essay examines factors contributing to the expansion of social entrepreneurship in universities, including growing public awareness of social issues, support from agencies, and support from academic and business communities.

3. Student support program for social entrepreneurship Programs to foster social entrepreneurship for university students have been introduced by numerous universities and NGOs. Here are a few highlighted programs:

- The Haas School of Business at the University of California, Berkeley hosts the Global Social Entrepreneurship Competition (GSVC), a social entrepreneurship competition open to international students. Through this competition, students can create business plans while being accompanied by experts in the field of social entrepreneurship.

- Ashoka U Program: Ashoka U is an NGO that trains young people to lead in social entrepreneurship. This program provides training, seminars, and chances to network with experts in the field of social entrepreneurship.

A non-governmental organization called the Resolution Project was established in 2007 and offers guidance and funding to college students who wish to launch social enterprises. Additionally, the program arranges lectures and workshops to aid students in acquiring entrepreneurial skills.

2.1.2 Entrepreneurship Education

Entrepreneurship education, according to Gerba, D.T. (2012), is a deliberate attempt by people to improve their understanding of entrepreneurship. The purpose of entrepreneurship education is to prepare students to be traders, not traders or sellers (Nurseto, 2010). Learning about entrepreneurship teaches students how to weigh the opportunities and risks that the business sector faces. Entrepreneurship education, according to Kurniawan, R. (2013), is a field that researches values, abilities, and behaviors when facing problems in life in order to seize chances with numerous risks that may be encountered correctly.

2.1.3 Overview of studies on factors affecting students' entrepreneurial intention

Foreign Studies

The entrepreneurial trends of 200 university students in Malaysia were examined by Suan et al. 2011. The start-up event theory of Shapero and Sokol (1982) was used in this study to combine different factors suitable for the research environment and create a research model. According to the research results, all other factors, including personality traits, education, experience and perceived desire, have a positive impact on entrepreneurial intention, except "family history" and personal". The study was limited by the small sample of 200 university students and the lack of analysis on the relationship between attitude towards behavior and entrepreneurial intention.

According to research done in 2011 by Lián, Rodrguez-Cohard, and Rueda-Cantuche from Pablo Olavide and Seville University (Spain), entrepreneurship education, individual attitudes, social norms, and perceived exam practicality all have a favorable effect on students' entrepreneurial intents. The study's weakness is that it excludes students from cultural or social groups and only interviews students majoring in economics (business and economics).

According to research by Zhang et al. (2014) in 10 Chinese colleges, the remaining three factors, cognitive desirability, education and perceived feasibility did not affect the "perceived feasibility" component. Entrepreneurial intention is positively impacted by both entrepreneurship and experience. The study's main drawback is that it only polls university students while ignoring other demographic groups (such college and university students).

A survey of 528 third and fourth year business administration students (232 men and 296 women) from three cities of Turkey was used to conduct the Sabah (2016) study in the same region:Izmir, Ankara, and Istanbul. The research model is constructed using Ajzen's (1991) theory of deliberate conduct. The research results show that the attitude of the model components towards driving, perceived behavioral control and subjective norms have a positive impact on the students' propensity to pursue entrepreneurship.

Ambad and Damit (2016) polled 351 undergraduate students at Community University of Malaysia as part of a study on the factors influencing students' entrepreneurial intentions in Malaysia. According to the research results, three factors, namely personal attitude (with the greatest impact), subjective norms and perceived behavioral control affect students' intention to start a business.

Domestic research

Research on entrepreneurship goals of female MBA students in HCMC was conducted by Hoang and Bui in 2013. HCM. The study results demonstrate that factors such as financial resources, personal characteristics and family support all have a favorable impact on entrepreneurial intention. Ho Chi Minh City University of Science and Technology in 3 schools, but abandoned the survey of female MBA students at other external training institutions (foreign, short courses...), this is the main weakness of the study. Phan and Giang (2015) built a model of entrepreneurial intention of MBA students at Can Tho University, taking into account influencing factors such as: Attitude, subjective norm, perception, behavioral control, education, and capital. However, the research model omitted several important factors, including personality traits and experience. Do (2016) surveyed the business goals of business administration students at the University of Labor and Social Affairs of Ho Chi Minh City. Research shows the following 4 things: Capital, experience, education, and training all have a favorable impact on students' entrepreneurial intentions. The flaw of the study is that it ignores the influence of many other factors, such as what students think about entrepreneurship and how they view students from other academic fields.

In conclusion, the findings will vary given the constraints of earlier study and the motivation to examine students' entrepreneurial intents in various locations due to varied cultural norms. Consequently, this research is required (Sabah, 2016). The survey subjects of the study are final year students of universities and colleges of all fields of study at the

university. The research model is based on the theory of Ajzen (1991), but it also incorporates information from earlier investigations as necessary.

The Theory of Planned Behavior (TPB) started as the Theory of Reasoned Action in 1980 to predict an individual's intention to engage in a behavior at a specific time and place. The theory was intended to explain all behaviors over which people have the ability to exert self-control. The theory of planned behavior is a theory used to understand and predict behaviors, which posits that behaviors are immediately determined by behavioral intentions and under certain circumstances, perceived behavioral control. Behavioral intentions are determined by a combination of three factors: attitudes toward the behavior, subjective norms, and perceived behavioral control.

Reviewing the literature on many facets of the theory of planned behavior (Ajzen, 1985, 1987), numerous open questions are highlighted. In general, empirical data show that the hypothesis is well supported. From attitudes toward the conduct, subjective norms, and perceptions of behavioral control, it is possible to predict intents to do a variety of activities with high accuracy. These intentions, along with perceptions of behavioral control, account for a significant amount of variation in actual behavior. Although it has been demonstrated that attitudes, subjective norms, and perceived behavioral control are related to the proper sets of salient behavioral, normative, and control beliefs about the activity, it is still unclear exactly how these links work.

Although the theory of planned behavior (TPB) was initially developed in the field of psychology, it has been extremely well adapted and used in a variety of other fields (Iakovleva and Kolvereid 2009; Krueger 1993; Krueger and Carsrud 1993; Fink 2013) due to its wider scope and extensive applicability. One of the features that makes TPB so appealing is that the standard model can be modified to fit the needs of the study's particular domain (Krueger et al. 2000). Ajzen (Ajzen 1996) emphasized that the classical model should be expanded to include the antecedents of ATB, PBC, and SN in order to offer more insights (Ajzen 1991).

Existing factors can be modified according to study's scope and nature, supplementary factors can be added, and causal links can be tailored (Iakovleva and Kolvereid 2009). Modification in the standard TPB model is an essential prerequisite because nature and scope of each study are different (Kolvereid 1996). As pointed by researchers these antecedents only effect intentions indirectly (Krueger and Carsrud 1993). Therefore, this research study uses a theory-driven approach to testing how exogenous

factors (emotional intelligence, creativity, and moral obligation) affect attitudes, intentions, and behaviour.

2.2 Research Hypothesis

2.2.1 *Individual ability (IA)*

Self-efficacy is characterized as an evaluation of one's capacity to organize and carry out the required actions to attain a desired goal (Bandura, 1986) or as the possession of a strong internal drive to begin and complete the activity (Bandura, 1997). According to Hockerts (2017), self-efficacy in the context of social entrepreneurship is the conviction that one has the power to affect social change through coming up with solutions to societal issues. Hockerts (2015) contends that because people frequently believe they have little control over social issues because they are viewed as being too big, the self-efficacy of social businesses plays a crucial part in society.

Professional knowledge, soft skills (including leadership, communication, negotiation, and time management), experience, and attitudes are examples of personal competences. These elements can aid the individual in feeling certain, prepared, and capable of meeting difficulties and hurdles then develop the motivation and resolve to carry out their behavioral aims.

The idea of social cognition was first presented by Bandura (1977), and it has since grown to be one of the most significant predictors in the study of learning to love. In this study, we propose that people may avoid a challenging activity if they believe it will demand more effort and knowledge than they already possess. He claims that rather than acting in a way that he thinks will lead to outcomes that he perceives as being unsatisfactory or difficult, or bearing consequences, an individual is required to conduct in a way that he believes will achieve specific outcomes. According to him, motivation and conduct are greatly influenced by perceived personal ability. Therefore, these folks are more inclined to engage in it voluntarily if they feel competent of executing the task. Individuality, according to a related study by Kinzie et al. (1994), is the conviction that one may have an impact on how one goes about doing things. It is an indication of a person's capacity to carry out or engage in a specific conduct that is anticipated to produce a specific result.

Personal competence is the belief in a person's ability to perform a particular job or task. It plays an important role in the theory of cognition.

H1: Individual ability positively affects social entrepreneurship behavioral intention

2.2.2 Subjective norm (SN)

It refers to perceived social pressure, such as pressure from family, friends, and loved ones, to carry out or refrain from carrying out an activity. NS is described by Ajzen as "an individual's perception of social pressure to perform or not to perform the behavior in question" (Ajzen and Fishbein 1977). Researchers concur that there is societal pressure to engage in particular behaviors, but they dispute on what exactly is causing this pressure (Lián 2004). The theory of planned action's component with the most inconsistencies has always been thought to be subjective standards. According to Armitage and Conner's 2001 meta-analytic analysis, subjective norms are just a marginal predictor of business intention. Numerous eminent researchers have examined the function of subjective norms in the theory of planned conduct, highlighting their significance in forecasting corporate purpose. Subjective norms are only marginally predictive of intention, according to many researchers (Krueger et al. 2000, Autio et al. 2001, Linan, 2008). Some researchers entirely disregard subjective standards when assessing deliberate processes (Peterman and Kennedy 2003; Veciana et al. 2005) and anticipate entrepreneurship (Iakovleva and Kolvereid 2009; Kolvereid 1996). Ernst (Ernst 2011) also discovered a negligible correlation between the study's antecedents and subjective norms in his investigation on the intents of social entrepreneurs. However, their study demonstrates the significance of the connection between social entrepreneurship and SN.

According to previous studies (Dinh & Sen, 2021; Heydari et al., 2020; Shah et al., 2020; Nguyen, 2017; Entrialgo et al. associates, 2016), there is a favorable correlation between subjective norms and business objectives. According to Phong et al. (2020), research findings show that proactive personality traits and social attitudes and norms about entrepreneurship have a substantial impact on entrepreneurship. Additionally, Thuy and Truc (2020) discovered that An Giang University students' ambition to start their own business is positively impacted by subjective norm. However, Dinh and Sen (2021) demonstrate that the subjective norm has no impact on the students at Can Tho University's intention to pursue entrepreneurship.

Since India is a society with a particularly collectivist bent, the social structure is given priority. Various subgroups of family, friends, and other stakeholders have an impact on how each person discusses things. As a result, it is crucial to determine if subjective norms may be used to forecast the intents of social entrepreneurs. As a result, the researchers proposed that:

H2: Subjective norms positively influence the intentions of social entrepreneurship behavioral intention

2.2.3 Support social (SS)

Many studies show that social support has a positive effect on the intention of social entrepreneurship of college students. Specifically, support such as finance, technical advice, inspiration and creative direction can help university students make decisions and implement their social entrepreneurship ideas. According to research, social connections play an important role in assisting college students with social entrepreneurship. Friends, family, and the community can provide encouragement, financial assistance, and advice on how to launch a social enterprise. Furthermore, university social entrepreneurship support programs play an important role in enabling university students to develop their own social entrepreneurship ideas. These programs provide resources and financial assistance, as well as supportive communities, to assist students in developing their ideas. In summary, social support has a positive impact on the intention of social entrepreneurship of college students, while facilitating university students to participate in social entrepreneurship support programs is also very important. So that they can develop their ideas and contribute to society. Similar results were obtained by Zhao et al. (2005), Oosterbeek et al. (2008) and Lucas & Cooper (2004), who found that entrepreneurial self-efficacy completely reduced the impact of entrepreneurial learning on intention. Dell McStay (2008) also states that previous business experience will increase students' desire to become entrepreneurs and students will be more confident in becoming an entrepreneur. In turn, increased self-efficacy leads to increased intention to achieve desired goals. A person's intention to start a new business is stronger when they have a high level of confidence due to a good understanding of business experience or knowledge (Boyd and Vozikis, 1994). While some previous researchers have combined the results, Davidsson (1995) has shown that prior business experience has no significant effect on attitudes towards business. Kuckertz & Wagner (2010) found that self-efficacy mediates between

entrepreneurship education and entrepreneurial intention. Zhao et al. (2005) determined that, among other variables, perception of formal learning from a business-related course has the highest positive relationship with intention mediated by self-efficacy businessmen. Furthermore, entrepreneurship education and training can shape students' intention to start a business and become an entrepreneur (Khuong & An, 2016; Palalic et al., 2017). Gaining experience can lead to increased social awareness, which in turn can lead to the establishment of social enterprises (Corner & Ho, 2010). Hockerts (2017) shows that the antecedents of social entrepreneurship intention, moral obligation, social entrepreneurship beliefs, and social support mediate the relationship between prior experience and business intention social enterprise. Fatoki (2018) indicates that ethical obligations, entrepreneurial self-efficacy, and social support are predictors of social entrepreneurship intention. Tanh (2018) also found that entrepreneurship education and entrepreneurial experience indirectly affect social entrepreneurship intentions. Self-efficacy mediates this relationship. Based on the above discussion, the following hypotheses are proposed:

H3: Support social positively affects social entrepreneurship behavioral intention

2.2.4 Entrepreneurship capital (EC)

Working capital can have a positive effect on a person's behavioral intentions. People have the chance to learn and develop management, entrepreneurship, and leadership skills thanks to start-up capital. These abilities can give people more self-assurance when it comes to making choices and acting to accomplish their objectives. Additionally, startup capital can improve a company's capacity for coming up with original ideas, identifying business opportunities, and adding value to society. Business success can energize an entrepreneur's drive and competitive spirit, encourage him to work harder in the future to achieve greater feats, and enable startup capital to have a beneficial effect. When it comes to one's behavioral intentions, they require careful planning, a concise business strategy, and a persistent effort to advance their qualifications and work experience in their industry. According to Mazzarol, Volery, Doss and Thein (1999), capital is an economic aspect or characteristic. In the study here, capital is understood as money used for start-up activities. Funding can come from support from family and friends, loans, personal savings, or other sources of support. Research by Mazzarol et al (1999) shows that available capital (in the group of economic environment factors) has a positive impact on the intention to start a business. Zain et al. (2010) has built a model of factors affecting students' entrepreneurial

intention, including capital factor and the results show a positive impact of capital on entrepreneurial intention. intend to start a business. Capital is considered an important factor in realizing business ideas and implementing business activities. The process of getting financial incentives is still challenging for startups (Dong Nghi & Thien Minh, 2018). Only a few people have enough capital to start a business, while the majority need to raise capital from many different sources to start a business. When starting a business, most young entrepreneurs rely on the support of parents, brothers, and friends, this is the most important source of capital (Q. The, 2007). Start-up capital has been shown in studies to have a positive impact on students' entrepreneurial intentions (L. K. Le, 2018; T. N. D. Le & Nguyen, 2018). From the above points of view, the study proposes the following hypothesis H4:

H4: Entrepreneurship capital positively affects social entrepreneurship behavioral intention

2.2.5 Attitude towards being a social entrepreneur (ATB)

Attitude towards being a social entrepreneur greatly influences a person's behavioral intentions. If a person has a positive attitude towards being a social entrepreneur, i.e. they enjoy and are interested in creating value for society through their business, then it is more likely that she He will act to do so. According to Ajzen (1991), attitude leads to behavior is an individual's evaluation of the results obtained after performing a behavior. Attitude to behavior is the degree to which the manifestation of this behavior is perceived by the individual as positive or negative. Intentions of consumers are influenced by their attitudes (Ajzen & Fishbein, 1980). Based on this idea, Chaniotakis, Lymperopoulos, and Soureli (2010) demonstrated that attitude motivates behavior as a person's assessment of whether engaging in the behavior is worthwhile investing the time and money go out. Giner-Sorolla (1999) developed a scale for the attitudinal factor influencing behavior prior to conducting her research. The scale includes the individual's intention to engage in behavior that has long been directed towards that good or service, and assumes that if you engage in that behavior, it would be good for you Matos, Ituassu and Rossi (2007) also mentioned that attitudes drive consumer behavior because consumers believe that using a product will bring more benefits and better choices for themselves. The studies cited above all show that there is a relationship between attitude and behavioral intention. The more positive the

attitude, the more likely the customer is to generate an intention. Thus, the proposed research hypothesis is

H5: Attitude towards becoming a social entrepreneurship positively affects social entrepreneurship behavioral intention
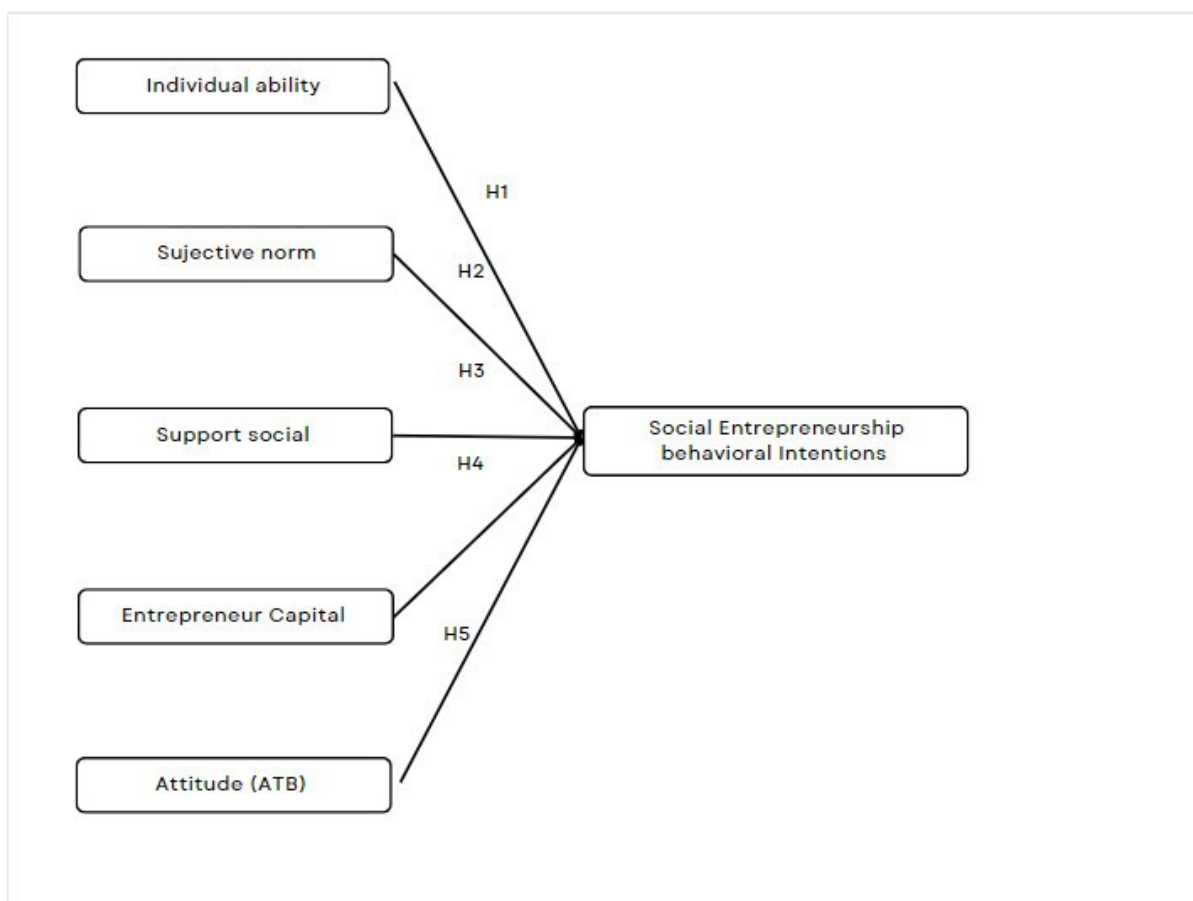
Figure 1: Framework for research: The hypothesis provided below are H1-H5

Model components are discussed in detail based on literature surveys and scales are specified in the table (see Appendix 1).

Table 1: Scale of components

Individual ability - Kinzie et al. (1994); Bandura, 1986; Bandura, 1997; Hockerts (2017); Hockerts (2015)	CODE
You think you are a person who has the ability to recognize opportunities	IA1
You think of yourself as someone with problem-solving skills	IA2
You think you have the qualifications to start a business	IA3

Subjective norms - (Liñán et al., 2011); (Ajzen, 2001). ; Lián et al., 2011); Armitage and Conner 2001; Ajzen and Fishbein 1977;	
You believe that if you run your own business, people will support you	SN1
Your family will support your business decisions	SN2
You think that if you don't start a business, you will miss out on an important opportunity	SN3
You feel pressure from family or friends to be an entrepreneur	SN4
You believe you have the ability to succeed in starting a business	SN5
Support social - Zhao et al. (2005), Oosterbeek et al. (2008), and Lucas & Cooper (2004); Kuckertz & Wagner (2010); Hockerts (2017); Fatoki (2018)	
If you want to start an organization that helps society, people will support you	SS1
You can call for investment in an organization that solves social problems	SS2
If you intend to solve a social problem, people will support you	SS3
Social support can boost entrepreneurial intentions in the community	SS4
Entrepreneurship capital - Mazzarol, Volery, Doss, and Thein (1999); Zain et al. (2010); L. K. Le, 2018; T. N. D. Le & Nguyen, 2018; Dong Nghi & Thien Minh, 2018; Q. Le, 2007	
You can raise capital from family, relatives, and friends to start a business	EC1
You have the ability to accumulate business capital	EC2
You will raise funds from other sources from student loan packages	EC3
You think that increasing capital can lead to the sustainable development of long-term social entrepreneurship activities	EC4
Attitude towards becoming a social entrepreneur - Ajzen (1991); Ajzen & Fishbein, 1980; Giner-Sorolla (1999); Matos, Ituassu, and Rossi (2007)	
You can raise capital from family, relatives, and friends to start a business	ATB1

You have the ability to accumulate business capital	ATB2
You will raise funds from other sources from student loan packages	ATB3
You think that increasing capital can lead to the sustainable development of long-term social entrepreneurship activities	ATB4
Social entrepreneurship behavioral intention -	
You have the plan to establish a social enterprise in the future	SEBI1
You have a social startup idea, is it related to issues in the community or society	SEBI2
You have thought about creating social value in your startup project	SEBI3
Your social startup goal will bring benefits to the community	SEBI4

CHAPTER 3. METHODOLOGY

This chapter will identify the methods and approaches that were used during the research. The study and description of each method are also thoroughly discussed.

3.1 Methodological Approach

The purpose of this study is to find out the factors affecting the intention to start a business in the university environment of Vietnamese students.

Key data were collected using a questionnaire containing the model's components – theory of planned behavior (TPB), subjective norms (SN), attitudes towards becoming an entrepreneur, and attitudes towards becoming an entrepreneur, social capital (ATB) and entrepreneurial capital (EC). The main research methods in this article are quantitative research, deductive method and descriptive research.

3.1.1 Quantitative research

This method uses many statistical tools, quantitative research tests the correlation between variables evaluated numerically (Saunders, Lewis, & the Thornhill, 2009). Its purpose is to analyze data associations and trends, as well as validate measurements (Watson, 2015). Most university students studying in Can Tho choose this subject because this is a group of students who have gone through the process of studying at the school.

3.1.2 Deductive approach

Inferential methods, which include using evidence to test a theory, often involve quantitative research. Investigations into claims or presumptions relating to an existing theory use deductive reasoning. The deduction has a few unique characteristics. Finding a cause-and-effect connection between the concepts and the variables is the first step. Theories are created as a result. Quantitative data must be gathered and put to the test in order to evaluate theories (Saunders, Lewis, and Thornhill, 2009).

3.1.3 Descriptive research

This approach is used to determine the correlation or association between different variables (Woods & Catanzaro, 1988). The goal is to describe one or more variables and find a relationship between two or more variables. In addition, the results of descriptive studies are often the starting point for new investigations. Therefore, it is important to conduct well-designed and well-executed descriptive surveys (Dulock, 1993).

3.2 Methods of Data Collection

Through Hockerts' applied questionnaire (2017); IP et al. (2017) and Tran (2018). Through social networks and email, the questionnaire was disseminated online. A Likert scale, ranging from 1 (one) to 5 (five), is used in the survey. Following that, SEM statistical methods were used to process and analyze all of the data. The participants in this study were undergrads from various universities. The sampling technique in this study is purposeful sampling with several criteria:

1) College students with student status,

2) College students with start-up experience and also have prior start-up experience.

In this study, university students with entrepreneurship training were more likely to be entrepreneurs than students without entrepreneurship training.

3.3 Methods of Analysis

The most widely used tool for measuring and analyzing data is SPSS (Statistical Package for Social Sciences) (Muijs, 2010). Therefore, IBM SPSS Statistics was used to analyze the raw research data. Descriptive analysis, reliability analysis, ANOVA and independent sample t-test analysis are all supported by the software. In addition, IBM SPSS AMOS was used for.

3.3.1 Descriptive Statistics

To reflect general research purposes, descriptive statistics is a technique for summarizing, estimating, presenting, and describing sample characteristics. It includes statistical analysis, frequency distribution, and percentage distribution, and uses the mean and standard deviation of the narrative analysis presented in tables and graphs to achieve

the objectives. goal of the analysis. learn. The values used in the study were mainly the highest, lowest and average values of the components studied.

3.3.2 Reliability Analysis

One of the most widely used reliability measures in the social and organizational sciences is Cronbach's alpha reliability (Cronbach, 1951). A reliability test called Cronbach's alpha rule was used to assess the reliability, stability, and structure of the question items. Since it is also used to evaluate the internal consistency of indices, Cronbach's alpha is an "internally consistent" measure of reliability (Cronbach, 1951).

According to Nunnally (1978), a good scale must have Cronbach's alpha reliability of 0.7 or more. According to Hair et al., the balance ensures unidirectionality and reliability. (2009), have Cronbach's Alpha of 0.7 or higher; however, for the initial exploratory survey, a threshold of 0.6 is appropriate. The more Cronbach's Alpha is present, the more reliable the scale is.

A low alpha value may be due to a small number of questions, or a heterogeneous structure can all contribute to a low alpha value. Some elements need to be changed or eliminated if low alpha is the result of poor correlation between them. Calculating the correlation between each test item and the overall test score is the simplest way to find them; items with low correlation (close to 0) will be removed. Because they test the same question in various ways, entries that have an excessively high alpha coefficient may be redundant.A good rule of thumb for interpreting alpha for dichotomous questions (i.e. questions with two possible answers) or Likert scale questions is:

Consistency in Cronbach's Alpha

α 0.98 excellent

0.9 > α 0.8 good

0.8 > α 0.7 acceptable

0.7 > α 0.6 questionable

0.6 > α 0.5 less than

0.5 > α is not accepted

3.3.3 Analysis of Variance (ANOVA)

Fisher, a statistician, created ANOVA (1919). It is a set of statistical models and estimation procedures for analyzing differences between means. The ANOVA test allows

you to compare more than two groups at once to determine if there is a relationship between them. The result of the ANOVA formula, the F-statistic, allows analysis of multiple data sets to assess intra- and inter-sample variability. One-way ANOVA was used to investigate the relationship between dependent and independent variables when there were three or more data sets. Therefore, switching to Bonferroni's Post Hoc test if Sig > 0.05 in the variance homogeneity test shows that the variances between the two variances are similar; on the other hand, assume that the variances between the two types are different and conduct the Tamhane test. Any pair of comparisons is considered different if its Sig value is less than 0.05. The value indicates that if there is a difference, the difference is used to decide which group is larger and which group is smaller. ANOVA helps to detect correlations between variables, leading to new findings that can contribute to previous studies and improve the reliability of data and study conclusions.

3.3.4 Independent Samples T-test

The T-test was used to compare two groups with interdependent mean values. The researcher can perform an independent sample t test to determine if there is a statistically significant difference in the mean between the two groups. The researcher estimates the probability that two datasets come from the same population, for statistical inclusion purposes (Gerald, 2018). The first step is to state the null hypothesis and the alternative hypothesis. The population parameter(s) H0 is the subject of the null hypothesis (Marilyn & Theresa, 2003). The direct inverse null hypothesis, or alternative hypothesis (H1), is a statement about a population parameter.

3.3.5 Regression analysis

Regression analysis is a statistical method to determine the degree of influence of independent variables (reporting variables) on dependent variables (reporting variables). It is a statistical method for predicting the expected value of one or more random variables based on the state of other (computed) random variables. It provides the best estimate of the true relationship between variables. Based on the value of the independent variable, one can predict the dependent (unknown) variable using this (known) estimator.

Regression analysis is used to create a line of best and best fit to the observations based on the collected data points. Regression analysis's coefficient is known as the regression coefficient. This coefficient is usually denoted by a letter, such as C and c. The

estimated regression coefficients are constants obtained by the usual least squares method. When the estimated regression coefficients have numerical values, they will be used to predict the value of the dependent variable C.

Research Ethics:

Research ethics is a critical aspect of any academic endeavor, including theories in various fields of study. It involves a set of principles and guidelines that researchers are expected to adhere to, in order to ensure that their research is conducted ethically and with integrity. There are many different ethical considerations that researchers must take into account when conducting theoretical research, including issues related to informed consent, confidentiality, data privacy, conflicts of interest, and the potential harm or impact on research subjects.

At the heart of research ethics is the concept of informed consent, which requires researchers to obtain the voluntary and well-informed agreement of their subjects or participants. This includes ensuring that research subjects understand the purpose of the research, the procedures involved, the risks and benefits, and the steps that will be taken to protect their privacy and confidentiality. Researchers must also be aware of potential conflicts of interest that may arise in their work, such as financial or personal interests that may bias their research findings.

In addition to these ethical considerations, researchers must also take steps to ensure that their data is managed appropriately, with privacy and confidentiality concerns carefully addressed. This includes collecting, storing, and analyzing data securely, and disclosing any potential risks or limitations associated with the data. Additionally, researchers must always strive to minimize any potential harm to their research subjects and to ensure that their work contributes to the greater good of society.

Overall, the responsible conduct of theoretical research requires adherence to high ethical standards at all stages of the research process. By upholding these principles and guidelines, researchers can ensure that their work is conducted with integrity and that the findings they produce are trustworthy and valid.

CHAPTER 4. ANALYSIS AND FINDINGS

SPSS 22.0 software was used for quantitative analysis in this study. SPSS 22.0 software can define statistical tasks describing variables, synthesize data on the frequency of their occurrence and the extent of their influence on the respondent's social entrepreneurship behavior.

This chapter will review the results or findings of the data collected and analyzed, describe sample structure, study patterns, and relationships between components.

This chapter will review the results or findings of the data collected and analyzed, describe sample structure, and study patterns and relationships between the components.

4.1. Sample structure

4.1.1. Demographic Factors

Major attended

- Economic: 49.80%
- Language: 8.60%
- Information technology: 29.10%
- Other industries: 12.60%

Total income of your family/month

- <10 milion VND: 49.80%
- 10 - 25 milion VND: 28.80%
- 25 - 50 milion VND: 13.50%
- >50 milion VND: 7.90%
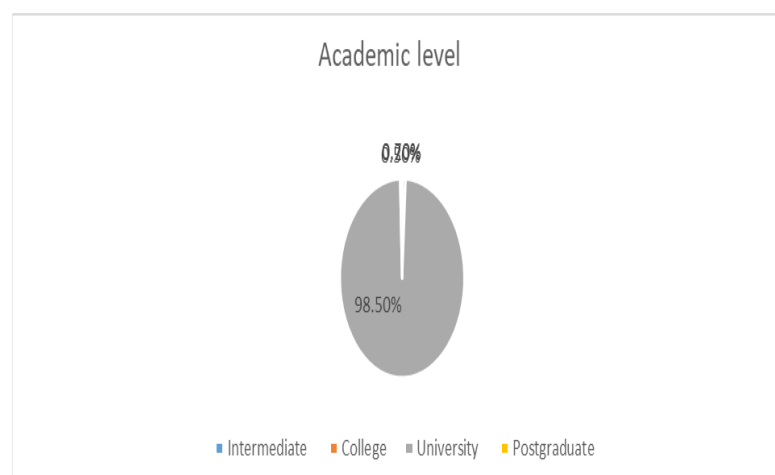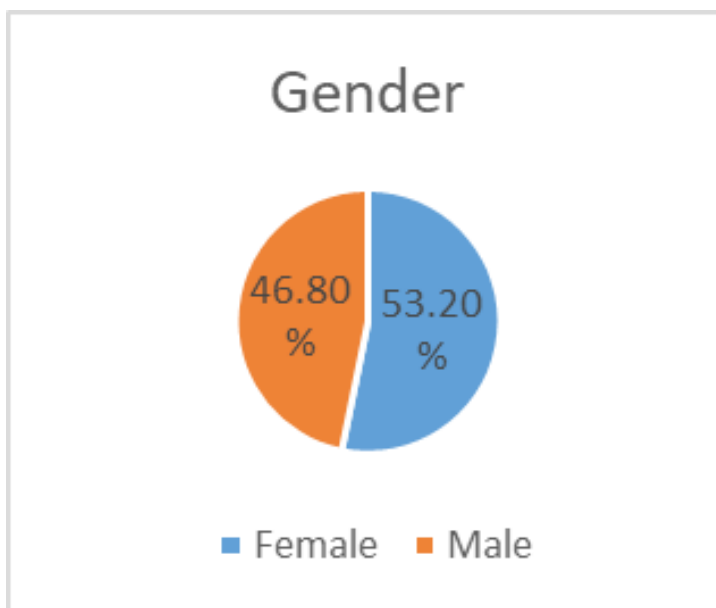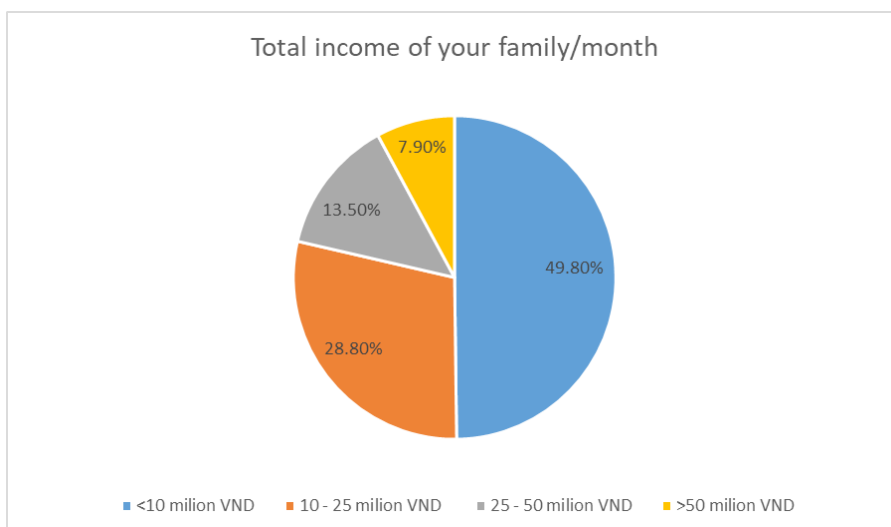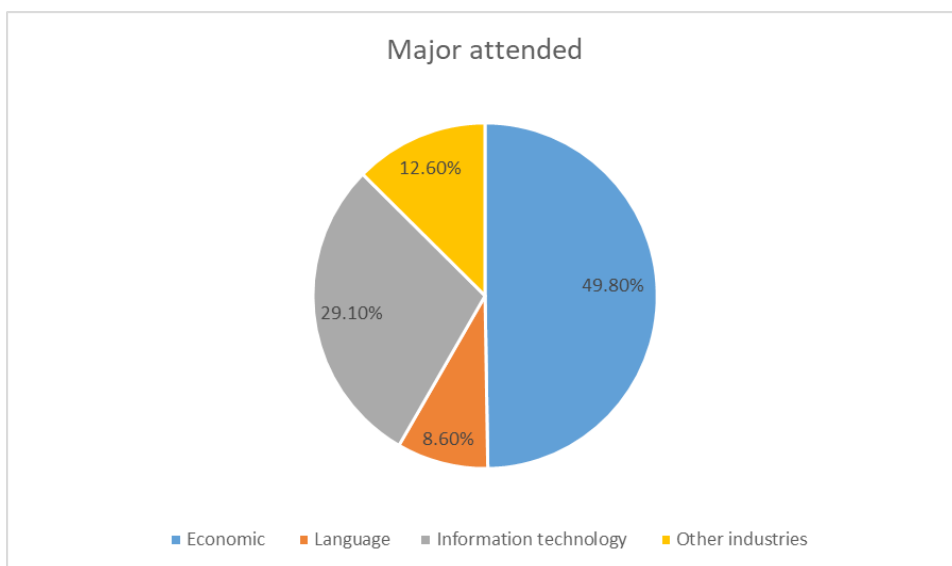
Statistical indicators		Number of students	Rate (%)
Gender	Male	190	46.8
	Female	216	53.2
	Total	406	100%
academic level	Intermediate	1	0.2
	College	3	0.7
	University	400	98.5
	Postgraduate	2	0.5
	Total	406	100%
Majors attended	Economic	202	49.8
	Language	35	8.6
	Information Technology	118	29.1
	Other industries	51	12.6
	Total	406	100%

Activities related to social entrepreneurship	Yes	317	78.1
	No	89	21.9
	Total	406	100%
Total income of your family/ month	< 10 million VND	202	49.8
	10 - 25 million VND	117	28.8
	25 - 50 million VND	55	13.5
	50 million VND	32	7.9
	Total	406	100%

Table 2: Description of demographic charateristics of the surveyed sample

The demographic information of the survey is clearly shown in Table 2. A total of 406 people participated in the survey, including 39.0% male and 61.0% female. This shows that both men and women are interested in Social Entrepreneurship Intent and aspiration to help elements in society to develop in the field of Entrepreneurship. Furthermore, survey respondents about university education accounted for 98.5% of the total, with the major of the survey students taking the part in "Economics" accounting for 49.8%, in this survey in In schools with vocational training for social entrepreneurship students, the number of answers "yes" accounted for 78.1%. Through the demographic survey, the majority of respondents are young people with high education. From there, the researchers can conclude about the seriousness and reliability of this survey. The income level of the student's family is as follows. At the income level of less than 10 million VND/month, 202 people surveyed accounted for 49.8%. From 10 to 25 million VND/month, there are 117 people, accounting for 28.8%. With a family income of 25-50

million VND/month, there are 55 people, accounting for 13.5%, and from the income of 50 million VND/month, there are 32 people, accounting for 7.9%. So the research results show that the entrepreneurial intention of young students is very high because the family income is low, leading to very high entrepreneurial behavior.

4.1.2. Cronbach's Alpha

Table 3: The result of scale

Code	Cronbach's Alpha	Mean	Standard Deviation (SD)
Individual ability (IA)	.787	3.57	
IA1	.702	3.58	.985
IA2	.716	3.63	.967
IA3	.714	3.51	.970
Subject Norms (SN)	.816	3.59	
SN1	.775	3.58	1.010
SN2	.777	3.89	1.064
SN3	.783	3.61	1.116
SN4	.776	3.28	1.195

SN5	.790	3.61	.927
Support social (SS)	.821	3.62	
SS1	.765	3.67	.964
SS2	.747	3.49	1.023
SS3	.774	3.65	.951
SS4	.810	3.65	.967
Entrepreneur Capital (EC)	.814	3.45	
EC1	.737	3.57	1.179
EC2	.746	3.41	1.084
EC3	.801	3.22	1.242
EC4	.778	3.61	1.038
Attitude (ATB)	.792	3.70	

ATB1	.731	3.67	.960
ATB2	.738	3.66	.941
ATB3	.752	3.57	.961
ATB4	.741	3.71	.937
Social Entrepreneur	.811	3.75	
SEBI1	.760	3.67	.973
SEBI2	.770	3.68	.982
SEBI3	.761	3.78	.941
SEBI4	.760	3.85	.912

Cronbach's Alpha is employed to assess the dependability of factors influencing the intention towards social entrepreneurship. The Cronbach's Alpha coefficient exceeds or equals 0.60, in line with the criteria set by George and Mallery in 2003. In the presented table, all factors demonstrate Cronbach's Alpha values surpassing 0.7. Moreover, the adjusted Total Correlation value, exceeding 0.3, indicates strong internal consistency among the variables, further supporting their reliability. The observed correlation coefficients among the overall variables, also surpassing 0.3, affirm the fulfillment of these prerequisites. As the outcomes illustrate contentment with all stipulated conditions, it can be concluded that the variables within the study exhibit reliability and warrant further examination.

4.1.3. Exploratory Factor Analysis (EFA)

KMO coefficient = 0.869 > 0.5, and based on Bartlett test with Sig. = 0.00 < 0.05, observed variables are correlated with each other.

Table 4: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.869
Bartlett's Test of Sphericity	Approx. Chi-Square	2364.734
	df	153
	Sig.	0

Table 5: Total Variance Explained

	Total Variance Explained								
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.413	30.073	30.073	5.413	30.073	30.073	2.937	16.318	16.318
2	1.895	10.525	40.598	1.895	10.525	40.598	2.461	13.673	29.992
3	1.549	8.604	49.202	1.549	8.604	49.202	2.131	11.838	41.830
4	1.403	7.793	56.995	1.403	7.793	56.995	2.004	11.133	52.963
5	1.275	7.084	64.079	1.275	7.084	**64.079**	2.001	11.116	64.079
6	.663	3.684	67.762						
7	.609	3.383	71.145						
8	.597	3.317	74.462						
9	.571	3.170	77.632						
10	.527	2.926	80.558						
11	.503	2.792	83.350						
12	.489	2.715	86.065						
13	.473	2.626	88.691						
14	.446	2.478	91.169						
15	.433	2.403	93.572						
16	.412	2.289	95.861						
17	.379	2.103	97.964						
18	.367	2.036	100.000						
Extraction Method: Principal Component Analysis.									

The Eigenvalue of the 5th factor is 1.275 > 1, the study determined that there are five factors extracted from the survey data with a total variance extracted (cumulative %) of 64.079% > 50%. Total Variance Explained is 64.079% meeting the requirement ≥ 50% demonstrates that the EFA model is appropriate. These 5 variables explain 64.079% of the variability of the data of 18 observed variables.

Table 6: Rotated Component Matrix[a]

	Component				
	1	2	3	4	5
SN4	0.767				
SN1	0.745				
SN2	0.741				
SN3	0.736				
SN5	0.688				
ATB4		0.789			
ATB2		0.762			
ATB3		0.711			
ATB1		0.707			
IA2			0.826		
IA1			0.799		
IA3			0.789		
SS3				0.792	
SS4				0.783	
SS1				0.757	
EC2					0.779
EC3					0.767
EC4					0.76
Extraction Method: Principal Component Analysis.					
Rotation Method: Varimax with Kaiser Normalization.					

According to the findings, 18 observed factors were initially divided into 5 groups. In the table Rotated Component Matrix, each factor loading contribution to the same observed

variable is displayed. There are requirements that must be met, including factor loading greater than 0.5 (the limit of 0.5 was established since it is appropriate for the size of the research sample) and the absence of variables that upload to both factors simultaneously with almost identical factor loading values. Besides, there is no disturbance of factors, which means that the question of one factor is not confused with the question of the other. In conclusion, all variables are included in the research model in the next analysis test.

- Factor 1: includes observed variables SN1, SN2, SN3, SN4, SN5. This factor is named "subject norms" (symbol SN).

- Factor 2: including observed variables ATB1, ATB2, ATB3, ATB4. This element is named "Attitude behavior" (symbol ATB)**.**

- Factor 3: includes observed variables IA1, IA2, IA3. This factor is named "Individual ability" (symbol IA).

- Factor 4: includes observed variables SS1, SS3, SS4. This factor is named "Support social" (symbol SS).

- Factor 5: includes observed variables EC2, EC3, EC4. This factor is named "Entrepreneur Capital" (symbol EC).

4.1.4. Regression

Table 7: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.832[a]	0.692	0.688	0.42504	2.051
a. Predictors: (Constant), ATB, IA, SN, SS, EC					
b. Dependent Variable: SEBI					

The Model Summary model shows the results of R Square and Adjusted R Square to evaluate the fit of the model. The Adjusted R Square value of 0.688 shows that the independent variables included in the regression analysis affect 68.8% of the multiplier-dependent factor. The table results also give Durbin-Watson values to evaluate the

phenomenon of first-order series correlation. The result DW=2.051 in the range 1.5<DW<2.5 does not violate the first-order series correlation (Yahua Qiao (2011).

Table 8: ANOVAª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	162.171	5	32.434	179.536	.000ᵇ
	Residual	72.262	400	0.181		
	Total	234.434	405			

a. Dependent Variable: SEBI

b. Predictors: (Constant), ATB, IA, SN, SS, EC

Table Anova gives us the results of the F test to evaluate the hypothesis of the regression model. The value of F= 179.536 and Sig of the test F=.000<0.05, therefore, the linear regression model results are suitable. (Hair et al (2014))

Table 9: Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-0.34	0.14		-2.426	0.016		
	IA	0.229	0.029	0.246	7.977	0	0.812	1.231
	SN	0.194	0.029	0.206	6.606	0	0.79	1.266
	SS	0.214	0.031	0.221	6.998	0	0.775	1.29
	EC	0.217	0.027	0.26	8.153	0	0.76	1.315
	ATB	0.287	0.033	0.281	8.615	0	0.724	1.381

a. Dependent Variable: SEBI

Variables including IA, SN, SS, EC, ATB all have t-test sig less than 0.05, so these variables are all statistically significant and all affect the SEBI dependent variable. Regression coefficients of these independent variables all have positive signs, so the independent variables have a positive effect on the dependent variable.

H1: Individual ability positively affects social entrepreneurship behavioral intention (accept)

H2: Subjective norms positively influence the intentions of social entrepreneurship behavioral intention (accept)

H3: Support social positively affects social entrepreneurship behavioral intention (accept)

H4: Entrepreneurship capital positively affects social entrepreneurship behavioral intention (accept)

H5: Attitude towards becoming a social entrepreneurship positively affects social entrepreneurship behavioral intention (accept)

4.1.5. One-way ANOVA

Table 10: Test of Homogeneity of Variances

SEBI

Levene Statistic	df1	df2	Sig.
0.206	3	402	0.892

With the One-way ANOVA test, the researchers check whether there is a difference in social entrepreneurship behavioral intention between people with different income levels, the test results are shown in Table 11

The Sig Levene Statistic index of the SEBI variable shown in Table 11 has a value of 0.892 greater than 0.05, so the variance between the choices of the above qualitative variable has no difference.

Table 11: ANOVA

SEBI

	Sum of Squares	df	Mean Square	F	Sig.

42

Between Groups	1.399	3	0.466	0.805	0.492
Within Groups	233.034	402	0.58		
Total	234.434	405			

Since the Sig Levene Statistic index is greater than 0.05, the results of the ANOVA table were used to continue testing. The results are shown in Table 12, the Sig index of the SEBI variable has a value of 0.492 greater than 0.05, concluding that: there is no statistically significant difference in social entrepreneurship behavioral intention for each other income level together.

4.1.6. Independent Sample T- Test

Table 12: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SE BI	Equal variances assumed	0.0 93	0.7 61	-0.70 7	404	0.48	-0.05357	0.07572	-0.202 42	0.095 28
	Equal variances not assum ed			-0.70 6	394. 46	0.48	-0.05357	0.07585	-0.202 69	0.095 55

Analysis of factors affecting the behavior of social entrepreneurship between male and female respondents. Quantitative variable is social entrepreneurship behavioral intention variable (SEBI) using 5-level Likert scale, qualitative variable includes 2 values: 1 is male, 2 is female. The hypotheses that the researcher put forward to test the mean value between the quantitative variable and the group of values of the qualitative variable are as follows:

H0: There is no difference between men and women in social entrepreneurship behavior.
T test is used to test this hypothesis, data from the test are presented in Table 13 Sig value of Levene test is 0.761 greater than 0.05, so the variance between male and female is undifferentiated. We will continue to use the assumed Sig Equal variance. The Sig T test value of the SEBI variable is 0.480 greater than 0.05, we conclude: there is no statistically significant difference in social entrepreneurship behavior between respondents of different genders. Thereby, accept the hypothesis H01 above. From the above T-test results, the researchers conclude that there is no statistically significant difference in the value of social entrepreneurship behavior for users whether male or female.

4.1.7. Confirmatory Factor Analysis (CFA)
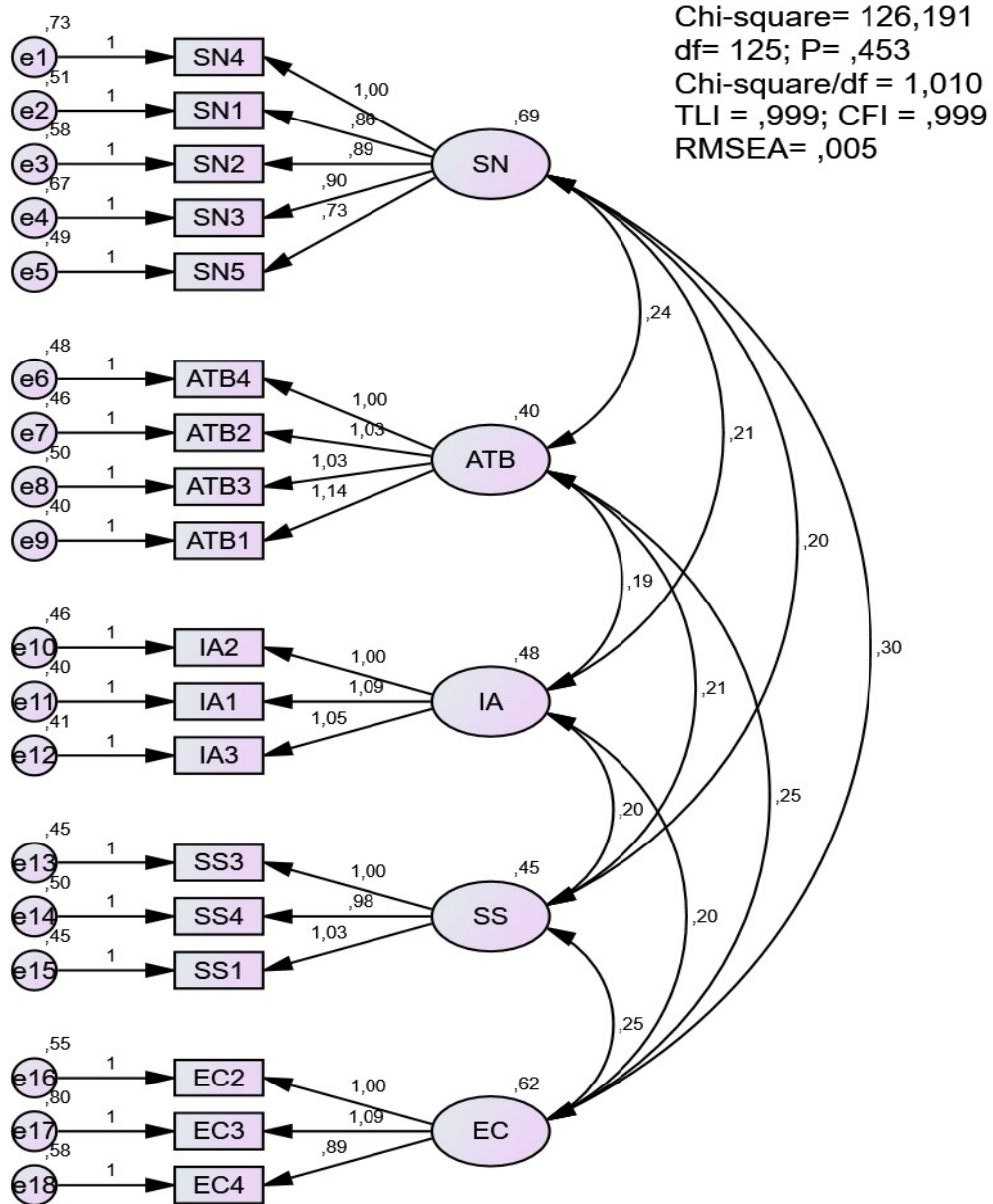
Figure 2: CFA result

CFA results are supported by SPSS.20 and AMOS.25 software. Chi-square/df = 1.010, TLI = 0.999, GFI = 0.967, CFI = 0.999 and RMSEA = 0.005 are the appropriate values for the measurement model. Table 14 displays the metrics used to assess the study's CFA model's applicability. The following factors are evaluated as model fit:

Table 13: CFA measurement model fit indices			
Parameters	Study's result	Standard	Status
Chi-square/df	1.010	≤ 3 is good, CMIN/df ≤ 5 is acceptable	Good
GFI	0.967	≥ 0.9 is good, GFI ≥ 0.95 is very good	Very good
CFI	0.999	≥ 0.9 is good, CFI ≥ 0.95 is very good, CFI ≥ 0.8 is acceptable	Very good
TLI	0.999	≥ 0.9 is good	Good
RMSEA	0.005	≤ 0.06 is good, RMSEA ≤ 0.08 is acceptable	Good
PCLOSE	1.000	≥ 0.05 is good, PCLOSE ≥ 0.01 is acceptable	Good

4.1.8. Structural Equation Model (SEM)
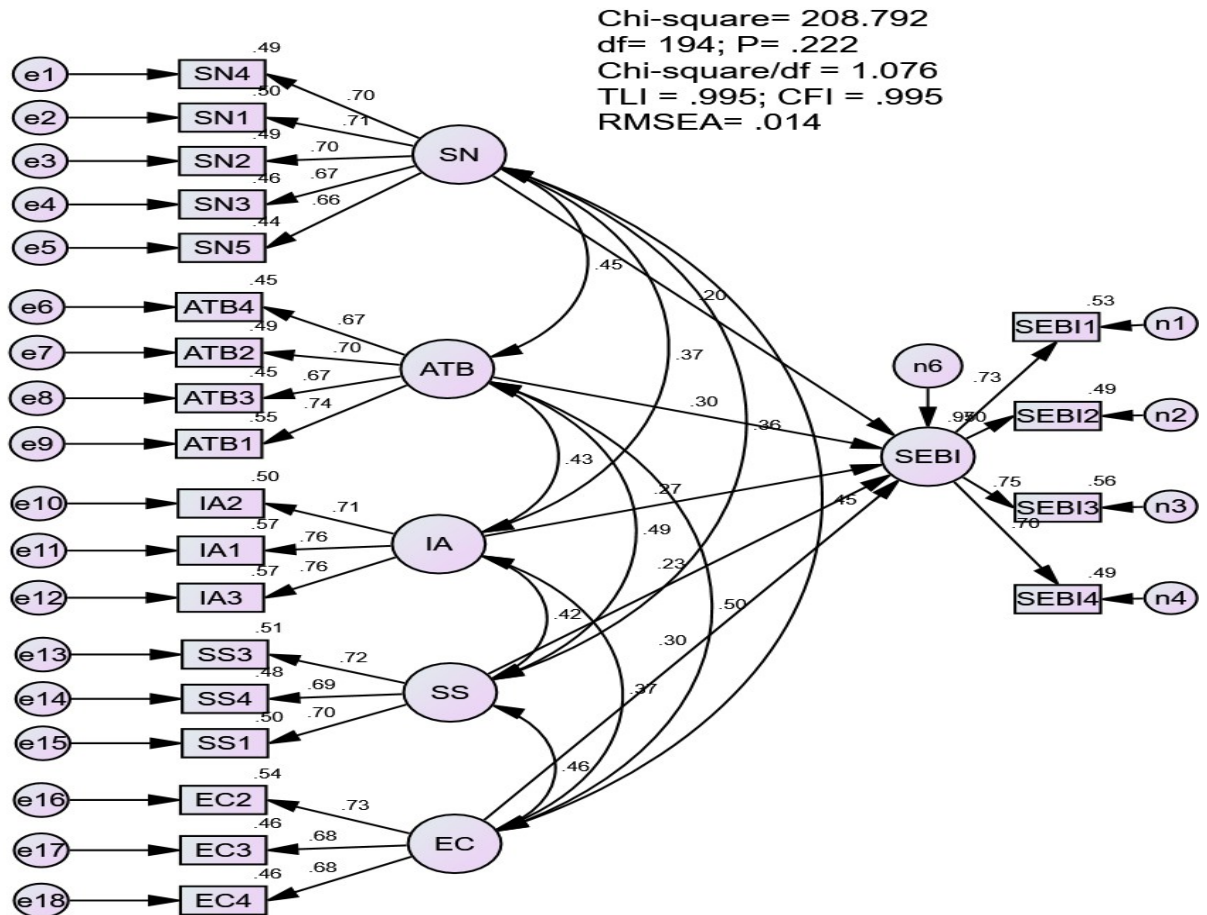
Figure 3: SEM result

Figure 4: Squared Multiple Correlations

Through the use of SEM model, the relationship between independent variables and dependent variables is shown more clearly. Table 14 and Figure 3 show a Chi-square/df value of 1.076, less than 3. Next, a Coverage Index (GFI) value of 0.955, which can be accepted as higher 0.8 (Baumgartner & Homburg, 1996; Doll, Xia & Torkzadeh, 1994). The result of the Comparative Fit Index (CFI) value is 0.995, greater than 0.9, and the Root

Mean Squared Approximate Error (RMSEA) is 0.014, less than 0.08. After running the data, the data shows that all five independent variables including individual ability (IA), Subject norm (SN), Support social (SS), Entrepreneurship capital (EC) and attitude (ATB) have Sig values. less than 0.05. This finding demonstrates that the dependent variable (social entrepreneurship behavioral intention) is significantly affected by the independent variables IA, SN, SS, EC and ATB. Based on the analysis results, the R-squared value of the SEBI dependent variable is 0.948. Thus, the independent variables determine 0.948 or 94.8% of the volatility of SEBI. The variability of SEBI was significantly affected by the five independent variables IA, SN, SS, EC and ATB. Finally, we will accept hypotheses H1, H2, H3, H4, H5 through analysis

Table 14: Significant results of variables

	Explanatory variables	Significant results	Result
H1	Individual ability positively affects social entrepreneurship behavioral intention	P= 0.000	Accept hypothesis
H2	Subjective norms positively influence the intentions of social entrepreneurship behavioral intention	P= 0.000	Accept hypothesis
H3	Support social positively affects social entrepreneurship behavioral intention	P= 0.000	Accept hypothesis
H4	Entrepreneurship capital positively affects social entrepreneurship behavioral intention	P= 0.000	Accept hypothesis

H5	Attitude towards becoming a social entrepreneurship positively affects social entrepreneurship behavioral intention	P= 0.000	Accept hypothesis
H6	Social entrepreneurship intention	P = 0.000	Accept hypothesis
Notes: ***, p-value < 0.001. Significant at the 0.05 level			

4.2. Summary

Chapter 4 uses descriptive statistics to present research samples, test results of the scale of research ideas, hypothesis testing, research processes, and results. Factors influence the intentions of social entrepreneurs through various mechanisms. Individual Abilities (IA), Subjective Norms (SN), Social Support (SS), Entrepreneurial Capital (EC), and Attitudes (ATB). Models were tested by descriptive statistics, Cronbach's alpha reliability assessment, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), structural equation modeling (SEM), regression, independent sample t-test, and one-way analysis of variance, tested the impact demographic differences regarding variables.

In the modern era, social entrepreneurship has become an important scientific research topic and attracts wide interest. Social entrepreneurship is characterized by its goal of creating innovative solutions to complex social problems, from reducing poverty to protecting the environment and improving the quality of life. An important aspect of the study of social entrepreneurship is its ability to create social and economic value at the same time. By combining business principles with good intentions, social enterprises can make a positive contribution to sustainable development. This facilitates researchers to understand how social entrepreneurship can create long-term social impacts and at the same time maintain business viability.

Furthermore, the study of social entrepreneurship also involves the analysis of how to create competitive and sustainable business models. This requires the study of factors such as financial management, product development, branding and human resource management. From identifying these important factors, the researcher can suggest strategies and recommendations to build and develop social enterprises effectively.

In fact, the study of social entrepreneurship is not only of theoretical importance but also of great influence in practice. The new knowledge and insights gained from this research can help governments, nonprofits, and businesses.

Finding out the factors that affect the start of the industry contribute to economic development and job creation, solving social problems, helping students better understand the importance of developing an entrepreneurial mindset. business and management skills. Besides, creating sustainable development to positively impact the environment, society and contribute to sustainable development. According to the results of this study, attitudes towards behavior, subjective stanFidards, social support, self-efficacy and entrepreneurial capital all influence the idea of student social entrepreneurship. The findings of the present study have far-reaching theoretical and practical implications.

CHAPTER 5. CONCLUSION AND RECOMMENDATIONS

5.1. Discussion

Both academic as well as professional circles are becoming more and more familiar with the idea of social enterprise. Developing leadership skills, creativity, and management abilities among students is facilitated by their involvement in entrepreneurship, according to research by Jones et al. (2021). This is in addition to helping them put their practical knowledge into practice.

Starting a business while still a student not only gives them the chance to gain first-hand experience, but also helps them build networks, relationships, and problem-solving skills, according to the Forbes article " Student Entrepreneurship Fuels Business Growth and Learning " (Smith, 2022). Students can explore and realize their own ideas in this one-of-a-kind setting.

However, entrepreneurship students confront numerous difficulties, as stated in the article "Challenges Faced by Student Entrepreneurs" on the website Entrepreneurship Magazine (Johnson, 2023). Students must have patience, support from their learning environment, and good time management skills in order to overcome these challenges

The first and most important step in starting a social enterprise is intention, and it is essential to the success of social enterprise. Understanding the elements that influence social entrepreneurship's goals will help lay the groundwork for the creation of jobs and a healthy economy.

The findings of this study indicate that, individual ability, subjective norms, support social, entrepreneurial capital, attitude all have a favorable impact on students' sense of social entrepreneurship.

Individual ability Along with abilities and traits such as creativity, assertiveness, and patience, personal competence also refers to the ability to cope with stress and recover from setbacks.

This study explores the relationship between individual ability and social entrepreneurship. The study's findings showed that the qualities of effort and persistence, which are frequently associated with a strong belief in one's own capacity for success, are good indicators of both individual innovation and the social enterprise taking chances

characteristic of neuroticism. Additionally, the traits of initiative, effort, and perseverance imply that social entrepreneurship includes confidence. Individual ability affects entrepreneurship, according to recent research findings (Markman, Baron, and Balkin, 2005; Schjoedt and Shaver, 2007; McGee et al., 2009).

The behavioral intentions of social entrepreneurs are significantly influenced by subjective norms, also known as personal standards. This implies that each individual has the freedom to establish their own standards based on unique beliefs, ideas, and objectives. The subjective norm enables each person to learn about and decide what is actually essential to them in social entrepreneurship rather than complying with an external set of criteria. This is a factor that influences students' behavioral intentions toward social entrepreneurship positively; this finding is congruent with that of Ajzen and Fishbein's 1977 study. According to research by Karali (2013; Lnán et al., 2011); Ambad and Damit (2016). Subjective norm has a direct and advantageous impact on entrepreneurial intention. subjective norm helps students create their own standards and goals, promotes self-discovery and personal growth, and has a favorable impact on students' behavioral intentions for social entrepreneurship creative. Social entrepreneurship based on arbitrary norms will benefit the neighborhood and society at large.

The intention to engage in entrepreneurial conduct is positively impacted by social support. Providing tools and networking is vital for those interested in social entrepreneurship. Social support plays a key part in doing this. Research by Davidsson and Honig (2003) has demonstrated a beneficial association between entrepreneurial intention and assistance from the community and industry experts. Motivation with trust: Social support can provide motivation and confidence to those interested in social entrepreneurship. Bandura's (1997) research on self-efficacy theory has demonstrated that encouragement from others can create confidence and motivation in accomplishing one's goals.

Entrepreneurial capital is an important factor in students' decision to start a social enterprise. Roger L. Martin and Sally Osberg: In the book "Getting Beyond Better: How Social Entrepreneurship Works," these two authors looked into and evaluated how capital functions in social entrepreneurship. They contend that capital not only serves to create stability and trust from the community and other stakeholders, but also helps to give finance to accomplish initiatives. Alexander Nicholls Professor Alex Nicholls of the Sad Business School of the University of Oxford has extensively studied the relationship

between capital and social entrepreneurship. He emphasized the important role of attracting the right capital from investors and funding sources to develop and maintain the growth of social enterprises. Jed Emerson: Jed Emerson is a renowned consultant, author, an expert in social entrepreneurship as well as social investing. He had a role in the realization and proof that putting an emphasis on both social and environmental value and financial returns can draw in investment resources.

Positive behavioral attitudes can have a big impact on students' intents to start their own business because they foster traits like self-assurance, resilience, risk-taking, and adaptation in the face of failure. These positive attitudes help students overcome the difficulties of beginning a business, build patience and persistence in achieving their goals, and foster an optimistic and creative mindset. This analysis clarifies the existing body of literature on entrepreneurship by including the vital elements of an entrepreneurial mindset and attitude that were previously disregarded in earlier studies. The paucity of investigation into the entrepreneurial mindset has lately come to light as a major concern, despite the increased attention on entrepreneurship studies (Cui et al., 2019).

These elements interact in a complex manner to influence how motivated students are to engage in social entrepreneurship. Individual ability and behavioral attitudes are crucial components of social entrepreneurship goals because they will help us analyze where we are and determine what resources, knowledge, and skills we need to build and operate a successful business. Additionally, significant aspects include subjective norms and support social because they motivate people and encourage entrepreneurial goals. Governments should therefore acknowledge the importance of society, the spirit of the individual, and the potential of the individual in the growth of developing nations and include these as useful elements of their strategic vision. Additionally, entrepreneurial capital is a crucial element in enhancing their capacity and competencies and motivating them to become entrepreneurs.

5.2. Conclusion

Globally, social entrepreneurship is a fantastic trend. By resolving challenging societal issues, social entrepreneurship not only adds economic value but also a social benefit. Social entrepreneurs are bringing about positive change in the neighborhood by fusing business acumen with compassion. This method of doing business is advantageous

to both businesses and the long-term development of the community and society. The goal of social entrepreneurship is to grow and become a crucial component of the modern economy. Social entrepreneurs are pioneers in transforming the world. According to the study's findings, individual ability, subjective norms, social support, capital, and attitude all have a big impact on whether or not they decide to launch a social business. Cronbach's alpha reliability, EFA, CFA, and SEM were a few of the methods used to examine the effects of measuring factors and reach the study's conclusions. Its findings and suggestions are quite helpful for those who desire to start their own businesses.

It is important to encourage and support students' behavioral intentions toward social entrepreneurship. Global in scope, social entrepreneurship focuses on solving pressing societal problems while delivering value and improving the community. In the first place, social entrepreneurship teaches students the importance of giving back to society and its purposes. By researching and formulating goals to address social issues, students have the opportunity to fully comprehend the difficulties and flaws in contemporary society. Encouraging their sense of self-worth and social responsibility, motivates students to take part in promoting a better society. Second, social entrepreneurship allows students to apply novel ideas and social solutions. Students' growing knowledge and skills can be used to generate projects and things that help the community. For instance, they may build ecologically friendly projects, give the poor access to affordable homes, or create technological advancements to improve the educational process. Thirdly, social entrepreneurship helps students develop crucial skills including leadership, communication, and project management. When they start their enterprises, students may encounter challenges and barriers, such as those connected to getting supplies, finding partners, and building networks. These skills set the foundation for eventual development in both the personal and professional arenas and do not simply aid in the success of startups.

5.3. Recommendation

The topic " Factors Affecting Social Entrepreneurship Intentions " is a very interesting and potential research area. Surveying the entrepreneurial intentions of college students in building socially influential businesses will certainly yield valuable information on the entrepreneurial spirit and entrepreneurial mindset of talented young people.

In this study, the focus on raising capital from family, relatives and friends is an important factor in understanding financial viability and social support for students starting a business. At the same time, the survey on the accumulation of own business capital will also give an overview of the students' financial management ability during the start-up process.

Another notable aspect of the research is the different avenues for funding, such as student loans. This can foster creativity and the ability to come up with flexible financial options to build sustainable social enterprises.

Psychological and social factors also play an important role in students' decision to start a business. Understanding the pressures of family, friends, and society will help figure out how to support and encourage students interested in becoming social entrepreneurs.

This research result will bring accurate and reliable information to those interested in developing the field of social entrepreneurship, providing the basis for formulating policies to support and guide university students in starting a business and building socially meaningful businesses.

5.4. Implications

Social entrepreneurship behavioral intention is becoming more and more common in contemporary culture. People who wish to start a social enterprise aim to use a communal kind of creative entrepreneurship to solve the social, environmental, and economic problems that social entrepreneurs face.

Since social entrepreneurship fosters the development of innovative and long-lasting solutions to societal challenges, it has enormous practical value. Social enterprises' main goal is to produce beneficial social and environmental value rather than only profit. This entails offering goods and services that not only satisfy consumer wants but also address pressing societal challenges including poverty, inequality, environmental damage, and other issues.

Additionally, social entrepreneurship behavioral intention supports community building and sustainable development. Social enterprises frequently assist education, training, and skill development for those who are less fortunate as well as community projects. They also frequently create jobs for local communities. They have a beneficial effect and promote social advancement in the neighborhood by doing this.

Changes in society and the definition of corporate communication systems mark the end of social entrepreneurial behavior. Social enterprises are influencing and altering how we view and tackle social challenges by creating fresh ideas and figuring out creative economic strategies. They aid in laying the economic groundwork for a just society and sustainable growth.

Acting in support of social entrepreneurs is an effective approach to promoting growth in a setting where challenges are more and more common. It is crucial in addressing social and environmental issues, fostering community development, and altering how business is conducted. Social entrepreneurship behavioral intention not only benefits society but also fosters sustainable growth and builds a brighter future for all of us.

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APPENDIX I

Questionaire survey

Question 1: Full name?

Question 2: Gender?

Male (1)

Female (2)

Question 3: You are participating in training under the program...?

Intermediate (1)

College (2)

University (3)

After university (4)

Question 4: You are a year student...?

1 (1)

2 (2)

3 (3)

4 (4)

Question 5: You are trained in the industry related to the field of...?

Economy (1)

Language (2)

Information technology (3)

Other industries (4)

Question 6: Does your training institution have a startup training program/module?

Yes (1)

No (2)

Question 7: Have you ever attended any startup training program/module?

Yes (1)

No (2)

Question 8: Total income of your family …………million VND/month?

< 10 million VND (1)

10 - 25 million VND (2)

> 25 - 50 million VND (3)

> 50 million VND (4)

Question 9: Does your family own a business?

Yes (1)

No (2)

Factors	Code	Items	*1	*2	*3	*4	*5
Individual ability		You think you are a person who has the ability to recognize opportunities					
		You think of yourself as someone with problem-solving skills					
		You think you have the qualifications to start a business					
Subjective norms		You believe that if you run your own business, people will support you					
		Your family will support your business decisions					
		You think that if you don't start a business, you will miss out on an important opportunity					
		You feel pressure from family or friends to be an entrepreneur					
		You believe you have the ability to succeed in starting a business					
Support		If you want to start an organization that					

social		helps society, people will support you					
		You can call for investment in an organization that solves social problems					
		If you intend to solve a social problem, people will support you					
		Social support can boost entrepreneurial intentions in the community					
Entrepreneurship capital		You can raise capital from family, relatives, and friends to start a business					
		You have the ability to accumulate business capital					
		You will raise funds from other sources from student loan packages					
		You think that increasing capital can lead to the sustainable development of long-term social entrepreneurship activities					
Attitude		You think that a forward-thinking, responsible person will easily succeed when starting a business					
		You think about becoming a social entrepreneur and contributing to the sustainable development of the community					
		You think you are ready to face the challenges of starting a business					
		You think that cooperating with other					

		businesses will contribute to improving the success rate of starting a business						
Social Entrepreneu rship		You have the plan to establish a social enterprise in the future						
		You have a social startup idea, is it related to issues in the community or society						
		You have thought about creating social value in your startup project						
		Your social startup goal will bring benefits to the community						
*1: Strongly Disagree; *2: Disagree; *3: Neutral; *4: Agree; *5: Strongly agree.								

APPENDIX II

Sample descriptive statistics

<table>
<thead>
<tr><th colspan="10" align="center">Statistics</th></tr>
<tr>
<th></th><th></th>
<th>Gender Gender</th>
<th>Program Are you participating in the training program?</th>
<th>Year Year of study</th>
<th>Major Major</th>
<th>Training Does your training institution have a startup training program/module ?</th>
<th>Attend Have you ever attended any startup training</th>
<th>Income Total income of your family / month</th>
<th>Business Does your family own a business?</th>
</tr>
</thead>
<tbody>
<tr><td>N</td><td>Valid</td><td>406</td><td>406</td><td>406</td><td>406</td><td>406</td><td>406</td><td>406</td><td>406</td></tr>
<tr><td></td><td>Missin g</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
</tbody>
</table>

<table>
<thead>
<tr><th colspan="6" align="center">Gender</th></tr>
<tr>
<th></th><th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percen t</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr><td>Valid</td><td>Male</td><td>190</td><td>46.8</td><td>46.8</td><td>46.8</td></tr>
</tbody>
</table>

Female	216	53.2	53.2	100.0
Total	406	100.0	100.0	

Are you participating in the training program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Intermediate	1	.2	.2	.2
	College	3	.7	.7	1.0
	University	400	98.5	98.5	99.5
	Postgraduate	2	.5	.5	100.0
	Total	406	100.0	100.0	

Year of study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	161	39.7	39.7	39.7
	2	133	32.8	32.8	72.4
	3	32	7.9	7.9	80.3
	4	80	19.7	19.7	100.0
	Total	406	100.0	100.0	

Major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Economy	202	49.8	49.8	49.8
	Language	35	8.6	8.6	58.4
	Information technolog	118	29.1	29.1	87.4

		Frequency	Percent	Valid Percent	Cumulative Percent
	Other industries	51	12.6	12.6	100.0
	Total	406	100.0	100.0	

Does your training institution have a startup training program/module?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	317	78.1	78.1	78.1
	No	89	21.9	21.9	100.0
	Total	406	100.0	100.0	

Have you ever attended any startup training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	177	43.6	43.6	43.6
	No	229	56.4	56.4	100.0
	Total	406	100.0	100.0	

Total income of your family / month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 10 million VND	202	49.8	49.8	49.8
	10 - 25 million VND	117	28.8	28.8	78.6
	25 - 50 million	55	13.5	13.5	92.1
	50 million VND	32	7.9	7.9	100.0
	Total	406	100.0	100.0	

Does your family own a business?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	190	46.8	46.8	46.8
	No	216	53.2	53.2	100.0
	Total	406	100.0	100.0	

Cronbach's Alpha

Case Processing Summary

		N	%
Cases	Valid	406	100.0
	Excluded[a]	0	0.0
	Total	406	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics

Cronbach's Alpha	N of Items
.787	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
IA1	7.14	2.895	.634	.702
IA2	7.09	2.979	.621	.716
IA3	7.21	2.964	.624	.714

Case Processing Summary

		N	%
Cases	Valid	406	100.0
	Excluded[a]	0	0.0

	Total	406	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics

Cronbach's Alpha	N of Items
.816	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SN1	14.39	11.152	.625	.775
SN2	14.08	10.907	.619	.777
SN3	14.36	10.754	.599	.783
SN4	14.68	10.197	.625	.776
SN5	14.35	11.844	.577	.790

Case Processing Summary

		N	%
Cases	Valid	406	100.0
	Excluded[a]	0	0.0
	Total	406	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics

Cronbach's Alpha	N of Items
.821	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SS1	10.79	5.887	.666	.765
SS2	10.96	5.519	.701	.747
SS3	10.81	6.009	.647	.774
SS4	10.81	6.264	.564	.810

Case Processing Summary

		N	%
Cases	Valid	406	100.0
	Excluded^a	0	0.0
	Total	406	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics

Cronbach's Alpha	N of Items
.814	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EC1	10.24	7.464	.691	.737
EC2	10.41	7.981	.678	.746
EC3	10.59	7.823	.567	.801
EC4	10.20	8.532	.610	.778

Case Processing Summary

		N	%
Cases	Valid	406	100.0

		Excluded[a]	0	0.0
		Total	406	100.0
a. Listwise deletion based on all variables in the procedure.				

Reliability Statistics

Cronbach's Alpha	N of Items
.792	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ATB1	10.94	5.236	.620	.731
ATB2	10.95	5.361	.605	.738
ATB3	11.05	5.383	.579	.752
ATB4	10.90	5.398	.600	.741

Case Processing Summary

		N	%
Cases	Valid	406	100.0
	Excluded[a]	0	0.0
	Total	406	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics

Cronbach's Alpha	N of Items
.811	4

Item-Total Statistics

	Scale	Scale	Corrected	Cronbach's

	Mean if Item Deleted	Variance if Item Deleted	Item-Total Correlation	Alpha if Item Deleted
SEBI1	11.31	5.440	.634	.760
SEBI2	11.31	5.479	.613	.770
SEBI3	11.20	5.566	.633	.761
SEBI4	11.14	5.668	.636	.760

EFA

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.786
Bartlett's Test of Sphericity	Approx. Chi-Square	4142.935
	df	190
	Sig.	0.000

Communalities		
	Initial	Extraction
IA1	1.000	.709
IA2	1.000	.703
IA3	1.000	.694
SN1	1.000	.592
SN2	1.000	.564
SN3	1.000	.603
SN4	1.000	.647
SN5	1.000	.505
SS1	1.000	.678
SS2	1.000	.908
SS3	1.000	.694
SS4	1.000	.623
EC1	1.000	.860
EC2	1.000	.719
EC3	1.000	.527

	1.000	.692
EC4	1.000	.692
ATB1	1.000	.627
ATB2	1.000	.638
ATB3	1.000	.582
ATB4	1.000	.647
Extraction Method: Principal Component Analysis.		

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.548	32.739	32.739	6.548	32.739	32.739	3.383	16.914	16.914
2	2.107	10.536	43.275	2.107	10.536	43.275	2.868	14.341	31.255
3	1.729	8.646	51.921	1.729	8.646	51.921	2.486	12.429	43.685
4	1.523	7.615	59.535	1.523	7.615	59.535	2.330	11.648	55.333
5	1.304	6.520	66.055	1.304	6.520	66.055	2.145	10.723	66.055
6	.694	3.472	69.528						
7	.657	3.286	72.813						
8	.606	3.031	75.845						
9	.583	2.917	78.761						
10	.536	2.680	81.442						
11	.521	2.607	84.049						
12	.504	2.520	86.569						
13	.484	2.418	88.986						
14	.455	2.276	91.263						
15	.439	2.195	93.458						
16	.419	2.093	95.551						
17	.382	1.912	97.463						
18	.368	1.840	99.303						
19	.072	.359	99.662						
20	.068	.338	100.000						
Extraction Method: Principal Component Analysis.									

Component Matrix[a]

	Component				
	1	2	3	4	5
EC1	.805				
SS2	.769				
EC2	.624				

	1	2	3	4	5
ATB1	.613				
EC4	.596				
SN1	.579				
EC3	.562				
SS1	.556				
SN2	.556				
SN5	.556				
SN3	.554	-.532			
ATB3	.546				
ATB2	.528			-.509	
SS3	.525				.511
IA3					
IA1					
SN4	.549	-.566			
IA2			.501		
ATB4				-.569	
SS4					.506
Extraction Method: Principal Component Analysis.					
a. 5 components extracted.					

Rotated Component Matrix[a]					
	Component				
	1	2	3	4	5
SN4	.789				
SN3	.755				
SN1	.731				
SN2	.723				
EC1	.669	.612			
SN5	.662				
EC2		.809			
EC4		.793			
SS2		.715		.584	
EC3		.679			
ATB4			.785		
ATB2			.761		
ATB3			.710		
ATB1			.706		
SS3				.800	
SS1				.768	
SS4				.752	

IA2					.820
IA1					.801
IA3					.789
Extraction Method: Principal Component Analysis.					
Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 6 iterations.					

Component Transformation Matrix					
Component	1	2	3	4	5
1	.545	.511	.425	.396	.323
2	-.802	.153	.213	.475	.248
3	.064	-.645	.390	-.186	.626
4	.085	.056	-.784	.171	.588
5	.219	-.544	-.084	.744	-.310
Extraction Method: Principal Component Analysis.					
Rotation Method: Varimax with Kaiser Normalization.					