

Effect of Innovativeness orientation and Entrepreneurship Internship Experience on Attitude and Entrepreneurial drive

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Abstract: This study aims to examine the relationship between innovativeness orientation, entrepreneurship internship experience, attitude toward entrepreneurship and entrepreneurial drive of business students. Based on 185 qualified questionnaires which are filled by senior business students, this study has utilized the quantitative methodology to examine the relationship between attitude toward entrepreneurship, innovativeness orientation, and entrepreneurial drive. The results indicated that all three hypotheses which are the impact of innovativeness orientation, entrepreneurship internship experience on attitude toward entrepreneurship and the effect of attitude toward entrepreneurship on entrepreneurial drive of business students are confirmed in this study. These findings shed light on the antecedents needed to be considered for enhancing the attitude toward entrepreneurship as well as entrepreneurial drive of senior business students.

1. INTRODUCTION

Enhancement of entrepreneurship in developing countries is a crucial requirement for socio-economic development. According to a report of the Ministry of Labour, Invalids and Social Affairs in 2017, many graduates could not find a suitable job or have to do jobs those are not relevant to their majors. In the context of increasing scale of higher education, the employment of graduated students is even raising more concern. Therefore, enhancement of entrepreneurship is receiving attention and support from the state and non-governmental organizations, as well as many other organizations in order to create new jobs for social development.

In the national start-up program, higher education is seen as the central area to enhance entrepreneurship. Therefore, the Ministry of Education and Training in Vietnam has coordinated with organizations and unions to implement programs to develop the skills and knowledge in order to enhance the entrepreneurial drive of students. The Prime Minister-approved a project to support students' start-up till 2025, with the aim of equipping them with knowledge and skills, as well as to create a favourable environment. However, in order

to have the theoretical and practical basis guiding effective policies and action plans, conducting research on identifying the causal effect on entrepreneurial drive is extremely important. This is even more important for the group of students in business administration because they are the most potential and direct human resources which are trained for creating new business or being business managers.

In this context, several of studies in Vietnam emphasize on developing start-up business, such as Doan Thi Thu Trang and Le Hieu Hoc (2018), these researchers conducted research on factors affecting start-up intention of engineering students: a case study of Hanoi University of Technology. Similarly, Pham Cao To, Nguyen Ngoc Mai, Nguyen Van Kha, Le Thanh Tiep, Nguyen Duc Thuan (2016) conducted studies on factors affecting entrepreneurship intentions of the second and third-year students in the Southeast. In addition, Nguyen Thi Yen (2011), Hoang Thi Phuong Thao (2013) also identified the factor including attitude factors that affect the intention to start a business.

However, the attitude towards entrepreneurship is one of the very important factors in determining the success

of a business starting-up. When an individual has a good attitude and passion to pursue starting-up and maintaining a business, the business start-up process will be successful. Krueger et al. (2000) refer to attitudes towards business behaviours such as the individual's perception of how start-up behaviour is the desire or not the desire to be done. Similarly, Chen and Lai (2010) identified attitudes toward entrepreneurship as their personal perceptions of entrepreneurs, as their assessments of entrepreneurship or self-employment. Meanwhile, the environment interaction and perception as well as the traits, attitudes, thoughts, and feelings of the individual will form perception, the motivation of the individual about a problem, and intentions together with acts are the result of this psycho-behavioural process. Hence, it is prominent to explore role of attitudes toward entrepreneurship in the relationship between individual factors and entrepreneurial drive. However, up to now there are no studies examines the relationship between personal factors such as attitude and experience and attitude toward entrepreneurship and entrepreneurial drive of business students, especially for final year students. Therefore, in order to contribute practical solutions to promoting entrepreneurship in Vietnam, the authors selected the topic "Effect of Innovativeness orientation and Entrepreneurship Internship Experience on Attitude and Entrepreneurial drive"

This study is carried out to examine the impact of innovativeness orientation, entrepreneurship internship experience on attitude toward entrepreneurship and the effect of attitude toward entrepreneurship on entrepreneurial drive of business students. It also generates suggestions for the senior year students who are majored in business administration in order to contribute to enhancement of start-ups and development in the country.

2. Literature Overview and Hypothesis Development

2.1 Entrepreneurial Drive:

Entrepreneurial drive is defined as the perspectives on the desire and feasibility of

entrepreneurship (Florin, Karrin & Rossiter, 2007. Solesvik et al., 2012). Entrepreneurial drive also can be understood as individuals' perception of the feasibility and desire of entrepreneurship to proactively seek business opportunities for entrepreneurship.

Based on the model of Shapero và Soko (1982), an individual's entrepreneurial drive results from individual's perception of the desire to start a business and the feasibility of a start-up. The higher the feasibility and desire to start a business, the stronger the intention and investment to start a business (Sajjad, Shafi & Dad, 2011). Therefore, feasibility and desire are closely related each other (Fitzsimmons & Douglas, 2011; Clercq, Honig & B. Martin, 2013). High feasibility increases the desire to start a business (Elfving, Brannback & Carsrud, 2009; Ali, Lu & Wang, 2012).

This means that start-up entrepreneurs who are aware of the viability of entrepreneurship reinforce their desires and view them as an option for their future career. The effect of the desire to start a business on the feasibility of a start-up shows that when individuals find a start-up is what they desire, they are more likely to make more effort to achieve that desire on the basis of using one's own knowledge, skills and abilities (Wang, Lu & Millington, 2011; Ali, Lu & Wang, 2012). On that basis, human intentions of entrepreneurship are primarily motivated by the individual's desire to perform behaviours and also by an awareness of the feasibility of such behaviours (Fitzsimmons & Douglas, 2011).

Entrepreneurial feasibility is described (Krueger, 1993) as "the degree to which an individual believes he or she is capable of starting a business". This concept is also understood similarly to the concept of self-efficacy in Aijen's intended behaviours theory (Wang, Lu & Millington, 2011; Clercq, Honig & B. Martin, 2013). Several studies have used the concept of self-efficacy to measure feasibility (i.e., in the study of Fitzsimmons & Douglas, 2011; Wang, Lu & Millington, 2011; Saeed, Muffatto & Yousafzai, 2014). On the other hand, the desire to start a business is defined as "the degree to which a person perceives the attractive prospects of entrepreneurship;

in essence, it reflects one's feelings for the start-up" (Krueger, 1993). The feasibility and desire to start a business is also characterised as the motivation of entrepreneurship (Florin, Karrin & Rossiter, 2007). Therefore, when an individual's entrepreneurial drive is formed, that individual is proactively, endeavour and creatively overcome challenges to seek start-up opportunities.

2.2 Attitude towards Entrepreneurship:

The attitude towards entrepreneurship is viewed as an individual's attitude towards the problem of setting up a business by himself, owning himself, daring to face difficulties, risks and challenges. The starting-up of a new business requires businessmen to have a desire, passion for investment and dare to take responsibility, to cope with the difficulties when business goes into operation.

Attitude can also be considered as an idea expressed in a positive or negative form towards a certain object (Lindsay, 2005; Marques et al., 2012). In general, attitude is an individual's feeling, which is an individual's perceived thoughts towards a particular topic (Chen & Lai, 2010) developed based on favourable or negative judgment of the individual. A certain concept (i.e., people, brand and ideology), developed from learning and experiences, to react and behave consistently (Fini, Grimaldi, Marzocchi, & Sobrero, 2012; Hsu & Huang, 2012; Kautonen et al., 2013). Attitude is also a personal belief in relation to the expectations and values of the behavior (Soininen, Puumalainen, Sjögrén, Syrjä, & Durst, 2013).

2.3. Innovativeness Orientation:

Innovativeness orientation can be understood as the act of creating anything that has both novelty and usefulness. To know if anything is creative or not, we have to compare the new one with the old one. If what has changed means that it is newer than the old, and at the same time it is beneficial for the individual, the community or for humanity in the context of a particular application.

Most of the relevant previous studies have shown a link between innovation and starting up a business. Studies conducted by Dinis et al. (2013) and Ferreira et al. (2010) have shown a positive relationship between innovation and entrepreneurship. In addition, Gurel, Altinay and Daniele (2010) also affirmed that the intention to start a business between British and Turkish university students has a positive relationship with innovation. Another study among UK students conducted by Altinay, Madanoglu, Daniele and Lashley (2012) found that creativity contributes significantly to students' business intentions. Similar findings were found in an inter-university study in Malaysia that creativity was positively and significantly related to self-employment intention (Ismail, Jaffar, & Hooi, 2013).

Although studies do not provide evidence of a significant effect of innovativeness orientation on entrepreneurial intentions (Dinis et al., 2013; Ferreira, Raposo, Coleues, Dinis, & do Paço, 2012). Meanwhile, as mentioned above, entrepreneurial intention is influenced by the perception of the feasibility and desires those are the component of entrepreneurial drive. And Attitude is explained as an idea expressed in a positive or negative form towards a certain object (Lindsay, 2005; Marques et al., 2012). And innovativeness orientation

Hence, before resulting in of entrepreneurial intentions, it is prominent to explore the role of entrepreneurial drive

Therefore, creativity can be one of the important factors influencing students' attitude to be further verified in different research contexts to contribute to making effective start-up development directions in practice.

2.4 Entrepreneurship Internship Experience (EIE):

According to Gault, Redington, & Schlager (2000), internship is 'generally part-time field experiences and encompasses a wider variety of academic disciplines and organisational setting and this program is to help student become self-employed (Dilts

and Fowler 1999). The engagement in dynamic practical environment is crucial due to 'critical entrepreneurial skills can only be developed and refined if they are practised' (Dilts and Fowler 1999). This is to enable undergraduate students to have more practical knowledge and skill because they have chance to experience the business world (McIntyre and Roche 1999; Cooper, Bottomley et al. 2004). Therefore, entrepreneurial internship is seen as a necessary program to provide for students to learn in a real business (Dilts and Fowler 1999). Neill and Mulholland (2003) asserted that the experience programmes are very important for students because it enables a student to prepare for the real working activity. The entrepreneurship internship experience can develop relevant entrepreneurial skills hence it can enhance the feasibility and desirability of student in order to become entrepreneurs (Davey, Plewa, & Struwig, 2011). Therefore, this study it is prominent to explore the role of the entrepreneurship internship experience in strengthening the students' attitude toward entrepreneurship and entrepreneurial drive.

2.5 Hypotheses Development

Although the studies in Vietnam have not directly examined the relationship between individual variables with entrepreneurial drive, some results of some relevant studies in Vietnam have initially provided some justifications for the role of individual factors in sustaining attitude toward entrepreneurship.

In other hand, innovativeness orientation was also found to significantly contribute to the development of positive start-up motivation by creating a positive attitude toward entrepreneurship (Watchravesringkan et al., 2013).

In addition to the theoretical basis of previous studies, an important explanatory foundation for the relationship of individual variables to entrepreneurial drive is Behavioural Theory. This theory shows that individual characteristics are one of the factors that form the attitudes, conceptions, motivations about a problem and it is the

result of progress which is the behavioural psychology.

Thus, on the basis of the theory as well as the results of relevant research as well as behavioural theory as discussed above, individual factors include students' innovativeness orientation are the factors that have a lot of potential to influence and form the student's attitude towards entrepreneurship. Therefore, to provide important scientific arguments to guide students' entrepreneurial development antecedents, quantitative studies examining the influence of these individual factors such as innovativeness orientation on entrepreneurial drive are very important. Therefore, the authors have proposed the following hypothesis:

H1: Students' innovativeness orientation positively affects Students' attitude towards entrepreneurship

The previous studies justified that Entrepreneurship internship Experience results to an increase in entrepreneurship feasibility and self-efficacy perception (Peterman & Kennedy, 2003). Therefore, there are some studies which have examined the relationship between internship Experience and entrepreneurship perception (Baden & Parkes, 2013; Mueller, 2011). Jennings and Wagnier (2010) argued that experience unlocks the capabilities of the students and enable them to understand themselves in as real-world entrepreneurship. Thus, the relevant experiential program especially through internship can help graduates to form a positive attitude toward entrepreneurship.

In sum, looking at the benefits of internship programmes to students, many researchers suggested that entrepreneurial internship programmes should become a compulsory component of students' educational structure (Hiltebeitel, Leaubly et al. 2000). Therefore, the internship experience become an important part of curriculum before graduation (Raymond and McNabb 1993). In other words, having a good entrepreneurial internship experience will enable students to be more confident and have higher interest in entrepreneurship. Based on this argument, the present research

proposes that Entrepreneurship internship Experience is very prominent to sustain attitude toward entrepreneurship. Therefore, this study hypothesises:

H2: Entrepreneurship internship Experience Positively Affects Students' Attitude towards Entrepreneurship

Perera K. H (2011) who conducted a study on "Identifying factors affecting business intentions of students in Sri Lanka universities", showed that social factors, psychological factors, economic factors and political and legal factors are prominent factors leading to a path to become an entrepreneur. Francisco Liñán (2011) also concluded five main factors influencing students' entrepreneurial intentions, namely business readiness (positive perception); personal attitude; planification, alliances and formation for employees (Growth as a key feature for success). The preference for useful jobs (Preference for remunerative jobs) is a factor influencing the intentions of university students in Spain to start a business.

In addition, a number of case studies by foreign researchers have provided arguments about the relationship of different individual variables with entrepreneurial intentions. First, Wenjun Wang (2011) pointed out that business desire, business willingness and work experience have a direct impact on the intention of students to start a business in China and America.

In particular, regarding entrepreneurship attitudes, Bagozzi (1992) argues that attitude can lead to desire and then desire can develop intention to act. In fact, empirical studies show that a higher attitude toward entrepreneurship leads to higher entrepreneurial drive (Iakovleva & Kolvereid, 2009; Shook & Bratianu, 2010; Solesvik et al., 2012). Based on this argument, the present research suggests the following hypothesis:

H3: Attitudes toward entrepreneurship is positively related to entrepreneurial drive.

3. Research Model and Methodology

3.1 Research Model and Measures : Research Model:

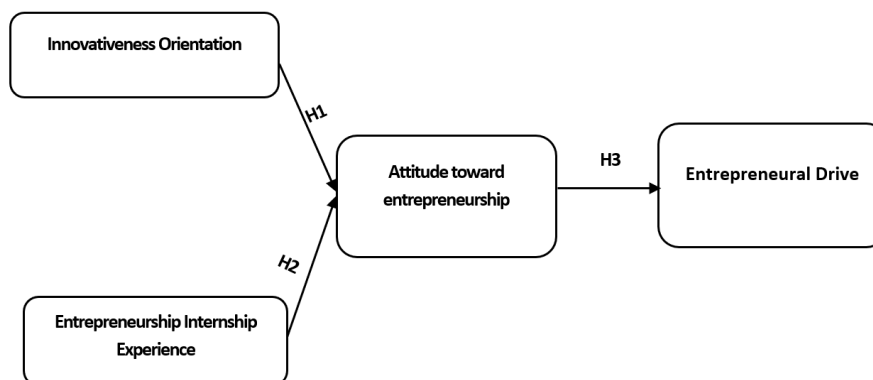


Figure 1: *Research Model*

Measures

Firstly, Entrepreneurial drive (ED) is measured based on adaption from Solesvik et al. (2012), including: ED1. To be an entrepreneur is my wish; ED2. Becoming an entrepreneur is what I like very much; ED3. Becoming an entrepreneur is very attractive

to me; ED4. Being an entrepreneur is possible for me; ED5. Becoming an entrepreneur is a practical choice for me; ED6. Starting a business is a possibility for me. Secondly, Attitude toward entrepreneurship (AE) is measured based on the research of Linán và Chen (2009). The next, Innovativeness orientation (IO) is

measured based on research Bolton and Lane (2012). Finally, *Entrepreneurship internship Experience is adapted from Keat et al. (2011)*. In detail, this study applies 9 items except the item of “Was used as cheap labour. (R)” which is not reflect the student’s learning to become entrepreneur from the internship program as all 9 other items mentioned.

3.2 Data collection and Analysis

This research is undertaken based on primary data which is collected from the senior students who major in business

administration of the most popular public-universities in Hanoi, Vietnam. Out of 208 filled questionnaires, there are 185 qualified ones which are responded by the last year students majoring in business administration.

Data is examined and cleaned firstly in SPSS 22.0 to make sure that it is reliable for further analysis. The next, the study utilize PLS-Structural Equation Model based on Smart PLS 3.0 to analyse and examine the hypotheses.

4. Findings

4.1 Data Overview:

Table 1. *Descriptive Table of Attitude toward Entrepreneurship and Entrepreneurial Drive*

Attitude toward entrepreneurship	N	Minimum	Maximum	Mean	Std. Deviation
AE1	185	1	5	3.69	0.913
AE2	185	1	5	4.00	0.956
AE3	185	1	5	3.99	0.989
AE4	185	1	5	3.81	0.958
AE5	185	1	5	3.89	1.000
Entrepreneurial Drive					
ED1	185	1	5	3.72	0.992
ED2	185	1	5	3.96	1.018
ED3	185	1	5	3.93	0.961
ED4	185	1	5	3.79	1.033
ED5	185	1	5	3.77	0.997
ED6	185	1	5	3.81	0.996

All measurement items of endogenous constructs were reported through descriptive analysis using SPSS to reveal mean and standard deviation. Based on 5-point Likert Scale, the range of all constructs and items are displayed in Table 1. Table 1 shows that

all the items are rated at relatively high average value which are higher than 3.5 and lower than 4. However, the mean of entrepreneurial drive has no value higher than 4.0 (From 3.72-3.96)

4.2 Hypothesis Testing

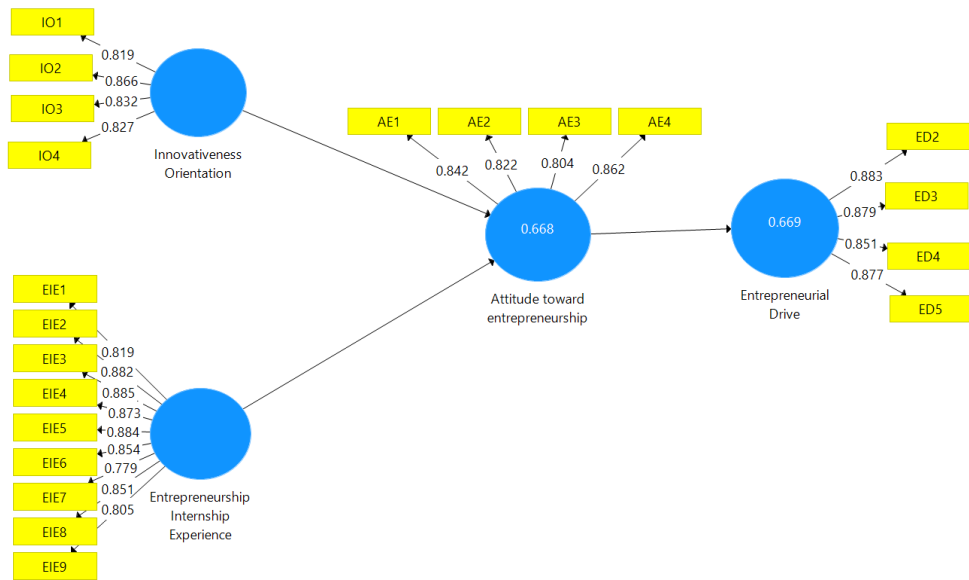


Figure 2. Measurement Model with Outer Loadings and AVE

4.2.1 Assessment of Measurement Model

Table 2. Outer Loadings

Constructs and Items	Attitude toward entrepreneurship	Entrepreneurial Drive	Entrepreneurship Internship Experience	Innovativeness orientation
AE1	0.842			
AE2	0.822			
AE3	0.804			
AE4	0.862			
ED2		0.883		
ED3		0.879		
ED4		0.851		
ED5		0.877		
EIE1			0.819	
EIE2			0.882	
EIE3			0.885	
EIE4			0.873	
EIE5			0.884	
EIE6			0.854	
EIE7			0.779	
EIE8			0.851	
EIE9			0.805	
IO1				0.819
IO2				0.866
IO3				0.832
IO4				0.827

The measurement model in this study was evaluated based on the procedure of the

confirmatory factor analysis (Hair et al., 2016). The CFA statistical technique was

utilized to verify the variable structure of observed indicators (Suhr, 2006); the pattern of the relationship between factor and its measured indicators as well as the number of dimensions of the factors (Brown, 2006). Hence, the assessment of the measurement model was to examine the extent of

construct reliability and validity. The table 2 and Figure 2 indicates that the outer loading of all items is greater than 0.7 and Table 3 shows that CR values are all higher than 0.7 as well and AVE meeting the requirement of greater than 0.5. The VIF is also qualified with the value less than 3.0.

Table 3. *Constructs Reliability and Validity*

Constructs	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Attitude toward entrepreneurship	0.853	0.901	0.694
Entrepreneurial Drive	0.895	0.927	0.761
Entrepreneurship Internship Experience	0.951	0.959	0.72
Innovativeness orientation	0.856	0.903	0.699

Additional component to test construct validity is the discriminant validity. The discriminant validity is examined to ensure that “two conceptually different concepts should exhibit sufficient difference” (Henseler et al., 2009). This criteria refer to the extent to which measured indicators differentiate among variables or measure distinct constructs (Hair et al. 2016).

Previously, the Fornell- Larcker criterion and cross the loading of the indicators were used to reflect the discriminant (Hair, Hult, et al., 2014; Hair et al., 2011; Henseler et al., 2009). Based on suggestion of Fornel and Lacker 1981 on discriminant validity, AE5, ED1, ED6 are eliminated to assure for the reliability of the further analysis (Table 4)

Table 4. *Discriminant Validity –Fornell and Larcker Criterion for Measurement Model*

Latent variables	Attitude toward entrepreneurship	Entrepreneurial Drive	Entrepreneurship Internship Experience	Innovativeness orientation
Attitude toward entrepreneurship	0.833			
Entrepreneurial Drive	0.818	0.872		
Entrepreneurship Internship Experience	0.788	0.744	0.849	
Innovativeness orientation	0.765	0.783	0.81	0.836

4.2.2 Hypothesis Testing

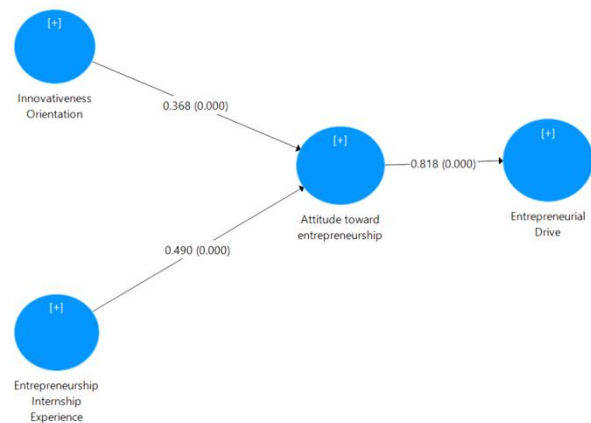


Figure 3. *Structural Model with path coefficient and P-value*

Table 5 and Figure 3 indicated that all three hypotheses are accepted with significant P-value (<0.01) and accepted CI. In addition, R2 are 0.668 (AE) and 0.669 (ED). This value indicated that there are up to 66.9% of variance of entrepreneurial drive can be explained by attitude toward entrepreneurship and 66.8% variance of

attitude toward entrepreneurship can be explained by innovativeness orientation and Entrepreneurship Internship Experience of business students. Thus, this research model is really significant and the attitude toward

entrepreneurship and innovativeness orientation, Entrepreneurship Internship Experience are the important factors which are needed to consider to enhance entrepreneurial drive of business students.

Table 5. Hypothesis Testing

Hypotheses	Path coefficients	STDEV	T Statistics	P Values	LL	UL	Decision
Innovativeness orientation => Attitude toward entrepreneurship	0.368	0.103	3.583	<0.01	0.193	0.532	Supported
Entrepreneurship Internship Experience => Attitude toward entrepreneurship	0.49	0.097	5.069	<0.01	0.33	0.645	Supported
Attitude toward entrepreneurship => Entrepreneurial Drive	0.818	0.026	31.362	<0.01	0.768	0.855	Supported

5. Discussion, Implication and Conclusion

The main goal of the study is to test 3 hypotheses H1, H2, H3, in which, H1: "The innovativeness orientation of students has a positive influence on Attitude toward entrepreneurship "; H2 is "Students' Entrepreneurship Internship Experience has a positive effect on Attitude toward entrepreneurship "; and H3: Attitude toward entrepreneurship is positively related to entrepreneurial drive. All three hypotheses are confirmed in this study which are important evidence for the positive relationship between innovativeness orientation, Entrepreneurship Internship and attitude towards entrepreneurship and the effect of attitude towards entrepreneurship on *entrepreneurial drive*. This is a novel empirical study extended the current stock of theoretical and practical knowledge. This result is also consistent with previous relevant findings of previous studies conducted in Vietnam and in foreign countries. The findings in these studies are consistent and explained more deeply for the prior studies conducted by Nguyen Thi Yen (2011); Hoang Thi Phuong Thao (2013); Phan Anh Tu (2015); Nguyen Hai Quang (2017); Nguyen Quoc Nghi et al., (2016) which explore the relationship between

individual factors and entrepreneurship intention in Vietnam. This result is also consistent and go into more deeply to unlock the causal effect resulting in the findings of related studies in the world, such as research on factors affecting business intentions was conducted by Zahariah Mohd Zain (2010); research on "Entrepreneurship preferences of undergraduates in Singapore" was done by Clement K. Wang (2004); Research on "Determine the intention of students to start a business in China and the US" was conducted by Wei Lu et al., (2011). Therefore, the results of this research are truly reliable in terms of both theory and practice. For this reason, stakeholders can use these results in the policy direction of start-up development.

Therefore, universities should firstly coordinate with organizations, regularly organize business seminars, club or create playgrounds to initiate innovativeness ideas for students to understand and increase students' desire to start a business. In fact, holding seminars or playgrounds about business start-ups will create a positive foundation for foster innovativeness as well as attitudes toward entrepreneurship among students. Through seminars or club, students will be able to more confident and innovative because they have more chance to practice and interact with others active

students as well as experts from the industry. As a result, students are oriented and formed the right ideas about entrepreneurship, have a positive attitude to entrepreneurship, creative dynamism, dare to engage in start-up projects in practice from which and fostered confidence and entrepreneurship.

In addition, according to the results of this study, start-up motivation was not too high. It has just achieved indicators at a fair level, and the reality of starting a business is still limited. This may stem from a lack of practical experience that leads to new students who just like to start a business in mind but have not really dared to commit, ready to start a business. Therefore, in order to improve entrepreneurial drive as well as confidence to turn positive attitude into start-up action for students, the universities also need to cooperate with organizations to organize incubation projects and set up entrepreneurship clubs, aiming to contribute to creating a university ecosystem, a start-up ecosystem, thereby giving students the opportunity to have more entrepreneurship internship experience, gain necessary knowledge and skills for entrepreneurship through practical activities. Thereby, students can create, participate and challenge themselves in business activities. This experience not only fosters entrepreneurship attitude and entrepreneurial drive, but also creates social capital of a network of relationships that co-entrepreneurship groups, partners, and various stakeholders support in experience. That helps students feel confident and ready to start a business after they graduated

In conclusion, the present study has verified this research model in an emerging economy country where start-up development has strategic role in the nation's development. This research has made an important contribution to the current theoretical basis and the application of the theory to enhance the positive impact of innovativeness orientation and entrepreneurship internship experience strengthen attitude toward entrepreneurship, which intern has positive influence on entrepreneurial drive of the business students in Vietnam. Specifically, the research results show the significance of all three hypothesis. This implies the importance of developing students'

innovativeness orientation and entrepreneurship internship experience strengthen attitude toward entrepreneurship in strengthening positive attitude toward entrepreneurship and entrepreneurial drive of students in order to enhancement of their entrepreneurship after their graduation.

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