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**THE ANALYSIS OF POTENTIAL PENETRATION & DEVELOPMENT OF ALIPAY  
 IN CHINA USING COMBINATION OF SOR, TAM AND TPB MODEL**

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**ABSTRACT**

This study validates the application of the theory of planned behavior by intercepting situational (environmental) and personal factors to influence students' entrepreneurial intentions. While TPB in entrepreneurial intentions has been widely acknowledged and attempted, but gaps still exist in terms of how the TPB variables are explained in their roles towards entrepreneurial intentions, and in particular, mediating roles of perceived behavioral control through self-efficacy and personal attitude are relatively unfound in the extant literature. Situational factors constituting of both curriculums and subjective norms are studied, while occupational challenge mindset is explored for indirect impact on entrepreneurial intention mediated through personal attitude. Sampling was drawn from the student population currently enrolled at Mae Fah Luang University, one renown public university in Chiang Rai. The university is chosen for its strategic focus in entrepreneurship and offering of wide ranges of subjects such as in Chinese medicine, cosmetics, Chinese language studies, and business majored students. Methodologically, both hierarchical multiple regression and structural equation modeling (SEM) methods would be used, which provide statistical evidences for the adapted and extended TPB framework.

**Keywords:** Entrepreneur intention, Theory planned behavior, curriculums, and self-efficacy .

**1. INTRODUCTION**

Governments around the globe are investing substantially to stimulate entrepreneurs and small businesses (Geenen et al. 2016). Thai government is currently pushing forward the "Thailand 4.0" initiative in which one of the goals is to create a value-based economy that is driven by innovation, technology and creativity (Tan, 2018). In fact, in the twenty-first century organizations are putting immense emphasis on creativity and innovation, in which entrepreneurial competencies play significantly important role (Uddin and Bose, 2012). In Thailand, small and medium enterprises (SMEs), which are the backbone of the Thai economy, is contributable significantly to the country's entrepreneurship activeness and innovation (Sahakijpicharn, 2007). Towards this end, entrepreneurial activities in the markets and industries become important, and in this aspect, higher education institutions (HEIs) play a significant role in inculcating entrepreneurial mindsets and competencies (Cincera et al. 2018). Judging from the curriculum of the school of management at Mae Fah Luang University, entrepreneurial projects are important feature differentiating from



among the HEIs in Thailand. As there are no research conducted, relating to Thailand, that addresses the factors influencing entrepreneurial intention, this research thus aims to fill this gap. Many researchers have provided extensive evidences supporting the role of intentions as the best predictor of individual behaviors particularly when the behavior is rare, hard to observe or involves unpredictable time lags (Krueger and Brazeal, 1994; Tan and Patracholakorn, 2018).

Thus, the following research objective is established:

“The purpose of this research is to test the impact of entrepreneurship curriculum, occupational challenges, subjective norm, personal attitude and perceived behavioral control through self-efficacy, on the entrepreneurial intention of the students currently associated with the School of Management at Mae Fah Luang University, applying empirically the theory of planned behavior.”

## 2. LITERATURE REVIEW

The overall tenet of the psychological theory of planned behavior (Ajzen, 1991) is centralized on the socio-psychological factors influencing the intentions of human beings, which could be consumer behaviors (Tan et al. 2018), or student behaviors in their studies (Tan, 2018). Our aim here is to adapt the theory of planned behavior (TPB) to advance entrepreneurship education theory by a number of important hypotheses which have been neglected in the extant literature. The existing research focuses on the direct structure of TPB such as the role of perceived behavioral control (i.e. efficacy, perceived personal ease or difficulty to perform entrepreneurial behavior, Maes, Leroy and Sels, 2014), or in different manifestations such as perceived relational support (i.e. the support from the family, friends, and others to involve in entrepreneurial activities) and perceived structural support (i.e. financial aids, rules and regulations imposed to the entrepreneurs) (Ambad et al. 2016), none have considered curriculum (or educational support) as an antecedent which causes the perceived behavioral control as a mediator.

In view of the above argument, the following hypothesis is raised as a key theoretical contribution to the extant literature:

H1: Perceived behavioral control through self-efficacy is a significant mediator in leveraging the impact of entrepreneurial curriculum on entrepreneurial intention.

Perceived behavioral control reflects the perceived ability to become self-employed (Kolvereid, 1996), or more specifically related to this study, as an internal control belief (Maes et al. 2014) which is linked to “the personal capabilities of a person, for example having the self-confidence to venture into entrepreneurship” (Ambad et al. p. 110). The mediating role of perceived behavioral control is extended to subjective norm. Subjective norm is an interpersonal influence which is referred to the influence by friends, family, and relevant others in a social network of the students (Kim, 2010). In mediating context, the following hypothesis is raised:



H2: Perceived behavioral control through self-efficacy is a significant mediator in leveraging the impact of subjective norm on entrepreneurial intention.

While H1 and H2 form the significant contribution base of this study in the extant literature, the other hypotheses, which would not be stated, should follow the normative structure as suggested by Ajzen (1991) in the theory of planned behavior (TPB). Another facet of contribution is the segregation of the factors of the TPB into two types of factors, namely of situational and personal as shown in the conceptual model in Figure 1.

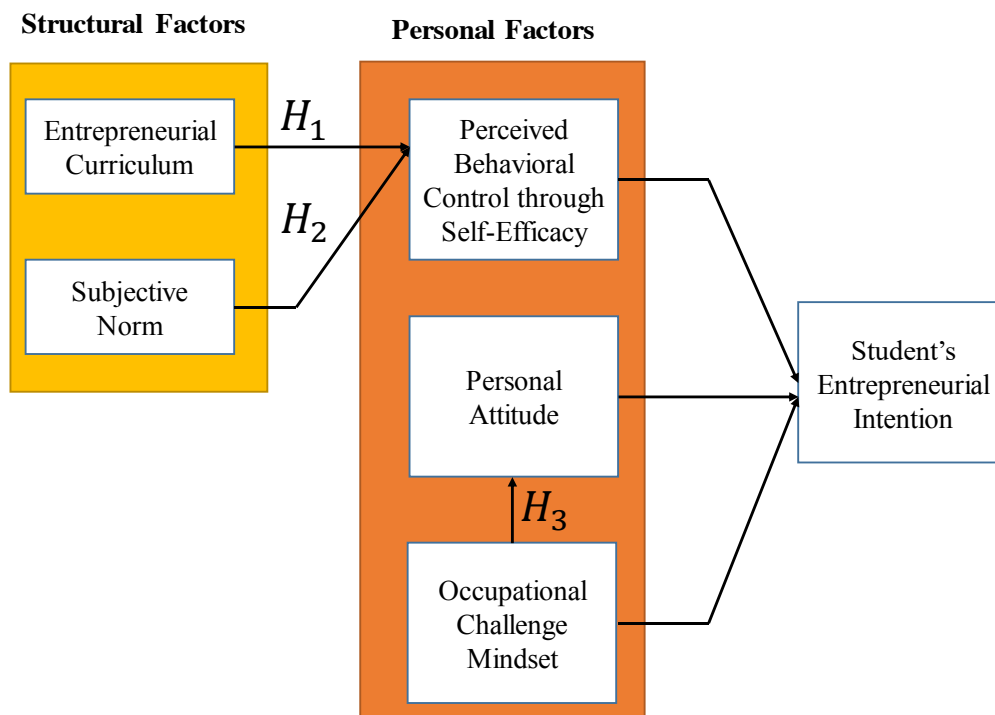


Figure 1: The Conceptual Model

Mindsets, as argued in Dweck (2006), a world renowned Stanford University psychologist in area of achievement and success, form the assumptions and expectations that one relates to the formation of attitude, as shown in the Hypothesis H3 in Figure 3:

H3: Occupational challenge mindset can significantly positively explain the variance of personal attitude towards being an entrepreneur.

In other words, a growth-oriented mindset (Dweck, 2006), driven by occupational challenge, can help mold an attitude favorable for entrepreneurship investment.

### 3. RESEARCH METHODOLOGY

Based on a deductive approach to research, this study makes use literature review for theoretical conceptualizations. As stated in the literature, three important hypotheses are raised that provide



significant contributions to the extant literature, which are in addition to the normative TPB structure advocated in Ajzen (1991). The literature review provides the definitional backgrounds for the constructs operationalized as follows:

Personal attitude – 1) To me, being an entrepreneur suggests advantages, 2) A career as an entrepreneur is attractive to me.

Subjective norm – 1) Most of my acquaintances are entrepreneurs, 2) My parents are supporting me if I want to become an entrepreneur, 3) The people in my life whose opinions I value gives positive suggestions on entrepreneurs.

Perceived behavioral control with self-efficacy – 1) Starting a firm and keeping it working successfully would be easy for me, 2) I can control the creation of a new firm if it is set up, 3) I believe I would be able to start a business.

Curriculum – 1) The courses I have chosen/studied are entrepreneurial oriented, 2) I have gained sufficient entrepreneurial knowledge from the curriculum.

Occupational challenge – 1) I would not hesitate to embrace challenges in my career choice, 2) Challenges in my career would make me stronger.

Entrepreneurial intention – 1) My professional goal is to become an entrepreneur, 2) I am determined to create a business venture in the future, 3) As soon as I gain sufficient experience, I would definitely start my new business.

#### 4. DATA ANALYSIS

All the above constructs had been tested successfully to satisfy the research quality criteria on validity and reliability. The sample profile: out of the 150 valid responses, 26.7 per cents are male students and 73.7 are female students. Among then, 14 per cents lived on campus and 86 lived off campus. Besides, 45.3 per cents have entrepreneurial family business, and 54.7 without, and 33.3 per cents have entrepreneurial or new business venture before, and 66.7 per cents without. Majority of the respondents came from year-two, year-three and year-four students, at respectively 24 per cents, 50.7 per cents, and 21.3 per cents. Only 1.3 per cents were from the freshman and 2.7 per cents the master degree students. The ANOVA or T-Test show no significant differences among them, except the students with entrepreneurial experiences tend to score higher on entrepreneurial intention, at mean value of 4 (out of five Likert scale, with 1 = strongly disagreed, to 4 = strongly agreed), versus 3.7 for without; also these experienced students score higher on personal attitude and subjective norm, with mean at 4 versus lower (at 3.7) without.

The structural equation modeling (SEM) analysis shows excellent model fit, with RMSEA at 0.000, and GFI = 1.000, AGFI = 0.996, NFI = 1.000, RFI = 0.997, IFI = 1.005, TLI = 1.036, CFI = 1.000, Chi-Square/Df = 0.084. As advised in Hair et al. (2006), the Chi-square/df ration on the order of 3:1 or less are associated with better-fitting models. In addition, incremental fit indices shown by Normed Fit Index (NFI), Comparative Fit Index (CFI), Tucker Lewis Index (TLI) and Relative



Noncentrality Index (RNI) all conform to the threshold requirement, near 1. RMSEA – the root mean square error of approximation – represents how well the model fits a population, not just a sample used for estimation (Hair et al. 2006), also meets the fit requirement, at 0.000. The SEM statistics is shown in Table 1, and the SEM path is shown in Figure 2.

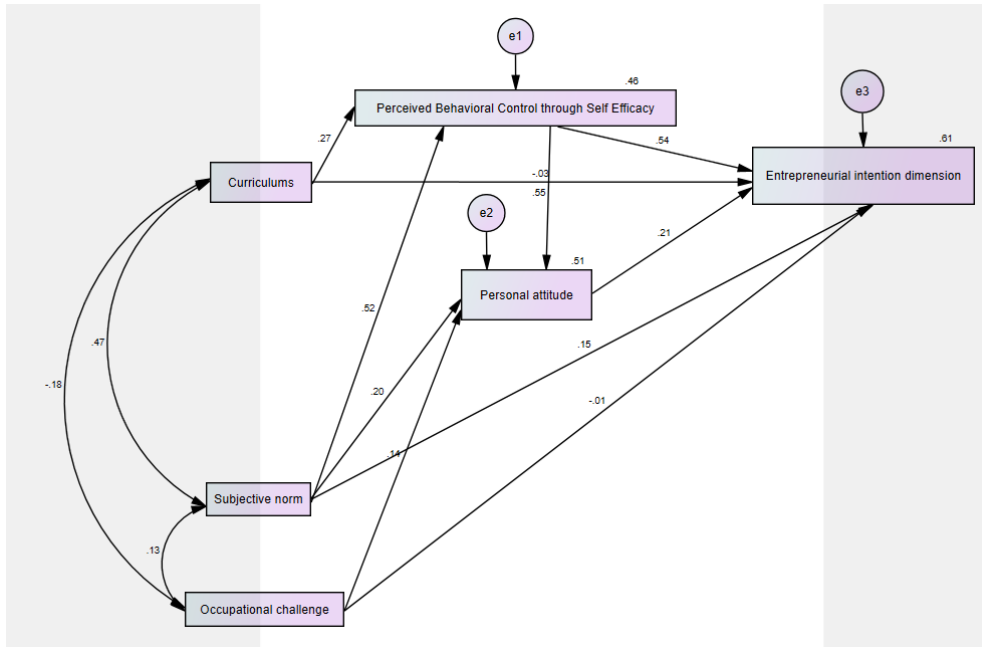


Figure 2: The SEM Path Structure

Table 1: The SEM Statistics

Model Fit Summary					
<b>CMIN</b>					
Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	19	.169	2	.919	.084
Saturated model	21	.000	0		
Independence model	6	392.653	15	.000	26.177
<b>RMR, GFI</b>					
Model	RMR	GFI	AGFI	PGFI	
Default model	.002	1.000	.996	.095	
Saturated model	.000	1.000			
Independence model	.166	.473	.262	.338	
<b>Baseline Comparisons</b>					
Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	1.000	.997	1.005	1.036	1.000
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000
<b>Parsimony-Adjusted Measures</b>					
Model	PRATIO	PNFI	PCFI		
Default model	.133	.133	.133		
Saturated model	.000	.000	.000		
Independence model	1.000	.000	.000		
<b>NCP</b>					
Model	NCP	LO 90	HI 90		
Default model	.000	.000	1.005		
Saturated model	.000	.000	.000		
Independence model	377.653	316.758	445.972		
<b>FMIN</b>					
Model	FMIN	F0	LO 90	HI 90	
Default model	.001	.000	.000	.007	
Saturated model	.000	.000	.000	.000	
Independence model	2.635	2.535	2.126	2.993	
<b>RMSEA</b>					
Model	RMSEA	LO 90	HI 90	PCLOSE	
Default model	.000	.000	.058	.943	
Independence model	.411	.376	.447	.000	
<b>AIC</b>					
Model	AIC	BCC	BIC	CAIC	
Default model	38.169	40.042	95.371	114.371	
Saturated model	42.000	44.070	105.223	126.223	
Independence model	404.653	405.245	422.717	428.717	
<b>ECVI</b>					
Model	ECVI	LO 90	HI 90	MECVI	
Default model	.256	.268	.275	.269	
Saturated model	.282	.282	.282	.296	
Independence model	2.716	2.307	3.174	2.720	
<b>HOELTER</b>					
Model	HOELTER	HOELTER			
		.05	.01		
Default model		5288	8128		
Independence model		10	12		



## **5. CONCLUSION**

The structural equation model (SEM) outcome supports the three main hypotheses raised. In other words, the mediating role of perceived behavioral control should be stressed, even though entrepreneurial curriculum and subjective norm are important. The mediating role of perceived behavioral control demonstrates the significance of internal control beliefs, which according to Maes, Leroy and Sels (2014), is linked to the personal capabilities of the students and reflects the self-confidence to venture into entrepreneurship. Occupational challenge is another important factor which shows significant influence on personal attitude towards entrepreneurship. That is, students who perceive challenges of occupation positively tend to form positive attitude towards entrepreneurship. Overall the SEM validates the proposed conceptual model which also highlights two additional contribution points – namely, situational factors and personal factors.

A direct implication is that Higher Education Institutes (HEIs) should ensure the entrepreneurship education is subjected to a process of creating value to the students to learn more about entrepreneurship, by engaging the students to a full spectrum of entrepreneurship related courses and training. Besides, HEIs should not ignore the internal psychological attitude and perceived behavioral control formed by the students, as whatever is taught in the classes are mediated by the internal psychological confidence or self-efficacy.

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