



**ANALYZING THE FACTORS AFFECTING
ENTREPRENEURIAL INTENTION AMONG
NON BUSINESS UNDERGRADUATE STUDENTS
IN JAKARTA**

By

Kerenhapukh Sugiarto

015201100024

***A Skripsi* Presented to the
Faculty of Business President University
In partial fulfillment of the requirements for
Bachelor Degree in Business Administration**

August, 2014

PANEL OF EXAMINERS APPROVAL SHEET

The Panel of Examiners declare that the *skripsi* entitled “**Analyzing the Factors Affecting Entrepreneurial Intention among Non Business Undergraduate Students in Jakarta**” that was submitted by Kerenhapukh Sugiarto majoring in Business Administration from the Faculty of Business and International Relations was assessed and approved to have passed the Oral Examinations on August 14th, 2014.

Suresh Kumar, S.T., M.Si
Chairman

Vinsensius Jajat Kristanto, SE., MM., MBA
Examiner I

A.B.M. Witono, Ph.D
Examiner II

SKRIPSI ADVISER RECOMMENDATION LETTER

This *skripsi* entitled “**Analyzing the Factors Affecting Entrepreneurial Intention among Non Business Undergraduate Students in Jakarta**” prepared and submitted by **Kerenhapukh Sugiarto, Business Administration** in the Faculty of **Business Administration** has been reviewed and found to have satisfied the requirements for a thesis fit to be examined. I therefore recommend this *skripsi* for Oral Defense.

Cikarang, Indonesia, August 6th, 2014

Acknowledged by,

Recommended by,

A.B.M. Witono, Ph.D
Head, Business Administration
Study Program

A.B.M. Witono, Ph.D
Advisor

DECLARATION OF ORIGINALITY

I declare that this *skripsi*, entitled “**Analyzing the Factors Affecting Entrepreneurial Intention Among Non Business Undergraduate Students in Jakarta**” is the best of my knowledge and belief, an original piece of work that has no help was sought from an external professional agency and has not been submitted, either in whole or on part, to another university to obtain a degree.

Cikarang, Indonesia, August 6th, 2014

Kerenhapukh Sugiarto

ABSTRACT

Entrepreneurship is a well-concerned issue in all over the world, as well as Indonesia. The study has shown entrepreneurship as economic engine to accelerate the prosper growth of country. Currently Indonesia needs more entrepreneurs since statistical data from statistics Indonesia (2013) shown only 1.56% of Indonesia total population are entrepreneurs. This fact has been a background for this research to analyze which factors might be influence non business undergraduate students to choose entrepreneurial way of business. Since, the factors provide a good support to understand the entrepreneurial intention taken by non business undergraduate students. This research conclusively highlights the major factors i.e. personality traits, entrepreneurship education, attitude toward the behavior, subjective norms, and perceived behavior control which affecting entrepreneurial intentions of non business undergraduate students in Jakarta. The research method was taken through quantitative research of 384 respondents with convenience sampling method. The main contribution of this paper is to examine the effectiveness of a structural equation model to analyze the entrepreneurial intentions of the students. The finding of the research indicates that students' entrepreneurial intention is determined by entrepreneurship education, attitude toward the behavior, and perceived behavior control. This research is projected to help government and university to empower students' entrepreneurial motivations.

Keywords: Personality Traits, Entrepreneurship Education, Attitude toward the Behavior, Subjective Norms, Perceived Behavior Control, Entrepreneurial Intention

ACKNOWLEDGMENT

The writing of this *skripsi* has been a fascinating process. Above all, I would like to give my greatest gratitude to the Almighty for the blessing for completing this *skripsi*. Many people contributed to this process. Therefore, I would like to take the occasion to express my gratitude.

I would like to send sincere thank to parents and siblings who were always pray for me and convincingly that this research would finish successfully. I owes special thanks to Jeffri Gunawan who continually conveyed a spirit of adventures in regard to finish my *skripsi*.

My deepest thanks go to my thesis advisor Mr. A.B.M. Witono for his guidance on my research work. Bunch of thanks to Mr. Suresh Kumar, without his persistent guidance this thesis would not have been possible. Thank you for Business Administration lecturers, especially Mr. Wisnu Dewobroto, Mr. Agus Gunawan, and Mr. Ayi Wachid. And also thanks to Ms. Lina Hana who is sincerely willing to help this *skripsi* administration procedure.

I also want to thanks to all my fellow BA 2011 colleagues, especially Ela, Yemima, Agata, Nicky, Vinson, Gio, Timo, Ega, Mila, Ayu, Sarah, Honey, and Jefri thanks abundantly for giving insight and advices to this research. Many thanks go to Natalia Lois, Gilang, Iga, Manda, Mei, Adit, Gideon, Melvin, and Indah for their unlimited supported. And thanks to President University staffs and for people who directly or indirectly involved in giving support in finishing this research.

And last but not least, thanks go to those respondents who kindly gave their time for giving feedback through the questionnaires.

TABLE OF CONTENTS

PANEL OF EXAMINERS APPROVAL SHEET.....	ii
RECOMMENDATION LETTER.....	iii
DECLARATION OF ORIGINALITY.....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xii
LIST OF ACRONYMS.....	xiii
CHAPTER I INTRODUCTION	1
1.1 Research Background.....	1
1.2 Problem Identification.....	2
1.3 Statements of Problem	4
1.4 Research Objectives	4
1.5 Research Limitations.....	5
1.6 Definition of Terms	5
1.7 Significance of the Study	6
CHAPTER II REVIEW OF LITERATURE	7
2.1 Theoretical Review	7
2.1.1 The Relationship between Personality Traits and Entrepreneurial Intention	7
2.1.2 The Relationship between Entrepreneurship Education and Entrepreneurial Intention	8
2.1.3 The Relationship between Attitude toward the Behavior, Subjective Norm, and Perceived Behavior Control.....	9
2.2 Previous Research	11
2.3 Theoretical Framework and Hypothetical Concept	17

CHAPTER III METHODOLOGY	19
3.1 Research Design	19
3.2 Sampling Design	19
3.2.1 Research Population.....	19
3.2.2 Sample Size.....	20
3.2.3 Sampling Technique.....	21
3.3 Research Instruments	21
3.3.1 Operationalization of Variables	22
3.4 Validity and Reliability	25
3.4.1 Validity Test.....	25
3.4.2 Reliability Test.....	26
3.5 Data Collection Procedure.....	27
3.6 Multivariate Assumption.....	27
3.6.1 Normality	27
3.6.2 Heterocedasticity	27
3.6.3 Multicollinearity	28
3.7 Structural Equation Modeling (SEM) Analysis	28
3.7.1 Chi Square Test.....	29
3.7.2 Goodness of Fit Index (GFI).....	30
3.7.3 AGFI (Adjusted Goodness-of-Fit Index).....	30
3.7.4 NFI (Normed Fit Index).....	30
3.7.5 Tucker Lewis Index (TLI).....	31
3.7.6 Comparative Fit Index (CFI).....	32
3.7.7 Root Mean Square Error of Approximation (RMSEA).....	32
3.8 Hypothesis Testing	34
CHAPTER IV ANALYSIS AND INTERPRETATION	35
4.1 Descriptive Analysis	35
4.1.1 Personality Traits	35
4.1.2 Entrepreneurship Education.....	38
4.1.3 Attitude toward the Behavior.....	41
4.1.4 Subjective Norm	44
4.1.5 Perceived Behavior Control	46

4.1.6	Entrepreneurial Intention	49
4.2	Data Analysis	52
4.2.1	Respondents Profile	52
4.2.2	Validity Test	55
4.2.3	Reliability Test.....	58
4.2.4	Multivariate Assumption	59
4.2.4.1	Normality	59
4.2.4.2	Heterocedasticity.....	60
4.2.4.3	Multicollinearity.....	60
4.2.5	Structural Equation Modeling (SEM) Analysis.....	60
4.2.5.1	Path Diagram.....	60
4.2.5.2	Model Identification.....	61
4.2.5.3	Goodness of Fit	62
4.3	Hypothesis Testing	63
4.4	Interpretation of Result.....	65
CHAPTER V CONCLUSION AND RECOMMENDATION.....		70
5.1	Conclusion.....	70
5.2	Recommendation.....	72
5.2.1	Managerial implication	72
5.2.2	Future Research.....	73
REFERENCES.....		75
APPENDIX.....		78

LIST OF TABLES

Table 2.1 Previous Research.....	11
Table 3.1 Questionnaire Statement.....	22
Table 3.2 Goodness of Fit Measurement.....	33
Table 4.1 Personality Traits Item.....	35
Table 4.2 Personality Traits Frequency Distribution.....	36
Table 4.3 Entrepreneurship Education Item.....	38
Table 4.4 Entrepreneurship Education Frequency Distribution.....	39
Table 4.5 Attitude toward the Behavior Item.....	41
Table 4.6 Attitude toward the Behavior Frequency Distribution.....	42
Table 4.7 Subjective Norm Item.....	44
Table 4.8 Subjective Norm Frequency Distribution.....	44
Table 4.9 Perceived Behavior Control Item.....	46
Table 4.10 Perceived Behavior Control Frequency Distribution.....	47
Table 4.11 Entrepreneurial Intention Item.....	49
Table 4.12 Entrepreneurial Intention Frequency Distribution.....	50
Table 4.13 Respondents' Gender.....	52
Table 4.14 Respondents' Age.....	53
Table 4.15 Respondent's Universities.....	54
Table 4.16 KMO and Bartlett's Test.....	55
Table 4.17 Total Variance Explained.....	56
Table 4.18 KMO and Bartlett's Test (after reanalyzed).....	57
Table 4.19 Total Variance Explained (after reanalyzed).....	57
Table 4.20 Extracted Factor Analyses.....	58
Table 4.21 Independent Variable Reliability Statistics.....	58
Table 4.22 Dependent Variable Reliability Statistics.....	59
Table 4.23 Coefficients.....	60
Table 4.24 Computation of Degree of Freedom.....	61

Table 4.25 Goodness of Fit Result.....	62
Table 4.26 Regression Weight	63
Table 4.27 Standardized Regression Weights	64
Table 4.28 Squared Multiple Correlations.....	65
Table 4.29 Hypothesis Testing Result	65

LIST OF FIGURES

Figure 2.1 Research Hypothetical Framework	18
Figure 4.1 Personality Traits Frequency Distribution.....	37
Figure 4.2 Entrepreneurship Education Frequency Distribution	40
Figure 4.3 Attitude toward The Behavior Frequency Distribution.....	43
Figure 4.4 Subjective Norm Frequency Distribution.....	46
Figure 4.5 Perceived Behavior Control Frequency Distribution	48
Figure 4.6 Entrepreneurial Intention Frequency Distribution.....	51
Figure 4.7 Respondent's Gender.....	53
Figure 4.8 Respondent's Age.....	54
Figure 4.9 Respondent's Universities	55
Figure 4.10 Path Diagram	61

LIST OF ACRONYMS

PT	= Personality Traits
EE	= Entrepreneurial Education
ATB	= Attitude toward the Behavior
SN	= Subjective Norm
PBC	= Perceived Behavior Control
SEM	= Structural Equation Modeling
KMO	= Kaiser-Meyer-Olkin
SPSS	= Statistical Packages for Social Science
GFI	= Goodness of Fit Index
AGFI	= Adjusted Goodness of Fit Index
NFI	= Normed Fit Index
TLI	= Tucker Lewis Index
CFI	= Comparative Fit Index
RMSEA	= Root Mean Square Error of Approximation

CHAPTER I

INTRODUCTION

1.1 Research Background

The raise of entrepreneurship as the economic source and social development for economic growth through job creation, knowledge, and the stimulation of competition have been recognized in all over the world (Audretsch & Thurik, 2004). According to Van Gelderen (2008), entrepreneurship is an attitude which establishes an individual's enthusiasm in order to recognize and chase a potential occasion with the purpose of producing new economic value (Fatoki, 2010). Moreover, Van Praag and Versloot (2007) stated that the entrepreneurial activity is widely connected with the economic growth (Sata, 2013). Entrepreneur believed as an important actor to generate the economic outcomes for a country (Moi, Adeline, & Dyana, 2011).

Indonesia government and other parties gain more attention in entrepreneurial field, it is because entrepreneurial activity is a very crucial role in a country. Entrepreneurial activities not only boost technological innovation, but they also provide employment opportunities and increase self competitiveness (Nishantha, 2009).

Furthermore, improvement of becoming a better country on economic environment by unfolds the conclusive on entrepreneurial intention. The intention to create a business is an important determinant of new venture creation (Carsrud & Brännback, 2011). As Wong and Choo (2009) add that that intention is shown as strong relationship toward entrepreneurial activity (Pretheeba, 2014)

Hence, entrepreneurial intention is needed to be further examining because people will not do entrepreneurial activity without any certain encouragement and intention. For that reason, non business undergraduate students as the young generation who has foster specific knowledge and skills based on their major need to be involved in the field of entrepreneurial in order to create a business in the future, so they are not too dependent on the government and the private sector for employment which causes unemployment inclination.

In addition, numerous researchers have proven that the primary predictor of future entrepreneur is entrepreneurial intention. Thus, entrepreneurial intention factors have been analyzed in order to trigger non business undergraduate students ultimately to decide as an entrepreneur, since Kuratko (2003) define entrepreneur as a creator of new venture (Makhbul & Hasun, 2011). Consequently, it is worth to know the factors that make an individual becoming an entrepreneur.

This research focuses on non business undergraduate students' intentions to be self-employed. The explanatory is discussing about the most factors which lead them to do entrepreneurial intention. Other than that, this research will provide a detailed explanation of entrepreneurial intention.

1.2 Problem Identification

Entrepreneurship is the key factor for economic expansion and growth (McStay, 2008). Hence, according to McClelland (1961), a country needs at least 2% of entrepreneurs out of the total population to be prospering (Ridho, Fadila, Herawati, & Leofaragusta, 2014). Whereas, Statistics Indonesia (2013) shown statistically number of entrepreneur in Indonesia only 1.56% of the total population.

In addition, Statistics Indonesia (2013) of poverty line in Indonesia reached 11.37% of the total population (Statistik, 2013). Other than that, Indonesia undergraduate unemployment rate in 2013 is 5.5% or 407,000 people out of

total unemployment which is 7.4 million people (Statistik, 2013). Moreover, based on Statistics Indonesia (2013), Jakarta undergraduate unemployment is 4.95% or 23.96 thousand out of total unemployment which is 484.04 thousand (Statistik, 2013). Those facts gives a clear picture about job's scarcity, it implies that there are too many graduates for few graduate jobs. Thus, Jakarta as the capital city of Indonesia becomes a destination area for every people to seek a job. Therefore, graduates should have perseverance to starting a business (Botha, 2006), therefore they should see it as an opportunity to indulge in the entrepreneurial field. Consequently, Indonesia still needs to develop more entrepreneurs due to support the economic growth.

As a commitment to starting a new business, entrepreneurial intention is determined by several factors, i.e. personality traits, entrepreneurship education, attitude toward the behavior, subjective norms, and perceived behavior control. Since numerous researches has been conducted, such as Kadir et al. (2012) found a positive relationship of attitudinal factor, behavioral factor and entrepreneurship education toward entrepreneurial intention, Peng et al. (2012) found subjective norm of university students has significantly positive influence on their entrepreneurial attitude and the entrepreneurial intention, Udin et al. (2012) and Tong et al (2011) found personality traits were strongly influence entrepreneurial intention of university students. Lorz (2011) found those who were self employed had significantly higher entrepreneurial intention as well as entrepreneurship education. A research of Fini et al. (2009) and Liñán et al. (2009) were found a similar result, in which the entrepreneurial intention were affected by attitude toward the behavior and perceived behavior control whereas it does not affected by subjective norm. Wu (2009) found positive relationship between entrepreneurial orientations toward entrepreneurial intention. Mcstay (2008) found that undergraduate entrepreneurship education and previous entrepreneurial experience were strong determination of entrepreneurial intention of a student.

As a result, entrepreneurs should be seen as an agent for the economic growth of the country because the government alone cannot play the role of creating the new wealth and business opportunities. Therefore, society has to be aware that through entrepreneur establishment, the economics of a nation can expand and grow positively.

1.3 Statements of Problem

These following research questions are obtained to know to what extent this research analyzes:

1. To what extent does personality traits influence non business undergraduate students on entrepreneurial intention?
2. To what extent does entrepreneurship education influence non business undergraduate students on entrepreneurial intention?
3. To what extent does attitude towards the behavior influence non business undergraduate students on entrepreneurial intention?
4. To what extent does subjective norms influence non business undergraduate students on entrepreneurial intention?
5. To what extent does perceived behavior control non business undergraduate students on entrepreneurial intention?

1.4 Research Objectives

The objectives of the study are:

1. To determine to what extent personality traits influence non business undergraduate students on entrepreneurial intention
2. To determine to what extent entrepreneurship education influence non business undergraduate students on entrepreneurial intention
3. To determine to what extent attitude towards the behavior influence non business undergraduate students on entrepreneurial intention
4. To determine to what extent subjective norms influence non business undergraduate students on entrepreneurial intention

5. To determine to what extent perceived behavior control influence non business undergraduate students on entrepreneurial intention

1.5 Research Limitations

As for as, implications are concerned, it is necessary to point out some of its limitations among the independent variables and dependent variables can be performed. With empirical study, future researchers need to improve some thorough empirical analysis due the limitation of the present research.

The sample size of the research is taken only from non business undergraduate students. The respondents are targeted in Jakarta area due to time limitation. For further results, Indonesia geographic expansion may be the concern to conduct the further research to obtain research outcomes with high accuracy.

Furthermore, longitudinal study may need to be conducted, as actual action as it appears in the real life in longer period needs to be ensured in order to get better research outcome.

1.6 Definition of Terms

Variables in this research include:

1. *Personality traits*: Psychological determination towards individual behavior of becoming an entrepreneur (Kadir & Salimb, 2012).
2. *Entrepreneurship education*: Literatures which provide understanding of what entrepreneurship is (Lorz, 2011).
3. *Attitude towards the behavior*: Positive thought of individual to what extent in carrying a particular behavior of becoming an entrepreneur (Moi, Adeline, & Dyana, 2011).
4. *Subjective norms*: Others perception of what individual network circumstances would think about the desirability of becoming an entrepreneur (Liñán & Chen, 2009).

5. *Perceived behavioral controls*: Individual's belief in their ability to carry a rigorous behavior of becoming an entrepreneur (Fini, Grimaldi, Marzocchi, & Sobrero, 2009).
6. *Entrepreneurial intentions*: The indication of individual's willingness or plan in order to perform a certain behavior of becoming an entrepreneur (McStay, 2008).

1.7 Significance of the Study

There are several significances that the researcher wants to achieve upon completion of this research. The research is also expected to be valuable for other interested parties as below:

For academic, this research is expected to provide better understanding on the factors which trigger prospective youth on entrepreneurial intention.

For the business, this research will be able to provide insight to utilize the variables as tools to recognize entrepreneurial intention because the intention is parallel with the cognitive that can drive individual attention, experience, and action towards the objective to perform a business.

For the government, this research is expected to provide an entrepreneurial intention model in order to predict the influential factors of young generation becoming an entrepreneur in order to support the future business creation by national economic policies, in which might stimulate economic growth and national wealth creation.

For the researcher, this research is conducted to fulfill the requirements of attaining Bachelor Degree in Business Administration, with Entrepreneurship concentration.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Review

2.1.1 The Relationship between Personality Traits and Entrepreneurial Intention

Personality traits described as individual's characteristic (Kadir & Salimb, 2012). According to Korunka (2003), individual's personality traits such as need for achievement, risk-taking propensity, locus of control are found as characteristic foundation in which associated with entrepreneurial intention (Yusof, Sandhu, & Jain, 2007). Personality traits found as strong predictor for individual's entrepreneurial intention (Wu, 2009). In the other hand, personality traits have no significant influence toward entrepreneurial intention (Tong, Toong, & Loy, 2011).

Individual who have that ability will always perform their best in everything they do. A strong commitment leads them to the high performance. Kristiansen and Indarti (2004) define the high desirability of individual needs for achievement the higher contingency in entrepreneurial activity involvement (Opoku-Antwi, Amofah, Koffuor, & Yakubu, 2012). Need for achievement is the ability which drives individual in authority of success. Hence, need for achievement enhance students to select entrepreneur career (Nishantha, 2009)

Moreover, Shane (2003) defines risk taking propensity is the individual's willingness to take action when the results are undiscovered (Kermit, 2008). The propensity for risk taking is explain as the noticed possibility of getting the rewards which link with intended success situation, which is obligatory for individuals before they admitted doing a failure (Nishantha, 2009). Simply, risk taking propensity designated to the risky situations

where individual' tendency can indicate risk avoidance. According to Brice (2002) defines an individual's risk-taking propensity as their proclivity to accept risk adequately (McStay, 2008). The literature on entrepreneurship shown that entrepreneur is a risk taker followed by the mind set of gaining profit as the return (Nishantha, 2009).

Based on Cromie (2000) defines the understanding locus of control as an individual belief ability that can personally affect certain outcomes (McStay, 2008). Locus of control was categorized into internal locus of control and external locus of control. For those who contribute control to inside power referring to believe their outcomes drove by their efforts and abilities, it called as internal locus of control. Whereas external locus of control is for those who contribute control to outside power whom believe their outcomes are beyond their control, such as circumstances, luck, and fate. Individuals who have a positive mind set of future control ability might see as owning a locus of control. The term refers to the individual degree in order to aim success or failure in his life (McStay, 2008). Inherent ability in order to acknowledge the potential moment in the environment is the stage was readiness intuitive being influence by locus of control.

2.1.2 The Relationship between Entrepreneurship Education and Entrepreneurial Intention

In order to acknowledge potential business market and support an economic maturity, Fayolle (2006) stated that individual needs entrepreneurship education in which it delivers skills and values (Lorz, 2011). Moreover, Segal (2005) defines entrepreneurship education as a core element for economic growth. Hence, support instruments like entrepreneurship education to empower students to create a business venture in the future (Moi, Adeline, & Dyana, 2011). The objective is to preparing individuals to act as entrepreneurs.

As an important module of universities, entrepreneurship education provides an encouragement for students in making career choice as entrepreneurs. Hence, according to Zaidatol (2009), entrepreneurship subject needs to be given in order to trigger the intentions of students to become entrepreneurs and motivated them toward start up plans (Moi, Adeline, & Dyana, 2011). The aim of entrepreneurship course is to assist students to overcome the aftermath of their entrepreneurial decisions. In consequence, the university program about entrepreneurial subject takes as important role in acquainting and forming entrepreneurial intention.

Franke and Lüthje (2004) points out entrepreneurship education is considering as crucial role towards individuals entrepreneurial career choices therewith increasing economic growth through new business venture (Moi, Adeline, & Dyana, 2011). In addition, Turker and Selcuk (2009) define the significance influence exposure of student who acquires sufficient entrepreneurial knowledge from university would deriving them in choosing an entrepreneurial as their future career (Moi, Adeline, & Dyana, 2011). Moreover, researchers found that the precise of entrepreneurship education allow students on an action which currently called as entrepreneurial intention (McStay, 2008).

2.1.3 The Relationship between Attitude toward the Behavior, Subjective Norm, and Perceived Behavior Control

Current studies of entrepreneurial intention use Theory of Planned Behavior (TPB) by Ajzen (1991) as theoretical framework periodically (Akanbi, 2013). In which, there were three variables which form in that theory; attitude towards behavior, subjective norms, and perceived control behavior. This theory has been has been empirically validated and adapted by many researchers to study the intention to start a business in the future, since it revealing and predicting human behavior.

According to Wu and Wu (2008), attitude toward the behavior designate to the individual's beliefs and desirability stage valuation of the behavior (Moi, Adeline, & Dyana, 2011). It implies a positive person thought about performing a particular behavior. This attitude depends on expectation and belief about the personal effect from the behavior. Regarding to Schwarz (2009), individual's attitudes are promoting a crucial influence toward entrepreneurial intentions (Moi, Adeline, & Dyana, 2011). Researchers show a strong relationship between attitude toward the behavior and entrepreneurial intention (Fini et al., 2009; Lorz, 2011).

According to Ajzen (2001), subjective norms designated to the social and cultural pressures to carrying a certain behavior or simply how considerable reference people will support the choice of individuals to act (Liñán & Chen, 2009). Particularly, it belongs to the perception that reference people will affirm and encourage the decision to become an entrepreneur. Parents, friends, partners or other important person are the actors whom enhance individual's desirability of becoming an entrepreneur. This variable is the individual belief of those actors' views toward the behavior that they want to do. This norm can contribute to individual motivation to achieve what they aspire considering that perseverance is needed in starting a business (Botha, 2006). Thus, a subjective norm is significant influence, it is found from the previous studies of some researchers (Tong et al., 2011; Peng et al., 2012). In the other hand, it is insignificant related with entrepreneurial intentions (Fini et al., 2009; Liñán & Chen, 2009; Lorz, 2011)

Perceived behavioral control designated to the apprehend ease or difficulty of performing a behavior (Fini, Grimaldi, Marzocchi, & Sobrero, 2009). Perceived behavioral control is a measurement of individual's ability to carrying a certain behavior. Moreover, it can forecast the individual behavior to aim specific goal. The more the individual perceived control the stronger intention of starting a new business creation. It supported by many researches which found that perceived behavior control have a

positive relationship with entrepreneurial intention (Fini et al., 2009; Linan and Chen, 2009; Lorz, 2011; Kadir & Salimb, 2012; Peng et al., 2012).

In general, entrepreneurial intention is state of mind that people make a conscious plan to carry out the actions of starting a new business venture in the future or to be self employed (McStay, 2008). As Choo and Wong (2009) define entrepreneurial intention as the information engine that can be used to perform the aim of business creation (Pretheeba, 2014). Thus, an entrepreneurial intention is concerned with the person propensity to start an entrepreneurial activity in the future. This intention exhibit individual's potential in creating business in the future (Pretheeba, 2014).

2.2 Previous Research

Table 1 shows several examples of the theory found by researchers as the results from the constructs.

Table 2.1
Previous Research

No	Author	Title	Research Design	Result
1.	Kadir et al. (2012)	The Relationship Between Educational Support And Entrepreneurial Intentions in Malaysian Higher Learning Institution	Population: students in MARA Professional Colleges Sample size: 183 Validity: Factor analysis Reliability: Cronbach Alpha	There is a significant relationship between attitudinal factor, behavioral factor and educational support towards entrepreneurial intention.

			Correlation and Multiple Regression	
2.	Peng et al.(2012)	Entrepreneurial Intentions and Its Influencing Factors: A Survey of the University Students in Xi'an China	Population : 9 Universities in Xi'an China. Sample size: 2,010 Validity: Factor analysis Reliability: Cronbach Alpha Analysis: SEM	Subjective norm of university students has significantly positive influence on their entrepreneurial attitude and the entrepreneurial self-efficacy while all these factors influence their entrepreneurial intentions significantly. Psychological factors, family background factors and social environment factors
3.	Udin et al. (2012)	Determinants of Entrepreneurial Intention of	Population : 89 universities in Bangladesh	The tendency of taking risk, need for achievement,

		Business Students in Bangladesh	Sample size: 520 Validity: Factor analysis Reliability : Cronbach Alpha Analysis: Multiple Regression	education and environment for starting business, job security are statistically significant in determining the intention whereas occupational challenge is not significant.
4.	Tong et al.(2011)	Factor Influencing Entrepreneurial Intention among University Students	Population: 4 Universities Sample size: 196 Validity: Factor analysis Reliability: Cronbach Alpha Analysis: Multiple Regression	The results show entrepreneurial intention was positively predicted by the need for achievement, family business background, and subjective norms except the desire for independence.
5.	Lorz (2011)	The Impact of Entrepreneurship Education on	Population : student of the CEE-HSG	Those who were self employed had significantly

		Entrepreneurial Intention	Entrepreneurship Program, Sample size: 900 Validity: Factor analysis Reliability: Cronbach Alpha Analysis: Multiple Regression Binary Logistic Regression	higher entrepreneurial intention. Entrepreneurship education and Theory of Planned Behavior (Attitude toward the behavior, subjective norm, and perceived behavior control) are confirmed to be a major source of inspirational triggers that positively impact on entrepreneurial intention.
6.	Fini et al. (2009)	The Foundation of Entrepreneurial Intention	Population : founders of 133 new-technology-based firms Sample size: 200 Validity: Factor analysis	Entrepreneurial intention is predicted by attitude towards entrepreneurial behavior and perceived entrepreneurial behavior control.

			<p>Reliability: Cronbach Alpha Analysis: SEM</p>	<p>Conversely, subjective norm fails to reach statistical significance in predicting intention. Moreover, entrepreneurial intention is micro founded, and it is primarily explained by psychological characteristics, individual skills, and environmental influence.</p>
7.	Liñán et al. (2009)	<p>Development and Cross-Cultural Application of a Specific Instrument to Measure Entrepreneurial Intentions</p>	<p>Population: Spain and Taiwan. Sample size: 519 Validity: Factor analysis Reliability: Cronbach Alpha Analysis:</p>	<p>There are positive relationships between personal attitudes (PA), perceived behavioral control (PBC) towards</p>

			SEM	entrepreneurial intention (EI), except subjective norm (SN). The study shows the relative effect of PA and PBC.
8.	Wu (2009)	Entrepreneurial Orientation, Entrepreneurial Intent and New Venture Creation: Test of a Framework in a Chinese Context	Population: China universities and US college students Sample size: 1500 Validity: Factor analysis Reliability: Cronbach Alpha Analysis: Multiple Regression	There are positive relationship between entrepreneurial orientation (opportunity recognition, proactiveness, need for achievement and risk taking) and entrepreneurial intention
9.	Mcstay (2008)	An Investigation of Undergraduate Student Self-Employment Intention and The Impact of	Population : undergraduate students at Australian university across two semesters in 2006	Entrepreneurship education, and previous entrepreneurial experience are the important contributors to

	Entrepreneurship Education and Previous Entrepreneurial Experience	Sample size: 429 Validity: Factor analysis Reliability: Cronbach Alpha Analysis: Multiple Regression	the formation of entrepreneurial intentions through an individuals' desirability and feasibility of entrepreneurship
--	--	--	--

2.3 Theoretical Framework and Hypothetical Concept

A number of research hypotheses can be formulated concerning the theoretical framework that has been developed above:

H1: There is a positive relationship between personality traits and entrepreneurial intention of students

H2: There is a positive relationship between entrepreneurship education and entrepreneurial intention of students

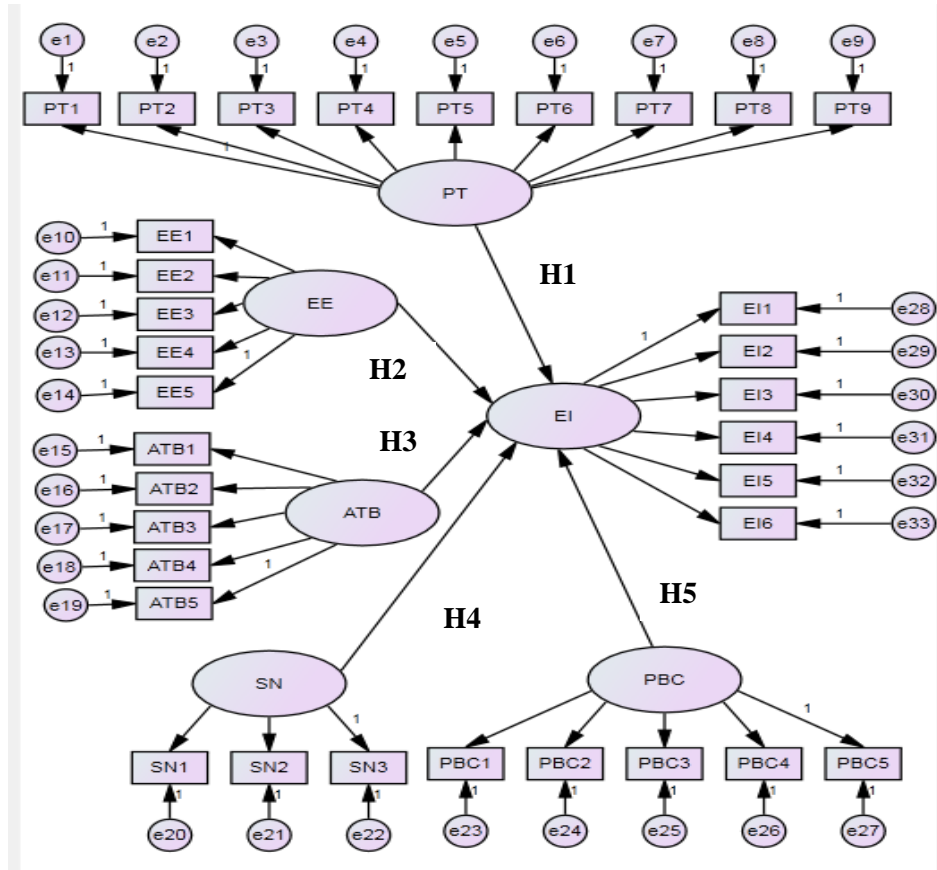
H3: There is a positive relationship between attitude towards the behavior and entrepreneurial intention of students

H4: There is a positive relationship between subjective norms and entrepreneurial intention of students

H5: There is a positive relationship perceived behavior control between and entrepreneurial intention of students

In order to create more understanding about the research, the conceptual framework about research concepts (Figure 2.1) is developed:

Figure 2.1
Research Hypothetical Framework



Source: IBM SPSS AMOS 20

CHAPTER III

METHODOLOGY

3.1 Research Design

Quantitative research method is adopted in order to quantify the data and the represent hypotheses proposed by the researcher. The main objective of this research is helping find out, through an empirical data based analysis, which variables are preponderant in determining the entrepreneurial intention. Since, questionnaire is considered as primary data collection method; therefore researcher acquired it through distributing questionnaire to obtain responses from respondents to confirm the factors that influence undergraduate student's entrepreneurial intention.

The data collected is presented in statistical form, graphs, and tables in the following chapter. Moreover, in order to examine strength of direct and indirect relationships among variables, hence path analytic method is adopted.

3.2 Sampling Design

3.2.1 Research Population

Population is acknowledged as a precise compilation of individuals or objects which recognized to have similar characteristics (Malhotra, 2010). The target population of this research is undergraduate students in Jakarta area. Undergraduate students are selected for the reason that they are currently in the substantial stage which require them to make a decision of their upcoming career path (Ahmed, et al., 2010). In addition, Jakarta is the capital city of Indonesia which people are looking for jobs.

3.2.2 Sample Size

A sample is a subgroup participation of the study which represents the large group or population (Malhotra, 2010). The compulsory sample size is relying on the statistical analysis engaged and has an unambiguous impact on the research. Hence, sampling size of this research is require 300-500 samples, as it is recognized based on characteristic of problem-solving research in view of unknown number of population.

Below is how sampling size calculation works assuming a 95% confidence level, 0.5 of standard deviation, and a margin of error (confidence interval) of +/- 5%. Unknown population can be defined as follows:

$$\text{Sample Size} = (Z\text{-score})^2 \times \text{StdDev} \times (1 + \text{StdDev}) / (\text{margin of error})^2$$

$$((1.96)^2 \times .5(.5)) / (.05)^2$$

$$(3.8416 \times .25) / .0025$$

$$.9604 / .0025$$

384 respondents are needed

Thus, 384 research respondents were taken from undergraduate non business students in the age of 18-23 years old that currently pursuing their degrees in the universities placed at Jakarta. The five universities placed at Jakarta were selected out of 90 top best universities in Indonesia. Based on Webometrics (2013), they were Katolik Atma Jaya Catholic University which takes rank on 11th, followed by Bina Nusantara University on 30th, Negeri Jakarta University on 36th, Trisakti University on 78th, and Tarumanagara on 90th (Kemendikbud, 2013).

3.2.3 Sampling Technique

Non probability and probability are two classify method of sampling techniques. This research adopted convenience sampling. The technique was selected because of availability. Moreover, the data can be gathered quickly. In which, convenience sampling is a non probability sampling technique which identify each element of the population based on individual convenient availability and accessibility.

3.3 Research Instruments

The research instruments were developed for the purpose of collecting the main data for the study and quantify through developing the survey instrument in the form of close ended questionnaire.

The questionnaire divided into two sections namely Section A and Section B. Section A consists of respondents' demographic characteristics of respondent. Likewise, five independent variables (personality traits, entrepreneurship education, attitude toward the behavior, subjective norm, and perceived behavioral control) and dependent variable (entrepreneurial intention) are included in the Section B of the questionnaires. Moreover, items have been built as 7-point likert type scales (1-7), which are Strongly Disagree (SD) = 1, Disagree (D) = 2, Disagree Somewhat (DS) = 3, Neutral (N) = 4, Agree Somewhat (AS) = 5, Agree (A) = 6, and Strongly Agree (SA) = 7.

A likert scale is a psychometric scale generally used to acquire respondent's level of agreement through the questionnaires. Respondents were asked to specify their degree of agreement by chosen one preference.

3.3.1 Operationalization of Variables

A set of questionnaires has been built in favor of examining the relationship between independent and dependent variables. The questionnaire used has been developed and validated by previous studies.

The first variable is personality traits which consists of 3-item scale of need for achievement was constructed from Wu (2009), 3-item scale of locus of control was constructed from Leong (2008), 2-item scale of risk taking was constructed from Leong (2008) and 1-item from Wu (2009). The second variable is entrepreneurial was constructed by 1-item scale from Lee et al. (2005), 1-item scale from Gurbuz and Aykol (2008), and 3-item scale from Ooi et al. (2011).

The third until the fifth variables consist of the constructs of the theory of planned behavior which was adopted from Liñán (2009); 5-item scale of attitude toward the behavior, 3-item scale of subjective norms, 5-item scale of perceived behavioral control and the 6-item scale of entrepreneurial intention as dependent variable. In addition, demographics, such as gender, age, and family background are used to control for a possible effect on the dependent variable. Hence, the following table showed the source and number of items of constructs used.

Table 3.1
Questionnaire Statements

Construct	Reference	Statement
Personality Traits	Wu (2009)	I want to be the very best of myself.
<i>Need for achievement</i>		I strive for unique, extraordinary, and creative accomplishments which are marks of success

<i>Locus of control</i>		I put time and effort into my work.	
	Leong (2008)	I am confident of my skills and abilities to start a business.	
		I am primarily responsible for my own successes and failures.	
		I have mental maturity to be an entrepreneur.	
	Leong (2008)	I will start my own business if I detect an opportunity.	
	<i>Risk taking</i>	Wu (2009)	I have a strong proclivity for high risk projects (with chances of very high returns).
		Leong (2008)	I like to try new things. (e.g. exotic food or going to new places)
Entrepreneurship Education	Lee et al. (2005)	Entrepreneurial subject is very important.	
	Gurbuz and Aykol (2008)	Entrepreneurship should be taught in University.	
	Ooi et al. (2011)	Entrepreneurship course should be made compulsory in order to stimulate entrepreneurial spirit in campus.	
		More entrepreneurial and business educational program on campus would help students to start businesses.	
		My University course prepares	

		people well for entrepreneurial careers.
Attitude toward the behavior	Liñán (2009)	Being an entrepreneur implies more advantages than disadvantages to me
		A career as entrepreneur is attractive for me
		If I had the opportunity and resources, I would like to start a business
		Being an entrepreneur would entail great satisfactions for me
		Among various options, I would rather be an entrepreneur
Subjective norm	Liñán (2009)	If I decided to create a firm, my close family would approve that decision
		If I decided to create a firm, my close friends would approve that decision
		If I decided to create a firm, my close friends from university would approve that decision
Perceived behavioral control	Liñán (2009)	To start a firm and keep it working would be easy for me
		I can control the creation process of a new firm
		I know the necessary practical details to start a firm
		I know how to develop an entrepreneurial project
		If I tried to start a firm, I would have

		a high probability of succeeding
Entrepreneurial Intention	Liñán (2009)	My professional goal is becoming an entrepreneur
		I am ready to do anything to be an entrepreneur
		I will make every effort to start and run my own firm
		I am determined to create a firm in the future
		I have very seriously thought of starting a firm
		I have got the intention to start a firm someday

3.4 Validity and Reliability

3.4.1 Validity Test

Validity test is to determine the correlation of each indicator to every independent variable (Gravetter & Forzano, 2011). Furthermore, construct validity indicates whether there is a close fit between the construct it hypothetically measures and concrete observations made with the instrument (Malhotra, 2010). Moreover, factor analysis is needed to measure the interdependence of variables, in which it is a multivariate statistical tool.

Firstly, correlation matrix of variables analyzed is constructed. There are two ways measures used in the factor analysis that should be passed; *Kaiser-Meyer-Olkin (KMO)* and Bartlett Test. Factor analysis may to be continued to test adequacy is when the KMO exceeds 0.5 ($KMO \geq 0.5$) Likewise, Bartlett Test is using chi-square approach, in which the data is significant when Bartlett Test less than 0.05 ($Sig < 0.05$) and it requires to

test sphericity. Next, communality test is being used, it measuring the ability of each question item to answer variable explained as requiring the communalities value is above 0.5 (Malhotra, 2010).

Moreover, in order to determine the number of factors, the total variance is being test. The factors extracted should show more or equal 60 percent (Total variance $\geq 60\%$) in order to reaches a satisfactory level. Following step is rotated component matrix which is factor rotation that minimizes the number of variables with high loadings on a factor, thereby enhancing the interpretability of the factors (Malhotra, 2010).

3.4.2 Reliability Test

Reliability analysis was adopted to confirm the internal consistency of the construct in research instrument. Cronbach coefficient α as the coefficient that measure the reliability of the items in a set whether are positively correlated to each other or not (Gravetter & Forzano, 2011).

In addition, the Cronbach coefficient α requires is exceed or equal 0.6 (Cronbach $\alpha \geq 0.6$) which commonly indicate adequate reliability (Malhotra, 2010). Therefore, we can assume internally consistent scales. Cronbach's coefficient α can be defined as follows:

$$\text{Cronbach's } \alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where:

N = number of items

\bar{c} = average inter-item covariance among the items

\bar{v} = the average variance

3.5 Data Collection Procedure

Researcher will collect the primary data through online and paper based questionnaire. The questionnaire structured contains of 3 demographical questions and 33 other questions with 7-point likert type scales as the variable measurement (1=strongly disagree to 7=strongly agree). Furthermore, AMOS software package analysis was objected to analyze the data. The period time of data collection process would be established in the mid of May 2014 until mid of July 2014.

3.6 Multivariate Assumption

3.6.1 Normality

Normality test is conducted to checking whether the data is normally distributed or not. Normality test can be detected through P-P plot and histogram (Hair et al., 2010). The data is normally distributed when the histogram shows a bell-shaped pattern and include a line that shows a pattern of the histogram and the normality is marked with the data distributed inside the line. Moreover, the data is also normally distributed when the plot in P-P plot shows the actual values lining up along the diagonal that goes from lower left to upper right it called as positive correlation.

3.6.2 Heterocedasticity

Heteroscedasticity test is to examine the assumption of constant variance of the error term by plotting the standardized residuals against the standardized predicted values of the dependent variable. It is to measure how much one variable is affected by another. The relationship between two variable is called correlation, the residual of the plot is normally distributed if the major of the plot is spread above and below zero point at Y axle (Malhotra, 2010).

3.6.3 Multicollinearity

Multicollinearity test is objected to see whether there is high correlation between independent variables. Multicollinearity can be examine through VIF (Variance Inflation Factor) that provide the index of how much variance of estimated regression coefficient increase because of collinearity. Multicollinearity refers to situations where measured variables are highly associated that they are basically repeated. In addition, the test of VIF (Variance Inflation Factors) that is lower than 10 implying that there is no collinearity in this construct (Malhotra, 2010).

3.7 Structural Equation Modeling (SEM) Analysis

Structural Equation Modeling (SEM) approach was utilizing to prove and validate the construct conceptual model. Structural Equation Modeling (SEM) is a series of statistical methods that minimizes the difference between the models inferred, i.e. one or more independent variables and one or more dependent variables (Kline, 2005). As a primary tool, SEM is about representing, estimating, and testing relationships between variables since SEM takes as input a covariance matrix and reproduces that matrix with a series of structural equations defined by a number of parameters.

Hence, the major objective of SEM is to verify and validity a proposed theoretical model. The model is built in AMOS. After the initial model fitting without any correlated error terms, the confirmatory factor analysis is suggested by AMOS about the correlation structure between errors terms. Structural Equation modeling, however, relies on several statistical tests to determine the adequacy of model fit to the data.

Furthermore, the research uses path analysis of SEM in order to analyze the model. There are several steps should be conducted, which are model specification, model identification, model estimation, model testing, and model modification (Schumacker & Lomax, 2010).

Moreover, the research determined goodness of fit indicators like Chi-Square Statistic, RMSEA (The Root Mean Square Error of Approximation), GFI (Goodness of Fit Index), AGFI (Adjusted Goodness-of-Fit Index), NFI (Normed Fit Index), CFI (Comparative Fit Index), TLI (Tucker Lewis Index) or Non-normed Fit Index (NNFI) to define the degree of model fit. To determine and verify the model is accepted or not could be explained as below

3.7.1 Chi Square Test

The chi-square test is a primary parameter tool to measure fit. The amount of variation between model and observed covariance matrices is being test by the chi-square test. The chi-square test is exaggeratedly sensitive to sample size. Moreover, the probability level should be greater than 0.05 when chi-square is close to zero. In addition, a chi-square value close to zero indicates little difference between the projected and observed covariance matrice (Schumacker & Lomax, 2010).

The following chi-square test formula can be used:

$$\sqrt{2\chi^2} - \sqrt{2df - 1}$$

Where:

χ^2 = chi square

df = the number of degrees of freedom

If χ^2 is not statistically significant, then the only thing that can be concluded is that the model is consistent with the covariance data, but whether that model is actually correct is unknown. The model could be seriously miss-specified but one of potentially many other equivalent or nearly equivalent models that imply covariance matrices identical or similar to the observed data.

3.7.2 Goodness of Fit Index (GFI)

GFI estimates the proportion of covariance in the sample data matrix explained by the model. It is an absolute fit index. The GFI requirement level GFI above 0.9 is indicate a good fit, whereas $0.5 \leq \text{GFI} \leq 0.9$ is indicate as marginal fit.

Here below is the formula of GFI:

$$\text{GFI} = 1 - \frac{\mathbf{C}_{\text{res}}}{\mathbf{C}_{\text{tot}}}$$

3.7.3 AGFI (Adjusted Goodness-of-Fit Index)

Fit index is supposed to be accompanied by the degrees of freedom that available to test whether the model is acknowledgeable or not. The AGFI requirement level AGFI above 0.9 is indicate a good fit, whereas $0.5 \leq \text{AGFI} \leq 0.9$ is indicate as marginal fit.

AGFI formula can be defined as follows:

$$\text{AGFI} = 1 - (\text{I-GFI}) \, db/df$$

Where:

db = total of sample

df = the number of degrees of freedom

3.7.4 NFI (Normed Fit Index)

The NFI is a measure that rescales chi-square into a 0 (no fit) to 1.0 (perfect fit) range. It measurement is to compare a restricted model. Moreover, a coefficient of comparative fit within the context of specifying a population parameter and distribution, such as a population comparative

fit index, to overcome the deficiencies in NFI for nested models. The rationale for assessment of comparative fit in the nested-model approach involves a series of models that range from least restrictive (*M_i*) to saturated (*M_s*). NFI value ≥ 0.9 means good fit. NFI value $0.5 > \text{AGFI} > 0.9$ means marginal fit.

The NFI is computed as follows:

$$(\chi^2_{\text{null}} - \chi^2_{\text{model}}) / \chi^2_{\text{null}}$$

3.7.5 Tucker Lewis Index (TLI)

The Tucker-Lewis index is an incremental fit index. When the index is greater than one, it is set at one. Moreover, a value that close to 1 shows a very good fit. TLI value ≥ 0.9 means good fit. TLI value $0.5 > \text{AGFI} > 0.9$ means marginal fit. In addition, for a given model, a lower chi square to *df* ratio (as long as it is not less than one) implies a better fitting model.

The TLI is computed as follows:

$$\frac{\chi^2/\text{dfb} - \chi^2/\text{df}}{\chi^2/\text{dfb} - 1}$$

Where:

χ^2 = chi square

df = the number of degrees of freedom

$\chi^2 \text{ b}$ = Chi Square from baseline model

dfb = the number of degrees of freedom from baseline model

3.7.6 Comparative Fit Index (CFI)

The Bentler Comparative Fit Index (CFI) is an incremental fit index that measures the relative improvement in the fit of the research model over that of a baseline model, normally the independence model. The Comparative Fit Index (CFI) is equal to the discrepancy function adjusted for sample size. The CFI will not be very high if the average correlation between variables is not high. CFI value ≥ 0.9 means good fit. CFI value $0.5 > \text{AGFI} > 0.9$ means marginal fit.

TLI formula can be calculated as follows:

$$\text{CFI} = 1 - \frac{\chi^2 - \text{df}}{\chi^2_{\text{b}} - \text{df}_{\text{b}}}$$

Where:

χ^2 = Chi Square

df = the number of degrees of freedom

χ^2_{b} = Chi Square from baseline model

df_b = the number of degrees of freedom from baseline model

3.7.7 Root Mean Square Error of Approximation (RMSEA)

The Root Mean Square Error of Approximation (RMSEA) is presently the most admired measure of model fit in research papers that use SEM. The RMSEA is related to residual in the model. Moreover, RMSEA value $\leq .08$ are considered to indicate good fit, while RMSEA values < 0.10 is considered as marginal fit (Ho, 2006).

The RMSEA formula can be defined as follows:

$$\text{RSMEA} = \frac{\sqrt{(\chi^2 - \text{df})}}{\sqrt{[\text{df}(N - 1)]}}$$

Where:

χ^2 = the difference in fit between this model and a fully saturated model

df = the number of degrees of freedom

N = sample size

If χ^2 is less than df, then the RMSEA is set to zero. The RMSEA does not essentially favor models with more degrees of freedom, for the reason that the effect of the adjustment for parsimony diminishes as the sample size becomes progressively bigger.

Below is cut-of-value of goodness of fit index:

Table 3.2
Goodness of Fit Measurement

Goodness of Fit Measure	Cut of Value	Interpretation
Chi Square	$P \leq 0.05$	Good fit
GFI	≥ 0.9 $0.5 > \text{GFI} > 0.9$	Good fit Marginal fit
AGFI	≥ 0.9 $0.5 > \text{AGFI} > 0.9$	Good fit Marginal fit
NFI	≥ 0.9 $0.5 > \text{AGFI} > 0.9$	Good fit Marginal fit
TLI	≥ 0.9 $0.5 > \text{AGFI} > 0.9$	Good fit Marginal fit
CFI	≥ 0.9	Good fit

	$0.5 > \text{AGFI} > 0.9$	Marginal fit
RMSEA	≤ 0.08 $0.09 < \text{RMSEA} < 0.10$	Good fit Marginal fit

3.8 Hypothesis Testing

The following step is hypothesis testing. The research uses T-test as the influence testing tool or C.R (Critical Ratio) is a value in which representing whereas the hypothesis is accepted or rejected. T-test can be used by comparing the value of T-stat with T-table in the significant level < 0.05 or confidence level is 95%. By seeing the t-value, followed by degrees of freedom, to the critical t-value from the t distribution table at the chosen confidence level, it might presented the data result whether it is accepted or rejected. The hypothesis is accepted if meet the criteria of critical value (> 1.96) and p-significant value ($P < 0.005$). The hypothesis is rejected if does not meet the criteria of critical value (> 1.96) and p-significant value ($P < 0.005$). In addition, the influential percentage between independent and dependent variable were measured from standardized regression weights. Moreover, the ability of the predictors to explain its variance was measured from square multiple correlations.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Descriptive Analysis

In descriptive analysis, further analysis undertaken is about the result of each question conducted in the survey.

4.1.1 Personality Traits

Table 4.1
Personality Traits Item

Item 1	I want to be the very best of myself.
Item 2	I strive for unique, extraordinary, and creative accomplishments which are marks of success
Item 3	I put time and effort into my work.
Item 4	I am confident of my skills and abilities to start a business.
Item 5	I am primarily responsible for my own successes and failures.
Item 6	I have mental maturity to be an entrepreneur.
Item 7	I will start my own business if I detect an opportunity.
Item 8	I have a strong proclivity for high risk projects (with chances of very high returns).
Item 9	I like to try new things (e.g. exotic food or going to new places).

Table 4.2
Personality Traits Frequency Distribution

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
SD (%)	1.6	1.0	1.0	1.3	.8	3.6	2.1	4.7	.5
D (%)	1.8	1.3	1.6	4.4	1.8	8.6	4.9	9.9	4.4
DS (%)	4.4	6.0	8.6	14.3	6.5	18.8	10.7	19.3	5.5
N (%)	15.9	18.2	15.9	20.6	15.4	24.5	18.8	22.9	19.5
AS (%)	17.2	22.1	19.3	25.5	14.8	22.4	24.0	21.1	19.0
A (%)	15.1	16.1	25.3	16.7	24.0	11.2	15.1	12.0	16.9
SA (%)	44.0	35.2	28.4	17.2	36.7	10.9	24.5	10.2	34.1

Strongly Disagree (SD), Disagree (D), Disagree Somewhat (DS), Neutral (N), Agree Somewhat (AS), Agree (A), Strongly Agree (SA)

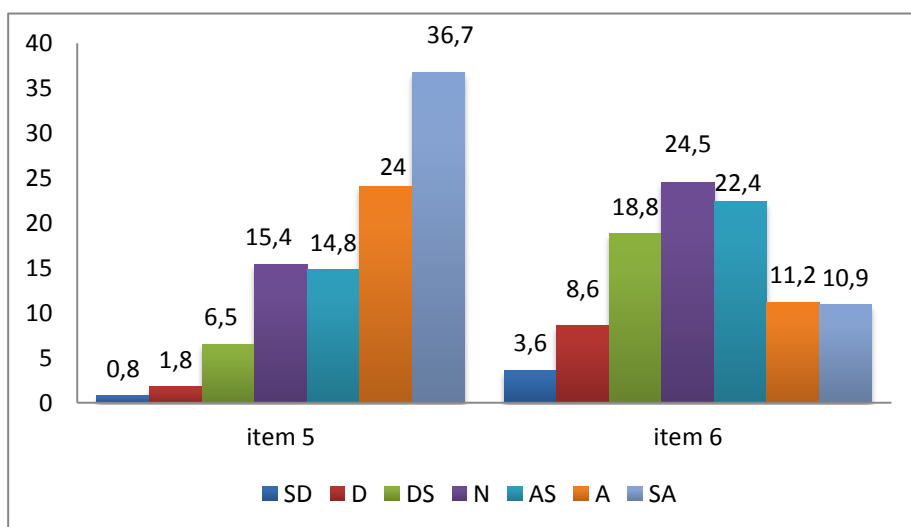
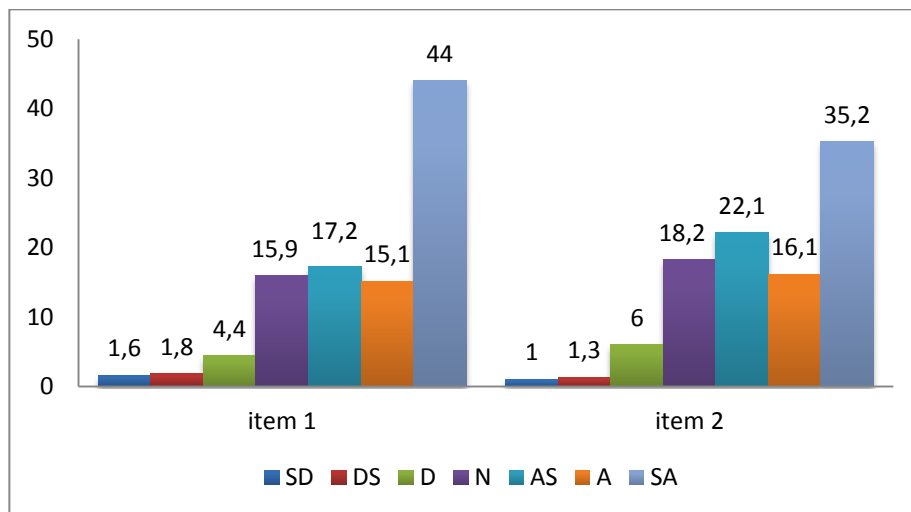
Table 4.1 is the constructed item of personality traits in which those items presented the Frequency Distribution of each respondent's level of agreement towards personality traits in table 4.2. It shows the response percentage of each question in personality traits.

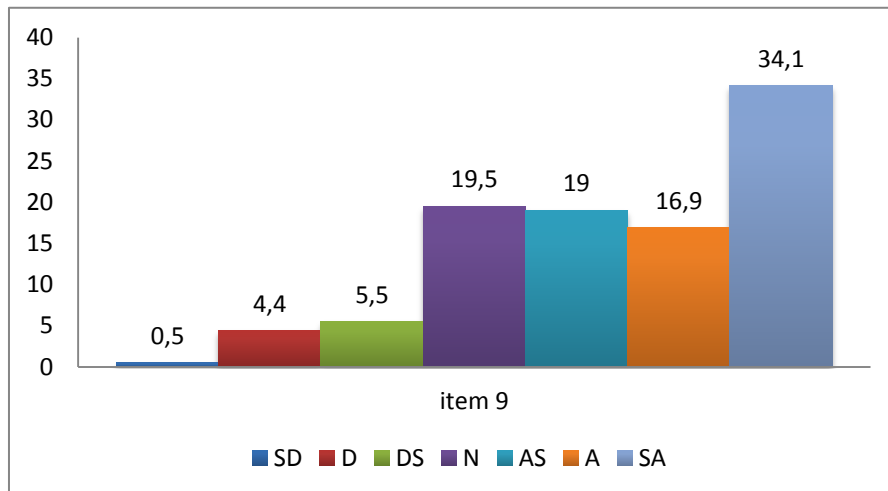
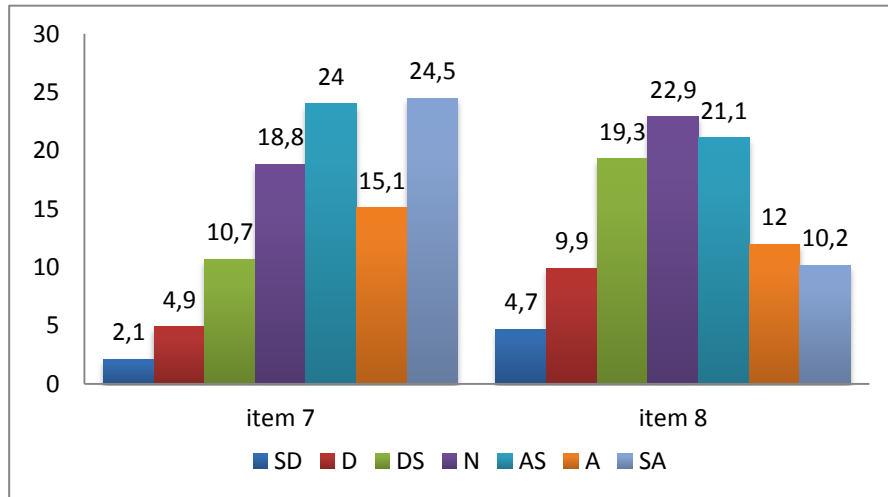
From table 4.2, it represent the respondents were strongly agree about their self determination. For I tem-1 until item-3, it is indicate highly need for achievement of respondents. 44% of the respondents were strongly agreed about their desire to becoming the very best of their self. 35.2% were also indicating the strongly agreed responds to strive for unique, extraordinary, and creative accomplishments which are marks of success. 28.4% of respondents are confident of their skills and abilities to start a business.

Hence, there are several personality traits characteristic that represent the respondents such as locus of control (item-4, item-5, item-6) and risk taking propensity (item-7, item-8, item-9).

The comparison of respondents' agreement responds towards personality traits instruments are presented in Figure 4.1 below:

Figure 4.1
Personality Traits Frequency Distribution





4.1.2 Entrepreneurship Education

Table 4.3
Entrepreneurship Education Item

Item 1	Entrepreneurial subject is very important.
Item 2	Entrepreneurship should be taught in University.
Item 3	Entrepreneurship course should be made compulsory in order to stimulate entrepreneurial spirit in campus.
Item 4	More entrepreneurial and business educational program

	on campus would help students to start businesses.
Item 5	My University course prepares people well for entrepreneurial careers.

Table 4.4

Entrepreneurship Education Frequency Distribution

	Item 1	Item 2	Item 3	Item 4	Item 5
SD (%)	2.1	3.1	2.3	2.1	1.8
D (%)	3.1	3.1	4.4	2.9	1.6
DS (%)	10.9	11.2	10.9	13.0	9.9
N (%)	16.7	17.2	19.8	14.6	20.3
AS (%)	19.8	16.1	18.0	19.8	18.5
A (%)	22.4	19.8	18.0	23.2	19.0
SA (%)	25.0	29.4	26.6	24.5	28.9

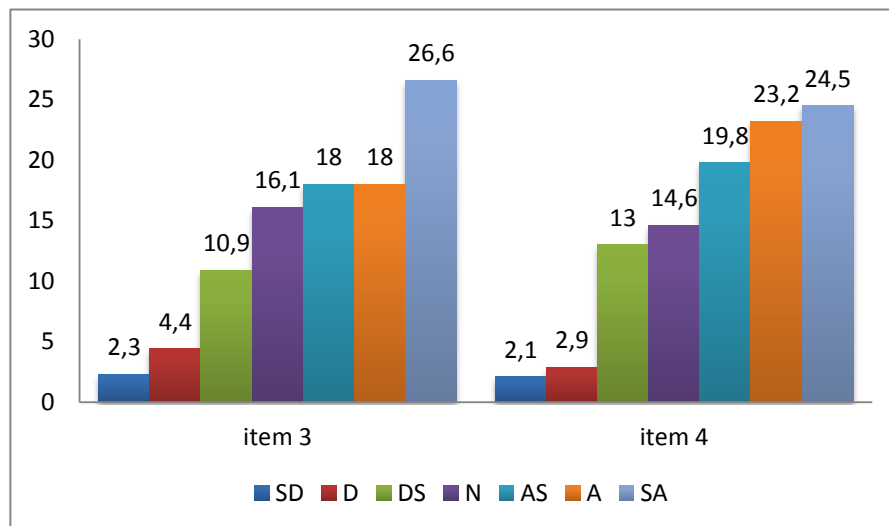
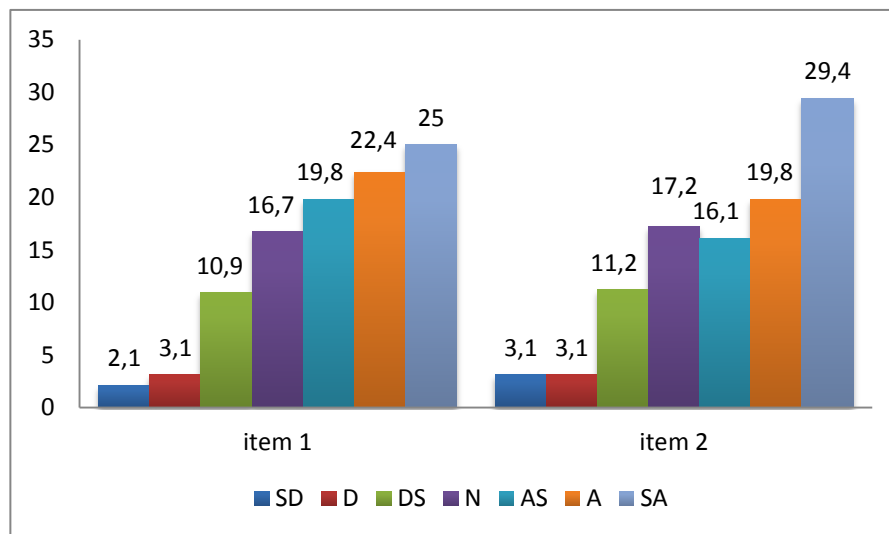
Strongly Disagree (SD), Disagree (D), Disagree Somewhat (DS), Neutral (N), Agree Somewhat (AS), Agree (A), Strongly Agree (SA)

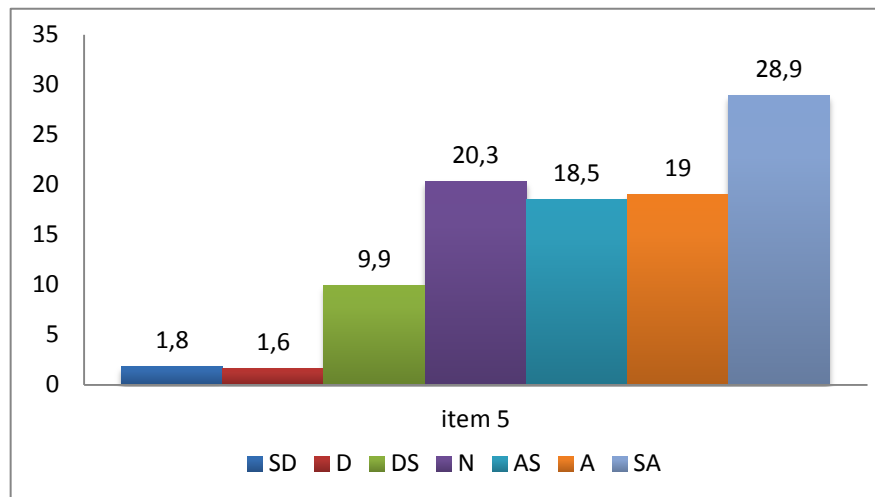
Table 4.4 presented the Frequency Distribution of each respondent's level of agreement towards each entrepreneurship education. From table 4.4, it shows mostly respondents were response on strongly agree toward the item constructed (see table 4.3). 25% non business undergraduate students were strongly agreed that entrepreneurial subject is very important and 29.4% were highly response that the lecture should be taught in University. 26.6% response that the lecture should be made compulsory in order to stimulate entrepreneurial spirit in campus. 24.5% put their

concern on entrepreneurial and business educational program on campus would help students to start businesses. 28.9% response that their universities course prepares people well for entrepreneurial careers.

The comparison of respondent's agreement responds towards brand perception instruments are presented in Figure 4.2 below:

Figure 4.2
Entrepreneurship Education Frequency Distribution





4.1.3 Attitude toward the Behavior

Table 4.5

Attitude toward the Behavior Item

Item 1	Being an entrepreneur implies more advantages than disadvantages to me.
Item 2	A career as entrepreneur is attractive for me.
Item 3	If I had the opportunity and resources, I would like to start a business.
Item 4	Being an entrepreneur would entail great satisfactions for me.
Item 5	Among various options, I would rather be an entrepreneur.

Table 4.6

Attitude toward the Behavior Frequency Distribution

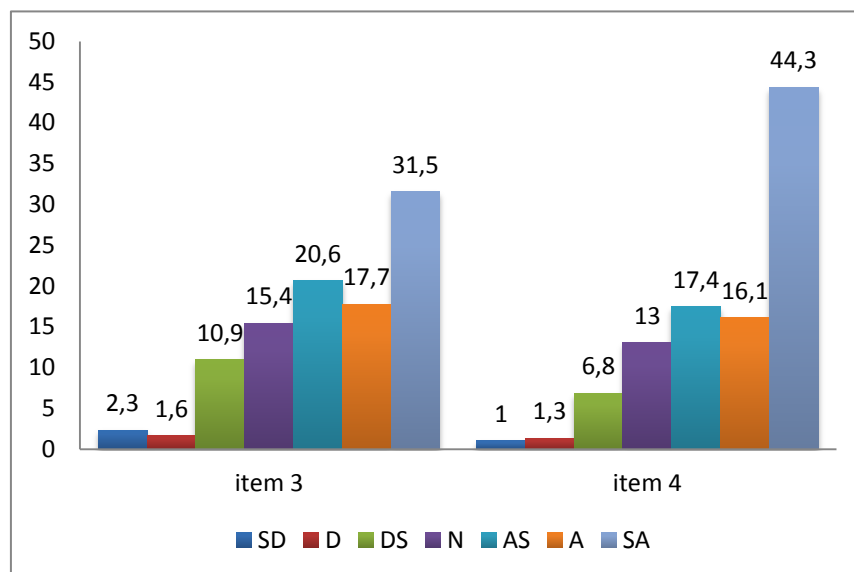
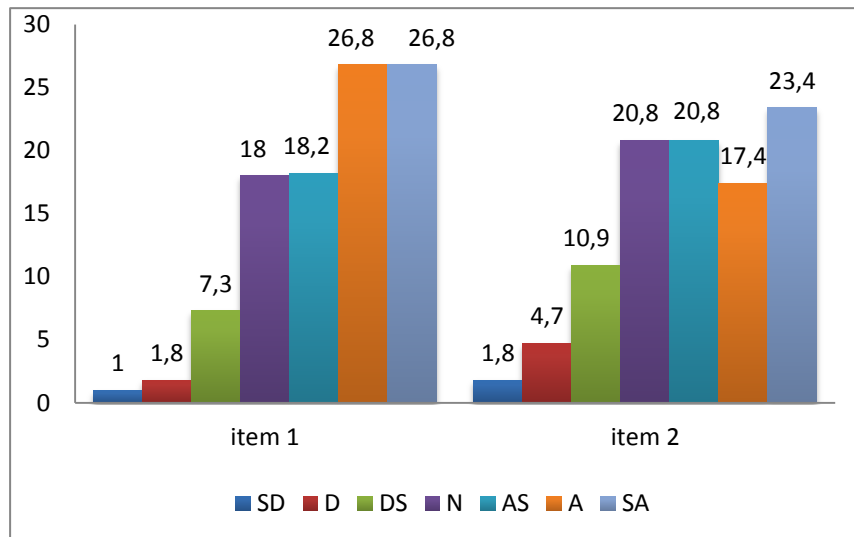
	Item 1	Item 2	Item 3	Item 4	Item 5
SD (%)	1.0	1.8	2.3	1.0	4.2
D (%)	1.8	4.7	1.6	1.3	6.3
DS (%)	7.3	10.9	10.9	6.8	13.3
N (%)	18.0	20.8	15.4	13.0	23.2
AS (%)	18.2	20.8	20.6	17.4	19.5
A (%)	26.8	17.4	17.7	16.1	13.0
SA (%)	26.8	23.4	31.5	44.3	20.6

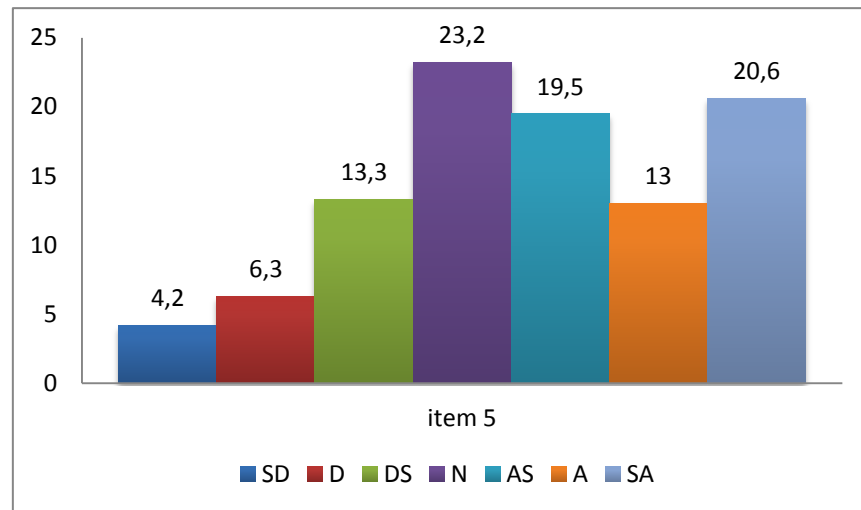
Strongly Disagree (SD), Disagree (D), Disagree Somewhat (DS), Neutral (N), Agree Somewhat (AS), Agree (A), Strongly Agree (SA)

From table 4.6, the respondents indicate that being an entrepreneur implies more advantages than disadvantages to them; both share the same amount of 26.8% degree of agreement and strongly agree. Moreover, attitude toward the behavior item (see table 4.5) which is used in the questionnaire shows that 23.4% of respondents find that a career as entrepreneur is attractive for them and 31.5% of respondents were strongly agreed that they would like to start a business if they had the opportunity and resources. In addition, being an entrepreneur would entail great satisfactions for the 44.3% respondents who specify that as strongly agree. 23.2% of the respondents choose neutral rather than being an entrepreneur.

The comparison of respondent's agreement responds towards attitude toward the behavior is presented in Figure 4.3 below:

Figure 4.3
Attitude toward the Behavior Frequency Distribution





4.1.4 Subjective Norm

Table 4.7
Subjective Norm Item

Item 1	If I decided to create a firm, my close family would approve that decision
Item 2	If I decided to create a firm, my friends would approve that decision
Item 3	If I decided to create a firm, my close friends from university would approve that decision

Table 4.8
Subjective Norm Frequency Distribution

	Item 1	Item 2	Item 3
SD (%)	2.1	3.9	4.2
D (%)	5.7	7.8	9.1

DS (%)	15.6	18.5	18.2
N (%)	20.6	27.3	26.3
AS (%)	17.4	19.0	18.2
A (%)	19.3	14.3	14.8
SA (%)	19.3	9.1	9.1

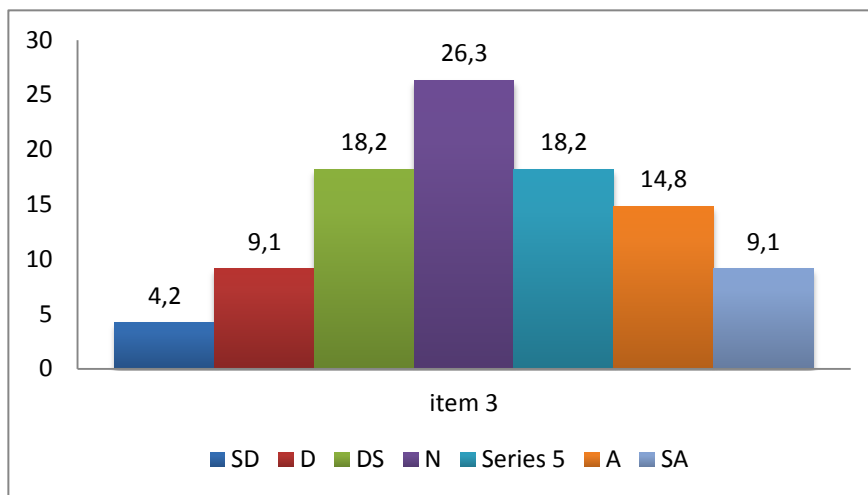
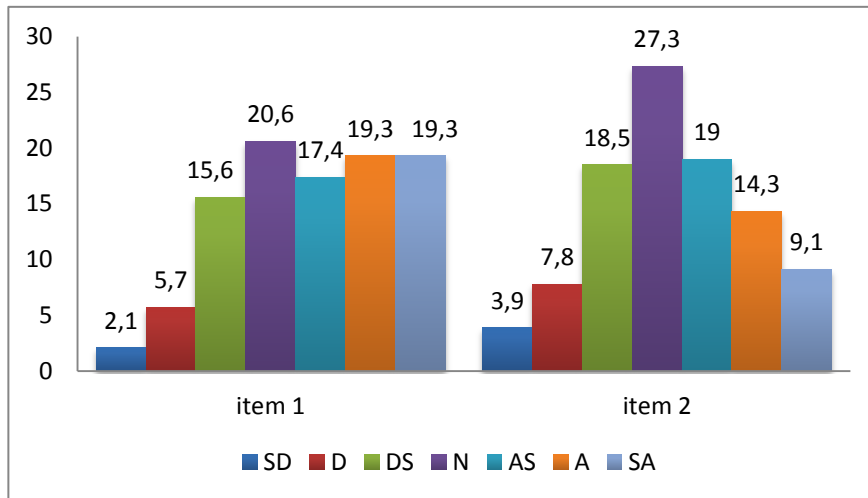
Strongly Disagree (SD), Disagree (D), Disagree Somewhat (DS), Neutral (N), Agree Somewhat (AS), Agree (A), Strongly Agree (SA)

Item 1 – item 3 from the table 4.7 are the indicator of subjective norm. The respondents were asked who will support their decision to create a firm whether it will be approved by their close family, friends or close friends.

Hence, the level of agreement reveals neutral responds toward the entire subjective norm item (see table 4.8). It represents the respondent’s answers of their decision will be approved by their close family shows 20.6% neutral responds, will be approved by their friends shows 27.3% neutral responds, and will be approved by their close friends shows 26.3% neutral responds

The comparison of respondent’s agreement responds towards attitude toward the behavior is presented in Figure 4.4 below:

Figure 4.4
Subjective Norm Frequency Distribution



4.1.5 Perceived Behavior Control

Table 4.9
Perceived Behavior Control Item

Item 1	To start a firm and keep it working would be easy for me
Item 2	I can control the creation process of a new firm

Item 3	I know the necessary practical details to start a firm
Item 4	I know how to develop an entrepreneurial project
Item 5	If I tried to start a firm, I would have a high probability of succeeding

Table 4.10

Perceived Behavior Control Frequency Distribution

	Item 1	Item 2	Item 3	Item 4	Item 5
SD (%)	6.3	2.1	3.9	3.4	1.8
D (%)	13.5	8.9	10.4	8.9	7.8
DS (%)	20.6	20.1	20.3	22.7	18.2
N (%)	27.1	26.0	26.0	25.0	28.1
AS (%)	18.0	23.2	20.8	19.8	22.4
A (%)	11.7	13.5	13.5	13.3	12.5
SA (%)	2.9	6.3	4.9	7.0	8.9

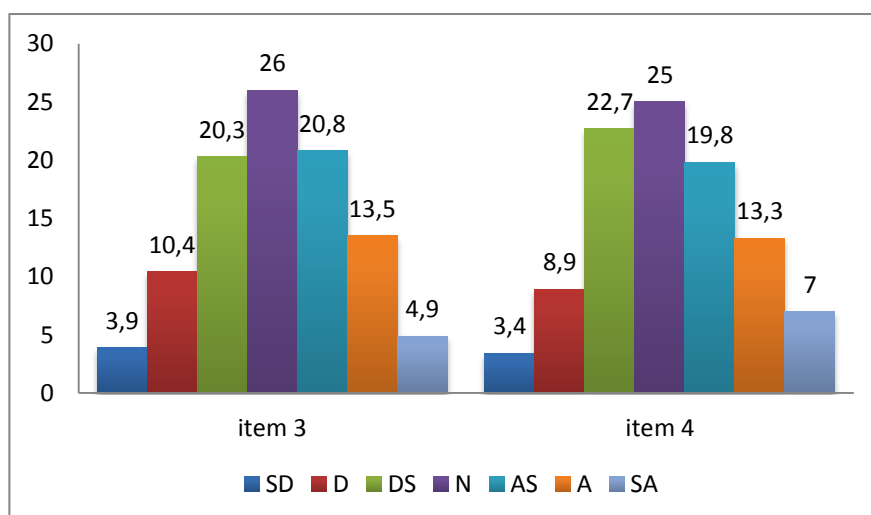
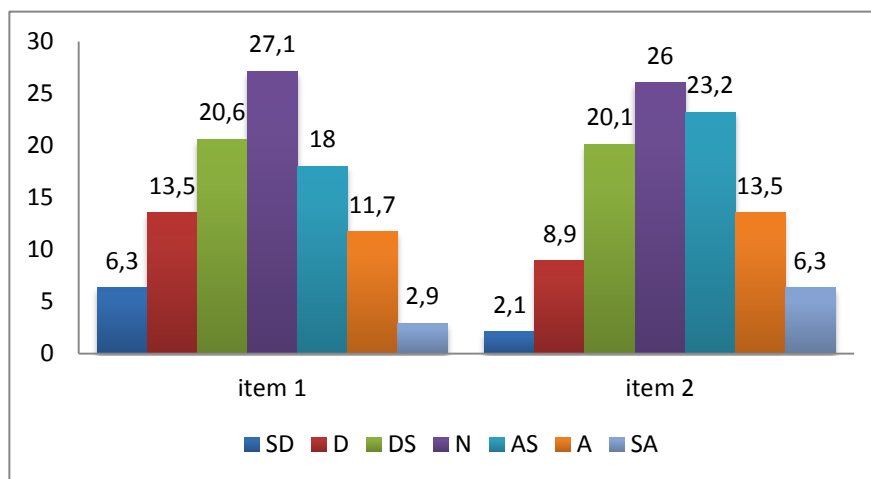
Strongly Disagree (SD), Disagree (D), Disagree Somewhat (DS), Neutral (N), Agree Somewhat (AS), Agree (A), Strongly Agree (SA)

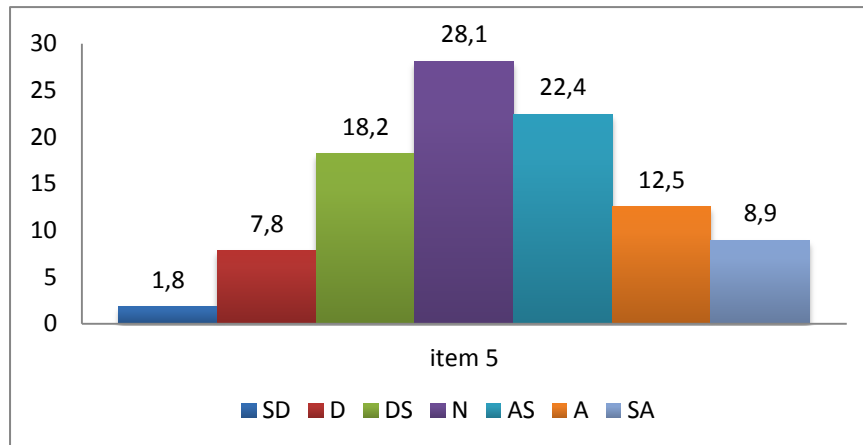
Perceived behavior control variable consist of 5-item indicator (see table 4.9). Most of respondents contribute their answers to the degree of neutral (see table 4.10). 27.1% of respondents choose neutral about starting a firm and keep it working would be easy for them. 26.0% of the respondents are also indicating neutral responds toward the control ability of the creation process of a new firm. Moreover, 26.0% of the respondents are less than slightly know the necessary practical detail to

start a firm. 25.0% of the respondents also slightly know how to develop an entrepreneurial project. In addition, around 28.1% of the neutral respondents would have a high probability of succeeding.

The comparison of respondent's agreement responds towards attitude toward the behavior is presented in Figure 4.5 below:

Figure 4.5
Perceived Behavior Control Frequency Distribution





4.1.6 Entrepreneurial Intention

Table 4.11
Entrepreneurial Intention Item

Item 1	My professional goal is becoming an entrepreneur.
Item 2	I am ready to do anything to be an entrepreneur.
Item 3	I will make every effort to start and run my own firm.
Item 4	I am determined to create a firm in the future.
Item 5	I have very seriously thought of starting a firm.
Item 6	I have got the intention to start a firm someday.

Table 4.12
Entrepreneurial Intention Frequency Distribution

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
SD (%)	5.2	3.6	2.9	2.1	3.1	2.6
D (%)	8.3	9.1	7.6	4.9	7.3	4.2
DS (%)	14.1	13.8	14.3	8.3	10.2	7.8
N (%)	19.3	20.3	19.8	18.8	18.8	18.2
AS (%)	18.0	18.8	20.1	16.7	19.5	13.8
A (%)	15.9	16.4	17.7	19.0	17.4	19.5
SA (%)	19.3	18.0	17.7	30.2	23.7	33.9

Strongly Disagree (SD), Disagree (D), Disagree Somewhat (DS), Neutral (N), Agree Somewhat (AS), Agree (A), Strongly Agree (SA)

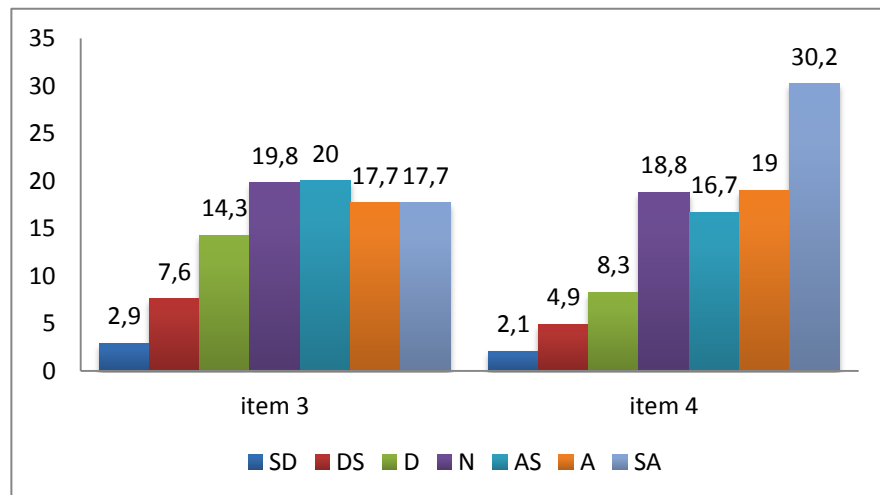
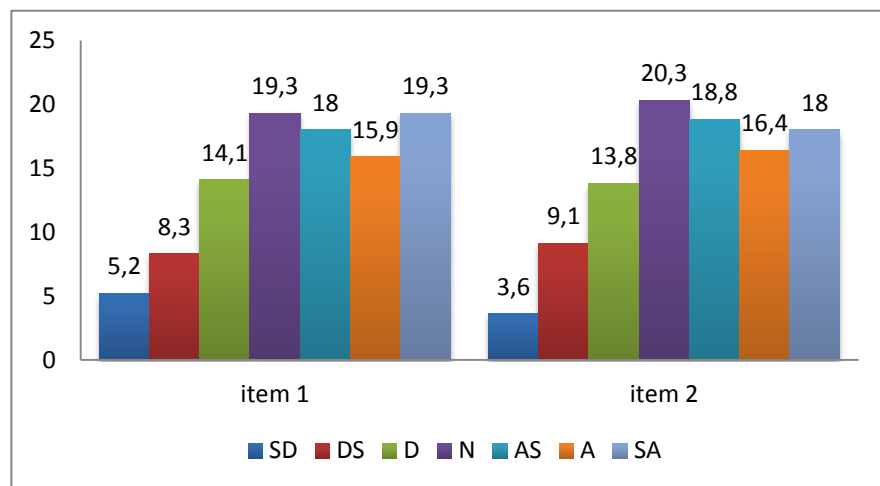
From table 4.1 shows indicator which construct an entrepreneur intention instrument. There are 6 questions which will determine the respondent's preference. Around 19.3% of the respondents choose neutral about their professional goal is becoming an entrepreneur and it shares the same percentage on respondents who stand on strongly agreed side (see table 4.12). 20.3% of the respondents are strongly agreed on the readiness to do anything to be an entrepreneur. 20.1% of the respondents are agree somewhat to make every effort to start and run their own firm.

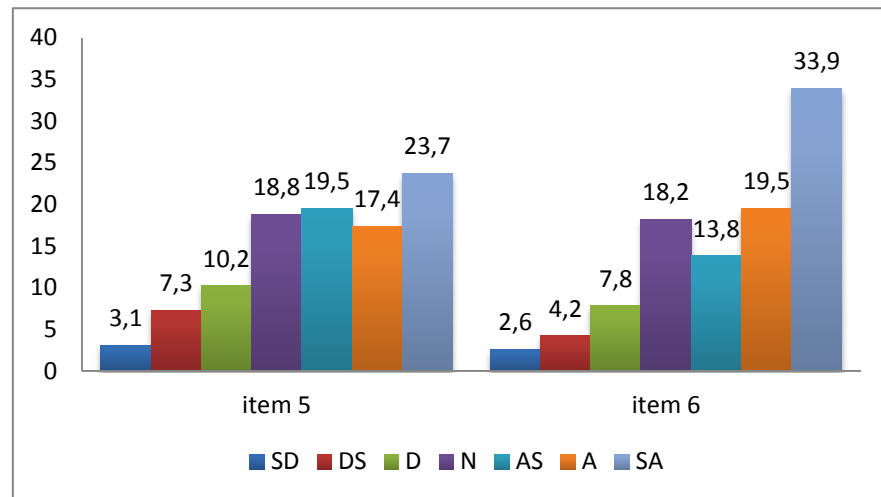
Furthermore, 30.2% of the respondents were shows high agreed level toward their determination to create a firm in the future. Moreover, the respondents have very seriously thought of starting a firm, it shows from the table 4.12 which indicate 23.7% of the respondents responds on

strongly agree. Around 33.9% have got the intention to start a firm someday according to the entrepreneurial intention Frequency Distribution (see table 4.12).

The comparison of respondent's agreement responds towards attitude toward the behavior is presented in Figure 4.6 below:

Figure 4.6
Entrepreneurial Intention Frequency Distribution





4.2 Data Analysis

The data results were analyzed by several steps based on the research instrument. The steps were calculating the respondents profile including the respondents demographic, continuing with reliability and validity test on SPSS ver.20. Furthermore, the Hypothesis test was analyzed with Structural Equation Modeling (SEM).

The following steps below are the explanation of the data interpretation:

4.2.1 Respondents Profile

Table 4.13
Respondent's Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	168	43.8	43.8	43.8
Female	216	56.3	56.3	100.0
Total	384	100.0	100.0	

Table 4.14
Respondent's Age

	Frequency	Percent	Valid Percent	Cumulative Percent
< 20 years old	150	39.1	39.1	39.1
20 –23 years old	234	60.9	60.9	100.0
Total	384	100.0	100.0	

Based on table 4.13 shows that 384 respondents who is filling the questionnaire was dominated from female respondents which takes 216 respondents (56.3%), whereas male respondents only 168 respondents (43.8%) out of the total respondents.

Moreover, from table 4.14 shows 234 respondents (60.9%) at the age range of 20 – 23 years old were involved in this research. In addition, the 150 respondents (39.1%) at the age of 20 years old were participated in this research.

The summary of respondent's profile is presented in Figure 4.7 and 4.8 below:

Figure 4.7
Respondent's Gender

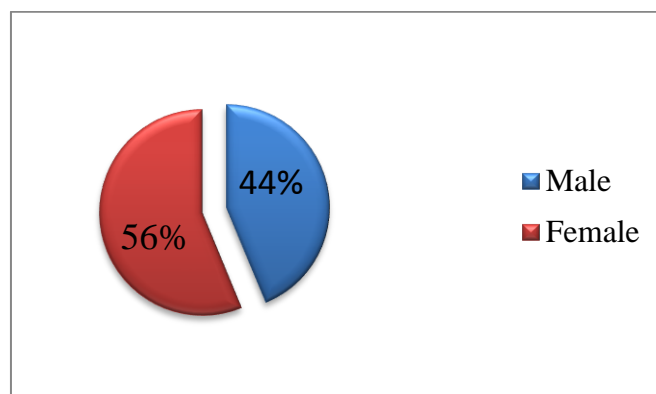


Figure 4.8
Respondent's Age

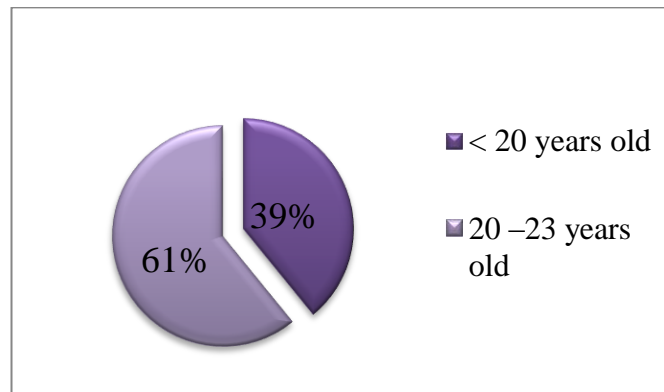


Table 4.15
Respondent's University

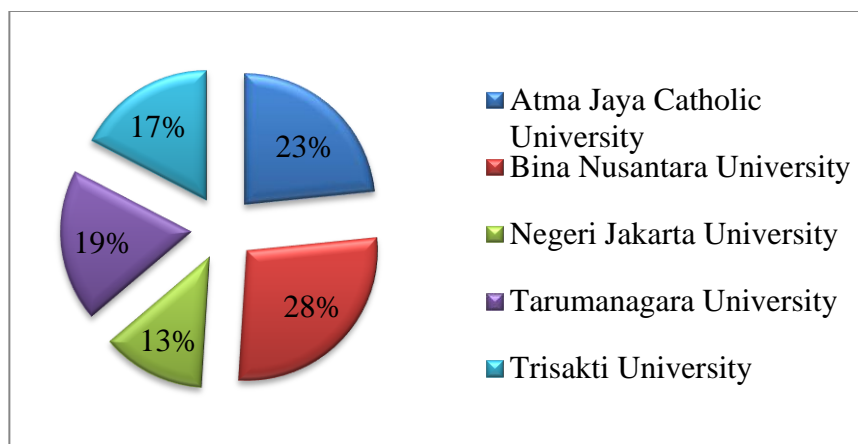
	Frequency	Percent	Valid Percent	Cumulative Percent
Atma Jaya Catholic University	90	23.4	23.4	23.4
Bina Nusantara University	106	27.6	27.6	51.0
Negeri Jakarta University	49	12.8	12.8	63.8
Tarumanagara University	72	18.8	18.8	82.6
Trisakti University	67	17.4	17.4	100.0
Total	384	100.0	100.0	

The questionnaires were distributed to non business undergraduate students whose aim their degree at 5 universities placed at Jakarta out of 90 best universities in Indonesia. Table 4.15 shows mostly the data comes from Bina Nusantara University (27.6%) followed by the respondent whose comes from Atma Jaya Catholic Universities (23.4%).

Moreover, the percentage number from Trisakti University (17.4%) was slightly different with Tarumanagara University (18.8%) and followed by the small percentage number from Negeri Jakarta University (12.8%).

The summary of respondent's university is presented in Figure 4.9 below:

Figure 4.9
Respondent's University



4.2.2 Validity Test

Factor analysis were use in order to check the validity of constructs by using Kaiser-Meyer-Olkin (KMO), Bartlett's test, Communalities and Rotated Component Matrix as the parameters

Table 4.16
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.964
Bartlett's Test of Sphericity	Approx. Chi-Square	11376.441
	Df	351
	Sig.	.000

Table 4.16 shows the factor analysis which interpreting Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy value is 0.964. It is a satisfying result as the result should exceed 0.5. Moreover, the Bartlett's Test of Sphericity Sig. is indicating as significant which less than 0.05 as the requirements. The result shown in table 4.4 shows the high value of the significant factor analysis because the correlation between variables. Moreover, based on the communalities table (see appendix 1), the result shows all the variables' values are exceed 0.55. It is presenting that all questions in the constructs are proficient to respond each independent variables.

Table 4.17
Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	5.879	21.773	21.773
2	4.858	17.994	39.768
3	4.623	17.122	56.890
4	3.681	13.632	70.521
5	2.483	9.195	79.717

Extraction Method: Principal Component Analysis.

The Total Variance Explained table above (see table 4.17) is the extraction of percentage cumulative rotation sums of squared loading, it is explaining that all independent variables explained with a percentage 79.717% in which the value is meet the criteria which should exceed 60%.

In addition, the Rotated Component Matrix table (see appendix 3) is categorizing each questions to the proper factors. It is determining each variable correlation from all factors extracted, it shows each question in all factors exceed 0.44. Nevertheless, some questions are not extracted

according each variable and some variables explained more than 1 factor. Therefore, the data should be reanalyzed by dropping or deleting the variables of PT4, PT8, ATB1, ATB4, SN1, SN2, and SN3.

The following result is the result after reanalyzed:

Table 4.18
KMO and Bartlett's Test (after reanalyzed)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.943
Bartlett's Test of Sphericity	Approx. Chi-Square	7519.132
	Df	153
	Sig.	.000

For the KMO value (see table 4.18), it should be greater than 0.5 and the significant level lower than 0.05, by the result shown in table is 0.943 with the significant value is 0.000. It is performing the correlation between variables. Moreover, as shown in Communalities table (see appendix 4) all the extraction result already greater more than 0.55. As ccommunality is the amount of variance a variable share with the other variable being considered this is also the portion of variance explained by common factor.

Table 4.19
Total Variance Explained (after reanalyzed)

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	4.558	25.325	25.325
2	4.082	22.677	48.002
3	3.885	21.585	69.587
4	2.271	12.619	82.206

Extraction Method: Principal Component Analysis.

Furthermore, in Rotation Sums of Squared Loadings value is 82.206%, which is fulfilled the criteria of greater than 60% (see table 4.19). Moreover, the rotated component matrix (see appendix 6) shows all variables belong to each factors. In addition, the structure acceptable as a good rotated component matrix since each variable values is greater than 0.44.

4.2.3 Reliability Test

Factor analysis conducted in previous section extract questions in the constructs to be 4 factors.

Table 4.20
Extracted Factor Analyses

No	Factor	Questions
1.	Perceived Behavior Control (PBC)	PBC1, PBC2,PBC3,PBC4,PBC5
2.	Entrepreneurship Education (EE)	EE1,EE2,EE3,EE4,EE5
3.	Personality Traits (PT)	PT1,PT2,PT3,PT5,PT9
4.	Attitude towards the Behavior (ATB)	ATB2,ATB3,ATB5

Thus, there are four factors reliability that need to be tested using Cronbach's coefficient α .

Table 4.21
Independent Variable Reliability Statistics

No	Factor	Cronbach's Alpha	N of Items
1.	Perceived Behavior Control (PBC)	.956	5
2.	Entrepreneurship Education (EE)	.945	5

3.	Personality Traits (PT)	.915	5
4.	Attitude towards the Behavior (ATB)	.929	3

Factor analysis conducted in previous section extract questions in the constructs to be 4 factors. Based on table 4.21, all independent variables; Perceived Behavior Control (PBC), Entrepreneurship Education (EE), Personality Traits1 (PT), and Attitude towards the Behavior (ATB) shows reliable since the Cronbach's coefficient α exceed the minimum acceptable value, which is 0.6.

Table 4.22
Dependent Variable Reliability Statistics

No.	Factors	Cronbach's Alpha	N of Items
1.	Entrepreneurial Intention (EI)	.961	6

In addition, reliability test for dependent variable (see table 4.22), which is Entrepreneurial Intention (EI) is also conducted using Cronbach's coefficient α . Seeing the Cronbach's coefficient α of the dependent variable is actually has generally indicated satisfactory internal consistency reliability, which is .961. Thus, the item no needs to be deleted since the Item Total Statistics table (appendix 7) is lower or the same as the Cronbach's coefficient α in the table 4.22.

4.2.4 Multivariate Assumption

4.2.4.1 Normality

Normality test shows bell-shape pattern of data which means that the construct is normally distributed and ideal for further analysis (see appendix 8). In addition, it is also shows normally distributed which the data plotted around a linear line (see appendix 9).

4.2.4.2 Heterocedasticity

There is no heterocedasticity since the scattered plot meet requirement, the plot is scattered around zero in Y axle (see appendix 10).

4.2.4.3 Multicollinearity

Table 4.23
Coefficients

Model	Collinearity Statistics	
	Tolerance	VIF
PBC	.521	1.921
EE	.374	2.676
PT	.407	2.454
ATB	.360	2.778

Based on table 4.23, it shows that each variable has VIF value below 10 means that there is no multicollinearity detected.

4.2.5 Structural Equation Modeling (SEM) Analysis

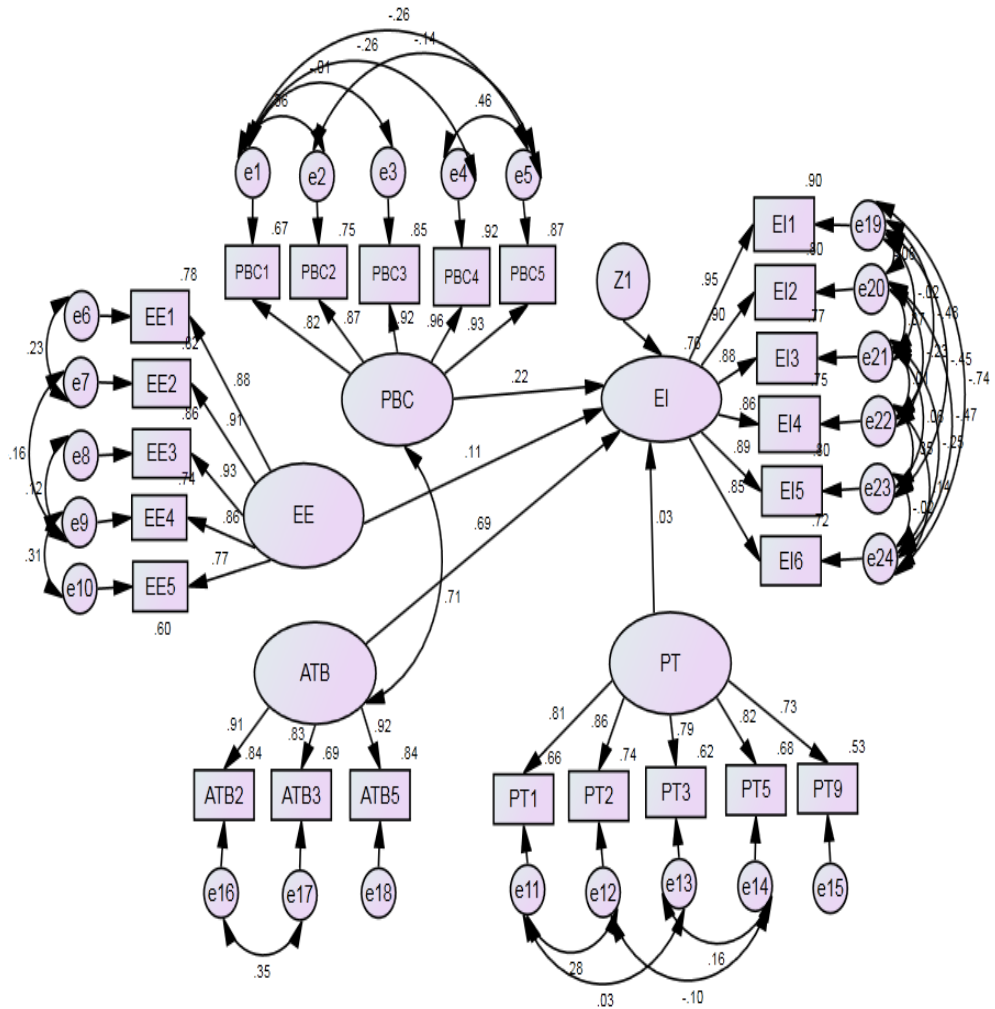
4.2.5.1 Path Diagram

Based on earlier analysis is indicated the result do not fit the criteria of goodness model fit, therefore the path diagram is modified by adding the correlation from modification indices.

Hence, after reanalyzed, the path diagram of the research were constructed on figure 4.10, it shows four exogenous and one endogenous variable. The variables which consider as exogenous is a variable that is affecting dependent variable, there are perceived behavior control (PBC), entrepreneurial education (EE), personality traits (PT), and attitude toward the behavior (ATB). Moreover, entrepreneurial intention (EI) is included as endogenous variable in which that variable is affected by independent variable. In addition, the exogenous representing error

terms by “e”. Besides that, endogenous have residual value in which representing “z”.

Figure 4.10
Path Diagram



4.2.5.2 Model Identification

Table 4.24

Computation of Degree of Freedom (Default)

	Before	After
Number of distinct sample moments:	300	300
Number of distinct parameters to be estimated:	53	82

Degrees of freedom (300 - 82):	287	218
--------------------------------	-----	-----

After reanalyzed the data, the computation of degree of freedom is meeting the minimum. From table 4.24 it shows that the degree of freedom is 218. It is indicate that the model included as over identified category because it shows positive degree of freedom value.

4.2.5.3 Goodness of Fit

Table 4.25
Goodness of Fit Result

Goodness of Fit Measure	Before		After	
	Value	Interpretation	Value	Interpretation
Chi Square	P= 0.000	acceptable	P= 0.000	good fit
AGFI	.690	marginal fit	.746	marginal fit
GFI	.745	marginal fit	.816	marginal fit
NFI	.856	marginal fit	.897	marginal fit
IFI	.876	marginal fit	.916	good fit
TLI	.861	marginal fit	.893	marginal fit
CFI	.876	marginal fit	.915	good fit
RMSEA	.11	marginal fit	.10	marginal fit

The model was conducted to see the goodness of fit (GOF), whether the model is accepted or not. The path with significance is re-served ($p < 0.05$). The goodness of fit index of this model is reanalyzed.

After the reanalyzed, the data fit the model; $\chi^2 = 1112.315$ ($df = 218$, $p = .000$). Therefore, the next examination was able to be done. The Adjusted Goodness of Fit Index (AGFI) and Goodness of Fit Index (GFI) are applied to evaluate the model within the variance result and the variance value in the model. From the table 4.25, the value of GFI .816 and AGFI .746 is in the range of marginal fit in which the variances in the model are accepted.

Furthermore, Normed Fit Index (NFI) is a measurement to re-scale chi-square into scale 0 to 1. The value of NFI is .897 in which indicate marginal fit. IFI values is .916, it consider as good fit. Tucker-Lewis Index (TLI) shows marginal fit with a value of .893. CFI value is .915 in which representing a good fit. In addition, the RMSEA values is 0.10, it shows marginal fit value.

The explanation about goodness of model fit index is terminate that the model is acceptable and mostly the model of fit consider as marginal fit to attain reasonable level in actual existence purpose.

4.3 Hypothesis Testing

Table 4.26
Regression Weights: (Group number 1 - Default model)

	Before		After	
	C.R.	P	C.R.	P
EI <--- PBC	.313	.754	4.753	***
EI <--- EE	2.276	.023	2.396	.017
EI <--- ATB	6.194	***	11.367	***
EI <--- PT	11.451	***	.603	.547

Hypothesis testing is conducted by considering the critical value (C.R.) in the regression weight table. Hypothesis is significant influence if the critical value exceeds 1.96 and the absolute value (P) exceeds .005, nevertheless, if the critical value and significant value less than the criteria stated means the hypothesis is rejected.

Based on table 4.26, the data was reanalyzed since the data doesn't fit the goodness of fit. Hence, after the data reanalyzed, the perceived behavior control (PBC) is significant influence entrepreneur intention

(EI) with .240 coefficient value. It shows from the critical value is 4.753 which it is indicating above 1.96 and absolute value is .000 (***) which it is indicate $< .005$.

Moreover, the regression weight for entrepreneurship education (EE) in the prediction of entrepreneurial intention (EI) is significantly influence. It is supported from the probability of getting a critical ratio as large as 2.396 in absolute value is .017.

The regression weight table shows the critical ratio as large as 11.367 in absolute value is less than .005 as it is the value of attitude toward the behavior (ATB). It means that attitude toward the behavior (ATB) is significant influence toward entrepreneurial intention (EI).

Furthermore, the critical ratio as large as 0.603 and absolute value shows .547 in personality traits variable. In other words, the hypothesis for personality traits (PT) in the prediction of entrepreneurial intention (EI) is rejected.

Table 4.27
Standardized Regression Weights

		Before	After
		Estimate	
EI	<--- PBC	.108	.223
EI	<--- EE	.275	.108
EI	<--- ATB	.651	.690

Table 4.27 shows the coefficients for each factor before and after reanalyzed. The factor is used to examine the percentage of exogenous variables have influence to the endogenous.

The result is indicates that attitude toward the behavior has big influence on entrepreneurial intention. When attitude toward the behavior (ATB) goes up by one standard deviation, entrepreneurial intention (EI) goes up by 0.69 one standard deviations. Entrepreneurship education (EE)

influenced entrepreneurial intention (EI) by 0.108 in every increase of 1 standard deviation. Moreover, when perceived behavior control (PBC) goes up by one standard deviation, entrepreneurial intention (EI) goes up by 0.223 one standard deviations.

Table 4.28
Squared Multiple Correlations

	Before	After
	Estimate	Estimate
EI	.753	.756

Based on Table 4.28, it can be seen that all the exogenous variables can explain 75.6% of Entrepreneurial Intention (EI) after the reanalyzed. It is indicated that 24.4% influenced by other factors in which not explained in this research.

4.4 Interpretation of Result

Table 4.29
Hypothesis Testing Result

Hypothesis	Coefficient	t-value (C.R)	Sig. (P)	Conclusion
H1: There is a positive relationship between personality traits	.038	0.603	.547	Rejected

and entrepreneurial intention of students				
H2: There is a positive relationship between entrepreneurship education and entrepreneurial intention of students	.126	2.396	0.000	Accepted
H3: There is a positive relationship between attitude towards the behavior and entrepreneurial intention of students	.667	11.367	0.000	Accepted
H5: There is a positive relationship perceived behavior control between and entrepreneurial	.240	4.753	0.000	Accepted

intention of students				
--------------------------	--	--	--	--

Below is the interpretation result explanation:

H1: There is a positive relationship between personality traits and entrepreneurial intention of students.

The hypothesis above is rejected. It shows in the SEM analysis that the critical ratio (C.R.) is 0.603 and absolute value (P) is .547, because the critical value is below the criteria required (>1.96) and the absolute value is >0.005 . It is presenting the personality traits variable is not significant influence toward the entrepreneurial intention with the coefficient of .038.

H2: There is a positive relationship between entrepreneurship education and entrepreneurial intention of students

The hypothesis above is accepted. It shows in the SEM analysis that the coefficient value is .126 with the critical ratio (C.R.) is 2.396 and absolute value (P) is 0.000, therefore those value meet the critical value requirement (>1.96) and the absolute value is >0.005 . It is presenting the entrepreneurship education variable is significant influence toward the entrepreneurial intention.

H3: There is a positive relationship between attitude towards the behavior and entrepreneurial intention of students

The hypothesis above is accepted. It shows in the SEM analysis that the critical ratio (C.R.) is 11.367 and absolute value (P) is 0.000 with the coefficient value is .667, therefore those value meet the critical value requirement (>1.96) and the absolute value is >0.005 . It is presenting the

towards the behavior variable is significant influence toward the entrepreneurial intention.

H4: There is a positive relationship between subjective norms and entrepreneurial intention of students

The hypothesis above is rejected. According to the validity test in factor analysis shows that the subjective norm variable is explained in more than one factor in the rotated component matrix in which it indicate not valid. Therefore, there is no relationship between subjective norms and entrepreneurial intention of students.

H5: There is a positive relationship between perceived behavior control between and entrepreneurial intention of students

The hypothesis above is accepted. It shows in the SEM analysis that the critical ratio (C.R.) is 4.753 and absolute value (P) is 0.000 with the coefficient value is .240, therefore those value meet the critical value requirement (>1.96) and the absolute value is >0.005 . It is presenting the perceived behavior control variable is significant influence toward the entrepreneurial intention.

In addition, non business undergraduate students affirm that entrepreneurship education is required to be taught in the university since the aim is providing entrepreneurial skills and preparing them to be ready to start the business.

Furthermore, the entrepreneurial intention of non business undergraduate students is not determined by their personality. It could be because the personality of someone could be shape through the life experience of someone in which it can be changes as the time goes by. Moreover, the student's entrepreneurial intention is also not determined by people surrounded. The reason behind it could be because the biggest encouragement comes from the individual mindset.

However, the intention of becoming an entrepreneur is determined by a student's personal attitude toward their desirability and their belief about self employment toward the purpose of starting business. They imply being an entrepreneur is attractive for them that would give their advantages. Likewise, the students affirm that they would have a high probability of succeeding in establishing a business in the future.

CHAPTER V

CONCLUSION AND RECOMMENDATION

The findings of the research are concluded in this chapter. It is also discussing about the managerial implications and suggestions for future research in the recommendation part.

5.1 Conclusion

The primary purpose of the research was to understanding non business undergraduate student's entrepreneurial intention factors, thereby rising a model that associated the relationship between personality traits, entrepreneurial education, and attitude toward the behavior, included subjective norm, and perceived behavioral control toward entrepreneurial intention.

After conducting analysis to achieve research objectives, there are several results obtained:

1. From the result of factor analysis, it is found that from 18 statements extracted 9 factors as predictors toward non business undergraduate student's entrepreneurial intention.
2. Measurement of independent variables is through 18 questions, and dependent variable is 9 statements.
3. The data are normally distributed, no heterocedasticity, and no multicollinearity detected.
4. The study presented that hypothesis 2, hypothesis 3, and hypothesis 5 are significant influence, hence those hypotheses are accepted. In the other hand, hypothesis 1 is not significant influence and hypothesis 4 has no relationship, therefore those hypotheses are rejected.
5. The finding presented that entrepreneurial education is indicate as positive relationship toward entrepreneurial intention; it is supporting the notion made by Mcstay (2008) and Uddin et al (2012), who have

found that entrepreneurship education is needed in order to increase the intention of student in Bangladesh universities. Moreover, the study presented that there is positive relationship among attitude toward the behavior and perceived behavior control toward entrepreneurial intention as the result is consistent with the previous studies by Fini et al. (2009), Linan and Chen (2009), Lorz (2011), Kadir et al. (2012), and Peng et al. (2012).

6. In contrast with the others variable which mention earlier, the personality traits variable is indicate as negative relationship toward entrepreneurial intention as stated in the previous research by Fa Tong (2011). Moreover, the subjective norm is indicated as negative relationship toward entrepreneurial intention; it is shows consistency with the previous studies by Fini (2009), Linan (2009), and Lorz (2011).
7. All the exogenous variables can explain 75.6% of Entrepreneurial Intention (EI). Moreover, 24.4% is influenced by other factors in which not explained in this research.

In conclusion, the research found entrepreneurial intention of the students is not determined by their neither characteristics nor people surrounded. However, non business undergraduate students are implying that education of entrepreneurship should be taught in the university to trigger student's entrepreneurial intention. It is implies that university students are at a process stage of making career decisions therefore their perception toward entrepreneurship is important to lead them to the intention of making a business in the future. Moreover, the formations of entrepreneurial intention are positively associated with the student's attitude and entrepreneurial self-belief measures.

5.2 Recommendation

5.2.1 Managerial implication

This section will discuss about the managerial implications. According to the findings of this study there are three variables that give significant result. Entrepreneurship education, attitude toward the behavior, and perceived behavior control are the variables which can be used for enhancing the entrepreneurial intention of non business undergraduate students.

Entrepreneurial intention can be triggered from the entrepreneurship education in which universities takes important role in this part to stimulate the entrepreneurial spirit in campus. Entrepreneurial and business educational program on campus would foster entrepreneurial intention students to start businesses in the future (Schwarz et al., 2009). Moreover, the materials given should be accordance with the practical business reality such as business plan development business simulation, thus are in order to equip the students' entrepreneurial careers (Segal et al., 2005).

Furthermore, non business undergraduate students found a career as entrepreneurs is quite attractive for them and they are willing to create a business if only they had the opportunity and resources. Therefore, the government should support the students by provide them in accordance to open the start up business, such as business incubator, and capital. Hence, the entrepreneurial industry will increase the national economic growth.

In addition, the students feel confident about the probability of succeeding if they start a firm someday; nevertheless they still feel necessary practical details toward the start up business. Therefore, the students need guidance which can be obtaining from any business expert or success entrepreneur by conducting a mentoring. Those are the findings that need to be

enhanced. It is supported by the outcome from this research found that government, universities, and the student itself should focus more on each factor which rely on their role empowerment.

5.2.2 Future Research

There are several points for further research that should be addressed in this research. The recommendations of the studies are discussed into two main issues; there are conceptual framework, and data analysis.

Future research should be devoted to assessing the model's validity in also addressing the study of new independent venture creation. According to conceptual framework in this present study have only use several factors which are personality traits, entrepreneurship education, attitude toward the behavior, subjective norm, and perceived behavior control. Nevertheless, there are others a factor that needs to be considered by future research, which is, previous entrepreneurial experience (Mcstay, 2008).

Moreover, intention based models should be assessed by considering the respondents familial background (Ahmed et al., 2010). This study observes the perceptions of non business undergraduate students in general, but did not specifically observe the overview of students whose parents are entrepreneurs. Future research is encouraged to observe between groups' overview.

Furthermore, the occurrence timing of actual self-employment of the intention of the respondents should be examined by the future research since this study is only predicting the intention of becoming the entrepreneurial without considering the time period.

Last, from data analysis context, sampling method in future research should be comprehensive to a broader population by considering the sample size and demographic of the research. Larger sample size will be better representing the respondents of the study. Although the number of

sample size in the recent study meets the minimum requirement. Those elaborations were not included in the present study and perhaps should be included in future research.

REFERENCES

BOOK

- Gravetter, F. J., & Forzano, L. B. (2011). *Research Methods for the Behavioral Sciences*. Mason, OH: Cengage Learning.
- Hair, J. F., Black, W., Babin, B. J., & Anderson, R. (2010). *Multivariate Data Analysis*. England: Pearson Education.
- Ho, R. (2006). *Handbook of Univariate and Multivariate Data Analysis and Interpretation with SPSS*. New York: Taylor and Francis Group.
- Malhotra, N. (2010). *Marketing Research: An Applied Orientation*. England: Pearson Education.
- Schumacker, R. E., & Lomax, R. G. (2010). *A Beginner's Guide to Structural Equation Modeling*. New York: Taylor and Francis Group.

JOURNAL

- Audretsch, D., & Thurik, R. (2004). The Model of the Entrepreneurial Economy. *International Journal of Entrepreneurship Education* , 143-166.
- Ahmed, I., Nawaz, M. M., Ahmad, Z., Shaukat, M. Z., Usman, A., Rehman, u. W., et al. (2010). Determinants of Students' Entrepreneurial Career Intentions: Evidence from Business Graduates. *European Journal of Social Sciences* .
- Akanbi, S. T. (2013). Familial Factors, Personality Traits and Self Efficacy as Determinant of Entrepreneurial Intention among Vocational based College of Education Students in Oyo State, Nigeria. *The African Symposium: An online journal of the African Educational Research Network* .
- Botha, M. (2006). *Measuring the effectiveness of women entrepreneurship program, as a training intervention on potential, start- up and established women entrepreneurs in South Africa*. University of Pretoria. D.ComDissertation.
- Carsrud, A., & Brännback, M. (2011). Entrepreneurial motivations: What do we still need to know? *Journal of Small Business Management*, 49(1): 9-26.

- Fatoki, O. O. (2010). Graduate Entrepreneurial Intention in South Africa: *International Journal of Business and Management* .
- Fini, R., Grimaldi, R., Marzocchi, G. L., & Sobrero, M. (2009). The Foundation of Entrepreneurial Intention. *Summer Conference*.
- Kadir, M. B., & Salimb, M. (2012). The Relationship Between Educational Support And Entrepreneurial Intentions in Malaysian Higher Learning Institution. *Science Direct* .
- Kermit, W. K. (2008). Entrepreneurial Intention Research: Implications for entrepreneurship education. *Journal of Entrepreneurship Education* .
- Leong, C. K. (2008). *Entrepreneurial Intention: An Empirical Study Among Open University Malaysia Students*. Dissertation, Open University Malaysia Center for Graduate Studies.
- Liñán, F., & Chen, Y. W. (2009). Development and Cross-Cultural Application of a Specific Instrument to Measure Entrepreneurial Intention. *Baylor University* .
- Lorz, M. (2011). The Impact of Entrepreneurship Education on Entrepreneurial Intention. . *Dissertation* . Difo Druck GmbH, Bamberg: University of St. Gallen.
- Makhbul, Z. M., & Hasun, F. M. (2011). Entrepreneurial Success: An Explanatory Study among Entrepreneurs. *International Journal of Business and Management Vol. 6* .
- McStay, D. (2008). An investigation of undergraduate student self-employment intention and the impact of entrepreneurship education and previous entrepreneurial experience: School Of Business, Bond University, Australia.
- Moi, T., Adeline, Y. L., & Dyana, M. L. (2011). Young Adult Responses to Entrepreneurial Intention. *International Refereed Research Journal* .
- Nishantha, B. (2009). Influence of Personality Traits and Socio-demographic Background of Undergraduate Students on Motivation for Entrepreneurial Career: The Case of Sri Lanka. *EAMSA* .
- Ooi, Y. K., Selvarajah, C., & Meyer, D. (2011). Inclination towards entrepreneurship among university students: An empirical study of Malaysian university Entrepreneurial Intention Page **124** of **161**.

- Opoku-Antwi, G. L., Amofah, K., Koffuor, K. N., & Yakubu, A. (2012). Entrepreneurial Intention Among Senior High School Students in the Sunyani Municipality. *International Review of Management and Marketing*
- Peng, Z., Lu, G., & Kang, H. (2012). Entrepreneurial Intentions and Its Influencing Factors: A Survey of the University Students in Xi'an China. *Scientific Research* .
- Pretheeba, P. (2014). Predicting Entrepreneurial Intention among Business and Engineering Students in Sri Lanka. *Ruhuna Journal of Management and Finance* .
- Ridho, S. L., Fadila, D., Herawati, Y., & Leofaragusta, A. (2014). Identifying Supporting Factors of Student Entrepreneurship Intention: A Case Study of Palembang City, Indonesia. *Proceedings of 5th Asia Pacific Business Research Conference*. Malaysia.
- Sata, M. (2013). Entrepreneurial Intention among Undergraduate Business Students. *IJRMEC* .
- Statistik, B. P. (2013). *Keadaan Ketenagakerjaan Agustus 2013*. No. 78/11/Th. XVI, 6 November 2013.
- Statistik, B. P. (2013). *Keadaan Ketenagakerjaan di DKI Jakarta 2014*. No. 26/05/31/Th. XVI, 5 Mei 2014
- Tong, X. F., Toong, D. Y., & Loy, L. C. (2011). Factors Influencing Entrepreneurial Intention among University Students. *International Journal of Sciences and Humanity Studies*.
- Wu, J. (2009). Entrepreneurial Orientation, Entrepreneurial Intent and New Venture Creation: Test of a Framework in a Chinese Context. Blacksburg, Virginia: Dissertation submitted to the Faculty of Virginia Polytechnic Institute and State University.
- Yusof, M., Sandhu, M. S., & Jain, K. K. (2007). Relationship between Psychological Characteristic and Entrepreneurial Inclination: A case of Students an University Tun Abdul Razak (UNITAR). *Journal of Asia Entrepreneurship and Sustainability* .

WEBSITE

<http://www.kopertis12.or.id/2014/02/11/peringkat-perguruan-tinggi-versi-webometrics-edisi-januari-2014.html>

Appendix

Appendix 1: Communalities (Before reanalyzed)

	Initial	Extraction
PT1	1.000	.783
PT2	1.000	.760
PT3	1.000	.780
PT4	1.000	.712
PT5	1.000	.775
PT6	1.000	.789
PT7	1.000	.803
PT8	1.000	.735
PT9	1.000	.641
EE1	1.000	.841
EE2	1.000	.851
EE3	1.000	.870
EE4	1.000	.840
EE5	1.000	.746
ATB1	1.000	.736
ATB2	1.000	.856
ATB3	1.000	.813
ATB4	1.000	.796
ATB5	1.000	.843
SN1	1.000	.748
SN2	1.000	.786
SN3	1.000	.803
PBC1	1.000	.748
PBC2	1.000	.830
PBC3	1.000	.856
PBC4	1.000	.912
PBC5	1.000	.870

Extraction Method: Principal Component Analysis.

Appendix 2: Total Variance Explained (Before reanalyzed)

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	16.289	60.331	60.331	5.879	21.773	21.773
2	2.403	8.900	69.232	4.858	17.994	39.768
3	1.229	4.553	73.784	4.623	17.122	56.890
4	.946	3.505	77.289	3.681	13.632	70.521
5	.655	2.428	79.717	2.483	9.195	79.717
6	.533	1.975	81.692			
7	.479	1.774	83.466			
8	.459	1.701	85.167			
9	.410	1.518	86.685			
10	.359	1.329	88.014			

11	.325	1.204	89.219		
12	.320	1.185	90.403		
13	.276	1.021	91.424		
14	.267	.989	92.413		
15	.245	.909	93.322		
16	.235	.872	94.194		
17	.207	.765	94.959		
18	.196	.725	95.684		
19	.186	.689	96.373		
20	.165	.612	96.985		
21	.163	.603	97.589		
22	.148	.548	98.136		
23	.137	.509	98.646		
24	.115	.427	99.073		
25	.106	.394	99.467		
26	.096	.355	99.822		
27	.048	.178	100.000		

Appendix 3: Rotated Component Matrix^a
(Before reanalyzed)

	Component				
	1	2	3	4	5
PT1		.771			
PT2		.685			
PT3		.777			
PT4		.474			.469
PT5		.720			
PT6					.654
PT7					.651
PT8	.511				.579
PT9		.513			
EE1			.745		
EE2			.781		
EE3			.813		
EE4			.772		
EE5			.729		
ATB1		.540			
ATB2				.662	
ATB3				.639	
ATB4		.665		.440	
ATB5				.724	
SN1	.456			.626	
SN2	.579			.592	
SN3	.605			.571	
PBC1	.776				
PBC2	.794				
PBC3	.833				

PBC4	.877				
PBC5	.847				

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

**Appendix 4: Communalities
(After reanalyzed)**

	Initial	Extraction
PT1	1.000	.785
PT2	1.000	.789
PT3	1.000	.759
PT5	1.000	.782
PT9	1.000	.633
EE1	1.000	.836
EE2	1.000	.838
EE3	1.000	.867
EE4	1.000	.836
EE5	1.000	.742
ATB2	1.000	.911
ATB3	1.000	.862
ATB5	1.000	.882
PBC1	1.000	.758
PBC2	1.000	.839
PBC3	1.000	.869
PBC4	1.000	.923
PBC5	1.000	.886

Extraction Method: Principal Component Analysis.

**Appendix 5: Total Variance Explained
(After reanalyzed)**

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.980	61.000	61.000	4.558	25.325	25.325
2	2.031	11.284	72.284	4.082	22.677	48.002
3	1.000	5.556	77.840	3.885	21.585	69.587
4	.786	4.366	82.206	2.271	12.619	82.206
5	.468	2.597	84.803			
6	.441	2.450	87.254			
7	.386	2.146	89.400			
8	.309	1.715	91.114			
9	.265	1.472	92.586			

10	.218	1.209	93.795		
11	.207	1.153	94.948		
12	.188	1.044	95.992		
13	.168	.934	96.926		
14	.141	.782	97.708		
15	.136	.754	98.462		
16	.117	.653	99.115		
17	.110	.613	99.728		
18	.049	.272	100.000		

Extraction Method: Principal Component Analysis.

Appendix 6: Rotated Component Matrix^a
(After reanalyzed)

	Component			
	1	2	3	4
PT1			.781	
PT2			.736	
PT3			.774	
PT5			.776	
PT9			.640	
EE1		.750		
EE2		.779		
EE3		.822		
EE4		.786		
EE5		.762		
ATB2				.736
ATB3				.711
ATB5				.752
PBC1	.803			
PBC2	.822			
PBC3	.855			
PBC4	.896			
PBC5	.872			

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

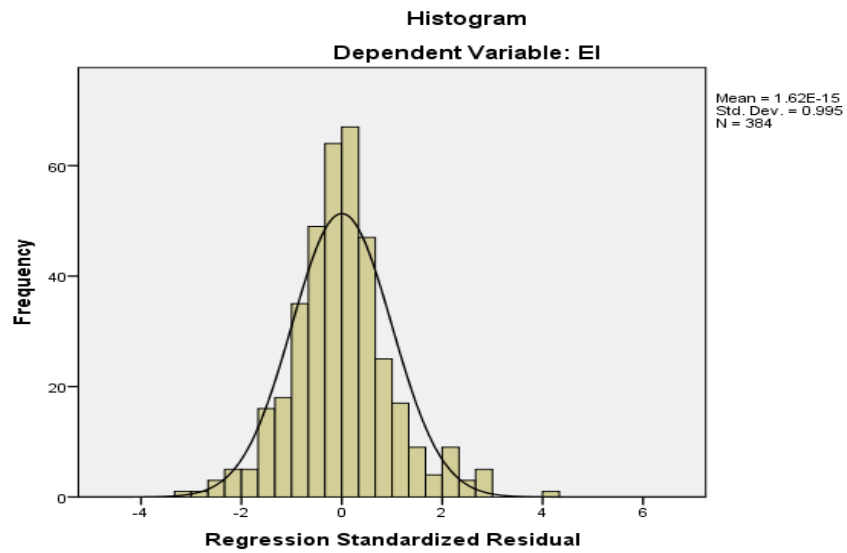
Rotation converged in 5 iterations.

Appendix 7: Item-Total Statistics
(After reanalyzed)

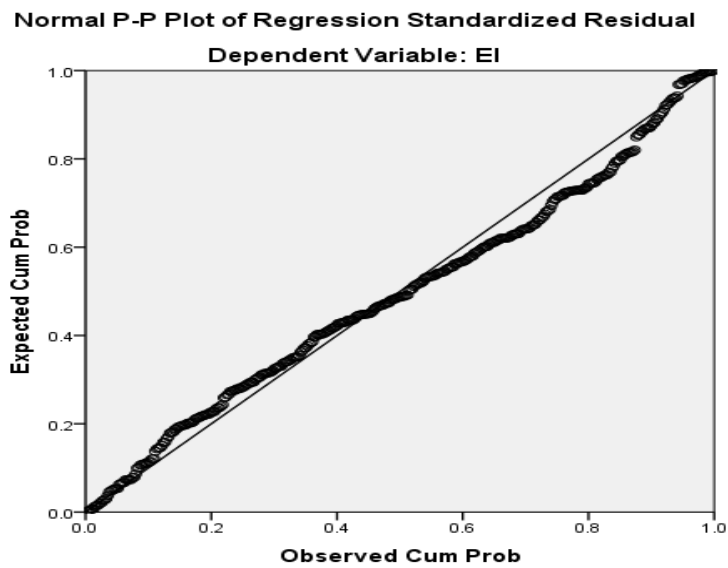
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
EI1	24.7578	58.617	.883	.804	.953
EI2	24.7448	59.444	.886	.844	.953

EI3	24.6641	60.041	.897	.839	.952
EI4	24.1615	60.705	.877	.811	.954
EI5	24.4557	59.136	.907	.839	.951
EI6	24.0651	61.727	.813	.702	.961

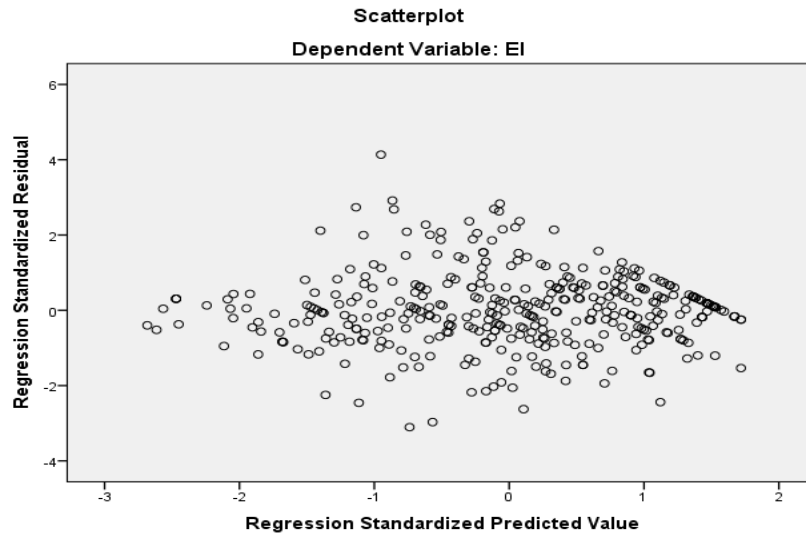
Appendix 8



Appendix 9



Appendix 10



Appendix 11: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.005	.179		.028	.977	
	PBC	.321	.041	.280	7.856	.000	.521 1.921
	EE	.096	.045	.089	2.126	.034	.374 2.676
	PT	.037	.048	.031	.768	.443	.407 2.454
	ATB	.573	.044	.560	13.085	.000	.360 2.778

a. Dependent Variable: EI

**Appendix 12:
Computation of degrees of freedom
(Before reanalyzed)**

Number of distinct sample moments:	300
Number of distinct parameters to be estimated:	53
Degrees of freedom (300 - 53):	247

**Appendix 13:
Result (Default model)
(Before reanalyzed)**

Minimum was achieved
Chi-square = 1560.185
Degrees of freedom = 247
Probability level = .000

**Appendix 14: RMR, GFI
(Before reanalyzed)**

Model	RMR	GFI	AGFI	PGFI
Default model	.342	.745	.690	.613
Saturated model	.000	1.000		
Independence model	.525	.109	.032	.101

**Appendix 15: Baseline Comparisons
(Before reanalyzed)**

Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	.856	.839	.876	.861	.876
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

**Appendix 16: RMSEA
(Before reanalyzed)**

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.118	.112	.123	.000
Independence model	.316	.311	.321	.000

**Appendix 17: Regression Weights
(Before reanalyzed)**

	Estimate	S.E.	C.R.	P	Label
EI <--- PT	.018	.058	.313	.754	par_18
EI <--- EE	.119	.052	2.276	.023	par_22
EI <--- PBC	.299	.048	6.194	***	par_23
EI <--- ATB	.623	.054	11.451	***	par_24

**Appendix 18:
Standardized Regression Weights
(Before reanalyzed)**

	Estimate
EI <--- PT	.015
EI <--- EE	.108
EI <--- PBC	.275
EI <--- ATB	.651

**Appendix 19:
Covariances: (Group number 1 - Default model)
(Before reanalyzed)**

	M.I.	Par Change
PT <--> ATB	56.078	.190
EE <--> ATB	76.426	.231
EE <--> PT	199.001	.397
PBC <--> PT	10.268	.072
e1 <--> e14	5.436	-.038

**Appendix 20:
Computation of degrees of freedom (Default model)
(After reanalyzed)**

Number of distinct sample moments:	300
Number of distinct parameters to be estimated:	82
Degrees of freedom (300 - 82):	218

**Appendix 21:
Result (Default model)
(After reanalyzed)**

Minimum was achieved
Chi-square = 1112.315
Degrees of freedom = 218
Probability level = .000

Appendix 22: RMR, GFI (After reanalyzed)

Model	RMR	GFI	AGFI	PGFI
Default model	.341	.816	.746	.593
Saturated model	.000	1.000		
Independence model	.525	.109	.032	.101

**Appendix 23: Baseline Comparisons
(After reanalyzed)**

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.897	.870	.916	.893	.915
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

**Appendix 24: RMSEA
(After reanalyzed)**

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.100	.098	.110	.000
Independence model	.316	.311	.321	.000

**Appendix 25:
Regression Weights: (Group number 1 - Default model)
(After reanalyzed)**

	Estimate	S.E.	C.R.	P	Label
EI <--- PT	.038	.063	.603	.547	par_46
EI <--- EE	.126	.053	2.396	.017	par_51
EI <--- PBC	.240	.050	4.753	***	par_52
EI <--- ATB	.667	.059	11.367	***	par_53

Appendix 26:
Questionnaire

Dear Participant,

Many thanks for taking the time to support the data collection for my thesis research about entrepreneurship intention. Entitle *The Factors Affecting Entrepreneurial Intention among Non Business Undergraduate Students in Jakarta.*

The data you provide is very important for me. Please consider the following information so that I can analyze your data. Please answer every question or indicate your agreement or disagreement.

Best regards,

Kerenhapukh

PART A (Personal data)

Please specify your profile by thick (V) one of the preference.

Gender:

Male Female

Age:

< 20 years old 20 –23 years old

Name of University:

- Katolik Atma Jaya University
- Universitas Bina Nusantara University
- Negeri Jakarta University
- Trisakti University
- Tarumanegara University

PART B

Please specify for each statement whether you agree or disagree. Please select only one response option; 1 (total disagreement) to 7 (total agreement).

Statement	1	2	3	4	5	6	7
<i>Personality Traits (PT)</i>							
1. I want to be the very best of myself.							
2. I strive for unique, extraordinary, and creative accomplishments which are marks of success							
3. I put time and effort into my work.							
4. I am confident of my skills and abilities to start a business.							
5. I am primarily responsible for my own successes and failures.							
6. I have mental maturity to be an entrepreneur.							
7. I will start my own business if I detect an opportunity.							
8. I have a strong proclivity for high risk projects (with chances of very high returns).							
9. I like to try new things (e.g. exotic food or going to new places)							
<i>Entrepreneurship Education (EE)</i>							
10. Entrepreneurial subject is very important.							
11. Entrepreneurship should be taught							

in University.							
12. Entrepreneurship course should be made compulsory in order to stimulate entrepreneurial spirit in campus.							
13. More entrepreneurial and business educational program on campus would help students to start businesses.							
14. My University course prepares people well for entrepreneurial careers.							
<i>Attitude toward The Behavior (ATB)</i>							
15. Being an entrepreneur implies more advantages than disadvantages to me							
16. A career as entrepreneur is attractive for me							
17. If I had the opportunity and resources, I would like to start a business							
18. Being an entrepreneur would entail great satisfactions for me							
19. Among various options, I would rather be an entrepreneur							
<i>Subjective Norm (SN)</i>							
20. If I decided to create a firm, my close family would approve that decision							
21. If I decided to create a firm, my close friends would approve that decision							
22. If I decided to create a firm, my close friends from university would approve that decision							

<i>Perceived Behavioral Control (PBC)</i>							
23. To start a firm and keep it working would be easy for me							
24. I can control the creation process of a new firm							
25. I know the necessary practical details to start a firm							
26. I know how to develop an entrepreneurial project							
27. If I tried to start a firm, I would have a high probability of succeeding							
<i>Entrepreneurial Intention (EI)</i>							
28. My professional goal is becoming an entrepreneur							
29. I am ready to do anything to be an entrepreneur							
30. I will make every effort to start and run my own firm							
31. I am determined to create a firm in the future							
32. I have very seriously thought of starting a firm							
33. I have got the intention to start a firm someday							

PERSONALITY TRAITS									ENTREPRENEURSHIP EDUCATION					ATTITUDE TOWARD THE BEHAVIOR					SUBJECTIVE NORM			PERCEIVED BEHAVIOR CONTROL					ENTREPRENEURIAL INTENTION							
PT1	PT2	PT3	PT4	PT5	PT6	PT7	PT8	PT9	EE1	EE2	EE3	EE4	EE5	ATB1	ATB2	ATB3	ATB4	ATB5	SN1	SN2	SN3	PBC1	PBC2	PBC3	PBC4	PBC5	EI1	EI2	EI3	EI4	EI5	EI6		
6	7	6	5	5	4	6	5	6	7	7	7	7	7	6	6	7	6	6	6	6	5	5	5	5	5	6	7	7	7	7	7	7		
6	6	7	5	7	5	7	5	7	7	7	7	7	7	6	7	7	7	7	6	6	7	6	6	6	6	6	7	7	7	7	7	7	6	
5	7	6	3	6	3	5	3	6	6	5	5	6	6	6	3	5	7	3	3	3	3	2	4	3	3	3	2	3	3	4	3	3		
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	3	7	7	7	7	7	7	7	7	7	7	7	
6	7	6	6	6	4	6	4	5	6	6	6	5	7	6	4	6	6	7	6	4	6	2	4	4	4	4	4	7	6	7	4	6	7	
6	5	6	5	7	5	7	6	5	5	6	6	5	5	6	5	6	5	6	6	5	7	4	5	5	5	5	5	6	6	7	6	6	6	
5	5	5	4	5	3	4	3	4	5	5	5	4	4	4	4	5	5	4	3	3	3	3	2	3	3	3	4	4	3	4	4	4	4	
7	7	7	7	7	5	5	5	7	7	7	7	7	7	6	6	6	7	7	7	6	5	7	7	7	7	7	6	7	6	7	7	7	7	
4	4	3	3	3	3	3	3	4	2	2	2	2	1	2	2	3	3	2	3	2	2	3	3	2	2	2	2	2	2	3	2	2	2	
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	5	4	4	4	4	4	4	5	5	5	6	6	6	6
5	5	5	2	5	3	3	2	4	5	7	7	7	5	6	7	7	5	7	7	5	3	2	4	4	3	3	7	5	6	7	6	7	6	7
7	7	7	7	7	7	5	7	7	7	7	5	5	7	7	7	7	7	7	7	7	7	4	7	7	7	7	7	7	7	7	7	7	7	7
7	7	7	5	7	7	3	5	7	5	3	3	3	3	1	5	1	1	5	4	4	4	4	5	5	4	4	1	1	1	1	7	7	7	7
5	3	5	2	5	2	3	2	5	5	5	5	5	5	5	3	5	5	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	
6	6	6	5	6	5	4	3	5	5	6	5	6	6	5	6	5	6	6	4	5	4	5	5	5	5	5	5	5	5	6	7	7	7	7
7	7	7	7	7	4	5	7	7	5	6	6	6	6	7	6	7	7	4	4	7	5	4	6	6	4	4	4	4	4	4	5	5	4	4
6	6	7	4	7	4	5	4	5	5	5	5	5	6	6	4	4	6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	4	4	5	4	5	4	4	4	4	5	5	4	4	4	4
4	3	3	2	4	2	3	2	4	4	3	4	3	4	2	3	4	4	2	3	2	2	1	3	3	3	3	3	2	2	4	3	4	3	4
7	7	5	6	7	4	6	7	6	7	6	6	6	5	6	7	7	7	7	7	6	6	3	4	4	5	5	7	7	7	7	7	7	7	7
7	7	6	6	4	2	6	7	6	6	5	5	4	7	2	2	2	2	2	2	2	2	5	6	6	6	6	7	7	3	2	3	2	4	4
7	6	6	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	5	6	6	6	6	6	7	7	7	7	7	7	7	7
4	5	4	4	4	4	5	3	5	5	5	5	4	4	4	5	5	4	4	5	4	3	3	4	4	4	4	4	4	4	4	5	4	4	4
2	4	4	4	3	3	4	2	4	3	4	2	1	3	3	3	4	3	1	3	3	2	3	3	4	3	3	1	2	2	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	3	3	4	5	4	4	4	4	5	5	5	5	5	5	5
6	6	6	5	6	4	5	6	5	5	5	5	4	4	5	5	6	7	4	6	4	6	5	6	4	4	4	4	5	4	4	6	5	4	4
7	7	6	5	6	4	5	4	7	6	5	6	6	6	7	6	5	6	5	6	5	4	5	5	4	5	5	6	5	6	5	6	7	5	6
7	7	7	6	7	5	4	5	6	6	6	4	6	5	6	5	5	7	4	6	5	3	5	6	5	6	6	4	4	4	4	7	7	6	6
5	5	5	5	4	3	5	3	4	5	5	5	5	4	5	5	5	5	5	5	5	4	5	3	4	3	3	5	5	5	5	5	5	5	5
5	5	5	4	5	3	5	5	5	3	3	4	3	4	4	5	5	5	5	5	5	5	5	4	4	4	4	4	5	4	4	5	5	5	5
7	7	6	5	5	5	5	5	5	5	5	5	5	5	6	6	5	5	5	5	5	5	5	5	5	5	5	5	5	6	5	6	5	5	5
6	7	6	4	6	4	5	4	6	5	2	5	5	5	6	4	4	6	5	4	3	3	3	3	3	3	3	4	1	5	4	3	4	3	4
5	6	6	6	6	5	3	4	6	5	7	7	6	6	7	5	6	7	5	5	5	5	4	4	4	4	4	4	4	5	5	6	6	6	6
7	7	7	7	7	4	7	7	7	6	6	6	6	6	6	6	7	7	6	6	5	5	6	6	6	6	6	6	4	4	4	5	5	5	5
4	4	4	3	4	3	3	2	4	4	4	4	4	4	4	4	4	4	3	3	3	2	2	3	3	3	3	4	3	3	4	4	4	4	4
7	7	7	7	7	6	7	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	6	6	6	6	6	7	7	7	7	7	7	7	7
4	3	3	4	5	2	4	1	5	3	3	3	3	3	4	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	4	3	2	4	4	4	4	3	3	3	3	3	3	3	4	2	2	3	2	2	2	2	2	2	2	2	3	2	2	2
3	3	3	4	4	3	3	3	3	3	3	3	3	4	3	3	3	4	3	3	3	3	2	3	3	3	3	3	2	3	4	3	4	3	3

4	5	5	6	6	3	4	3	5	6	6	5	4	2	3	6	6	6	6	6	2	5	3	4	4	4	4	6	6	5	6	6	6	
4	4	4	3	2	3	4	2	3	4	4	4	4	4	4	4	4	4	4	4	3	3	2	2	3	3	3	3	3	3	3	3	4	4
7	4	6	5	7	4	6	3	4	4	3	3	5	3	7	5	5	7	3	3	3	2	3	3	2	3	3	2	2	3	4	3	4	
6	7	6	5	6	5	5	4	6	6	6	6	6	6	6	4	4	7	4	6	5	5	5	5	5	5	5	5	5	5	4	4	5	
5	6	7	4	6	3	5	1	7	6	6	6	6	6	6	5	3	6	2	5	4	1	1	3	1	1	1	1	1	1	4	4	4	
4	4	4	4	4	2	3	2	4	4	4	4	4	4	4	3	4	4	2	2	2	2	2	2	2	3	3	3	3	3	4	7	7	4
5	5	4	3	4	2	3	3	4	4	4	4	4	4	4	4	4	4	5	3	3	3	3	2	2	3	3	3	3	3	4	3	4	
4	4	4	4	4	3	4	2	4	4	4	4	4	4	4	4	4	4	3	4	4	2	2	3	2	3	3	3	2	3	4	6	7	
7	7	7	7	7	5	7	7	7	7	7	7	7	7	7	7	7	6	7	7	7	7	7	7	7	7	7	7	7	4	7	7	4	7
7	6	7	7	7	6	6	4	7	7	7	7	7	7	7	5	5	7	4	7	5	5	1	4	4	4	4	4	4	4	6	4	5	
7	7	7	7	7	5	7	4	7	5	5	5	5	5	7	7	7	5	4	5	4	4	4	5	4	4	4	5	5	5	7	7	7	
3	3	3	2	3	1	1	1	4	2	2	2	2	3	3	3	2	2	3	1	1	1	1	1	1	1	1	1	1	1	2	1	2	
5	5	5	5	5	4	4	3	5	4	4	4	4	5	4	4	4	5	3	5	3	3	4	3	5	5	5	5	3	3	4	4	5	5
7	7	6	5	6	4	6	4	7	7	7	7	7	7	7	7	7	6	3	6	5	3	4	3	5	5	6	5	7	7	7	7	7	
7	7	6	5	7	6	7	5	5	7	7	6	7	7	5	7	7	7	7	6	5	5	5	5	6	5	5	6	6	6	7	7	7	
7	7	5	5	6	6	7	6	6	5	4	4	6	4	6	6	7	7	6	6	5	5	1	4	5	5	5	5	6	6	6	6	7	
7	7	7	4	6	7	7	4	4	7	7	7	7	7	6	6	7	7	5	6	3	6	2	3	3	3	3	3	4	4	4	4	4	
4	4	4	3	2	3	3	2	4	4	4	4	3	3	3	3	3	3	4	4	4	4	3	3	3	3	3	3	3	2	3	4	4	
7	7	7	7	7	5	7	5	7	7	7	7	7	7	7	7	7	7	7	7	6	7	4	5	6	6	6	7	7	7	7	7	7	
2	2	2	2	1	2	2	2	2	2	4	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3	3	3	3	2	3	3	2	3
6	6	7	6	6	4	4	5	7	6	6	5	5	5	6	5	6	7	6	5	5	4	6	6	3	4	4	4	4	4	5	5	7	
5	4	5	3	5	3	4	4	5	4	3	2	4	5	4	3	6	7	4	4	3	3	3	4	3	2	2	2	2	2	1	1	1	
6	7	7	7	7	7	6	7	7	7	5	5	7	7	7	7	7	7	7	7	7	7	7	4	7	7	7	7	7	7	7	7	7	
4	7	7	7	7	7	7	7	5	7	7	5	6	6	6	6	6	6	4	4	4	3	3	4	3	3	3	3	3	3	3	5	4	4
4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	4	3	3
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	5	4	2	4	2	3	2	2	3	3	4	3	5	3	2	3	4	4	3	2	3	2	2	2	2	2	2	3	3	3	4	4	4
4	4	2	4	3	2	4	4	4	3	4	2	3	4	4	4	2	4	4	4	4	4	4	3	2	4	4	4	4	4	4	4	4	
6	7	7	6	6	6	4	4	7	2	6	2	1	4	4	6	6	7	7	7	7	7	6	6	6	7	7	6	5	5	5	6	6	
7	7	7	5	7	4	4	4	4	7	6	6	6	6	6	7	5	7	7	5	2	6	6	5	5	4	5	5	6	6	6	7	7	7
6	7	6	5	7	4	5	4	5	7	7	7	7	7	7	6	7	6	7	6	5	6	4	5	5	5	5	5	6	5	5	5	4	
3	4	3	3	3	3	4	2	4	4	4	4	3	3	4	4	3	3	4	4	4	4	2	3	3	3	3	4	2	2	4	3	3	
7	6	6	5	7	5	5	2	5	7	7	7	7	7	6	5	7	5	4	4	4	3	3	5	4	4	5	5	5	5	6	5	6	
7	6	7	6	7	6	6	7	5	5	5	5	7	6	6	5	5	7	4	6	4	4	5	5	5	5	5	5	5	7	7	6	6	6
4	4	5	4	5	4	4	5	3	3	3	3	3	3	4	4	4	5	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	
4	3	4	4	4	3	4	3	4	4	4	4	4	4	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
4	3	4	4	4	3	4	3	4	4	4	4	4	4	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
6	5	6	6	5	6	6	5	7	7	7	7	7	7	6	7	7	7	6	6	7	7	5	7	6	6	6	6	5	6	6	6	7	
7	7	6	4	6	3	4	5	6	6	6	6	6	6	6	4	4	6	3	4	3	2	3	4	4	4	4	2	3	2	2	1	1	
4	4	4	3	4	3	3	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	4	
1	1	1	1	1	1	2	2	2	1	1	1	1	2	2	3	1	1	3	2	2	3	3	2	2	3	3	3	3	3	3	2	2	

7	5	6	4	6	5	5	4	5	7	6	7	5	7	4	4	6	7	4	3	3	2	3	3	4	4	3	3	4	4	4	4	4	4	5
7	7	6	7	6	5	7	5	5	7	7	7	6	3	7	7	7	7	6	6	5	5	6	6	5	5	5	5	6	6	6	6	6	6	7
4	4	3	3	4	3	4	2	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4
3	4	4	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3
7	7	7	7	7	6	7	6	7	7	7	7	7	7	7	7	7	6	7	7	7	5	5	5	5	5	5	6	6	6	6	7	6	7	
3	4	3	3	3	3	3	3	3	3	3	6	3	4	5	6	3	5	4	4	6	5	6	4	5	6	6	5	4	5	6	6	5	6	5
3	3	3	2	4	2	2	2	3	3	3	3	3	4	4	2	3	4	2	2	2	2	1	2	2	2	2	1	2	2	3	2	3	2	2
7	6	7	6	6	5	5	6	4	6	7	7	6	5	6	5	6	7	6	6	5	4	4	4	5	5	5	5	5	5	6	5	5	6	
4	4	4	4	4	3	3	3	4	3	4	4	3	3	4	4	3	4	4	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	
1	1	1	1	1	1	3	2	3	1	1	1	3	3	1	1	1	3	1	1	3	3	4	4	4	4	4	4	1	3	1	1	1	1	
4	4	4	3	4	3	3	4	4	3	3	2	3	4	4	3	3	4	3	3	2	2	3	3	4	4	4	2	3	3	3	2	3		
7	7	7	5	7	4	5	5	7	7	7	7	6	7	5	4	5	7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
7	5	6	4	7	4	5	4	6	6	6	6	5	6	5	4	5	6	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	
5	5	5	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	5	5	5	5	5	
1	1	2	2	2	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	2	2	1	1	1	1	1	1		
7	6	6	3	7	4	4	6	7	6	6	7	7	7	6	7	7	7	4	7	4	4	4	5	5	4	4	5	5	6	7	6	7		
6	6	6	5	6	6	5	4	7	7	7	7	7	6	7	7	7	6	5	6	4	5	5	4	5	5	4	6	6	6	6	6	6		
4	4	4	2	3	2	2	1	4	3	3	3	3	4	4	2	4	4	2	3	2	2	1	1	1	1	1	1	2	1	2	3	3	3	
4	4	4	4	4	3	2	2	4	3	3	4	3	4	7	5	7	7	7	5	4	3	4	5	4	4	4	4	4	4	4	4	4	4	
7	7	7	5	4	4	4	4	4	5	4	4	5	4	4	4	4	7	4	4	4	4	4	4	4	4	4	4	4	5	5	6	6	6	
1	3	2	3	3	4	3	3	2	1	1	1	1	1	1	1	2	1	2	3	3	3	3	3	3	3	3	3	2	3	3	2	3	1	
7	6	7	4	5	4	4	4	4	6	7	6	7	7	5	6	7	7	5	7	3	3	4	4	4	4	4	4	5	5	6	6	6	7	
7	7	7	5	7	6	5	5	6	6	6	6	6	5	5	5	6	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
6	7	7	4	7	3	2	5	6	4	4	4	6	6	5	4	4	7	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	3	
3	3	3	3	4	3	3	3	4	3	2	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	
5	7	6	5	7	4	7	5	4	7	7	7	7	6	7	7	6	7	7	7	5	5	4	5	6	7	7	7	7	7	5	6	6	6	
5	4	4	5	5	4	5	4	5	5	5	5	4	5	4	5	5	5	4	5	4	4	4	4	4	4	4	4	4	5	5	5	5	5	
6	5	5	6	4	2	4	2	6	6	5	5	5	7	6	4	4	5	5	5	5	7	4	5	4	5	5	5	5	3	4	4	5	5	
3	3	2	3	3	1	2	2	2	2	3	2	3	4	4	1	4	3	1	2	1	2	2	3	1	2	2	1	2	3	3	3	3	3	
4	4	4	6	6	5	5	4	6	7	7	6	6	6	6	5	5	6	6	4	4	3	4	4	4	4	4	4	4	4	4	4	4	5	
1	7	7	7	7	4	7	4	6	5	7	7	7	7	7	7	7	7	7	7	7	3	4	6	6	6	6	6	6	6	6	6	6	6	
6	7	6	4	7	5	5	6	7	6	7	5	5	7	4	5	5	5	5	4	4	4	6	5	6	6	6	4	5	5	5	5	5	6	
5	7	7	7	6	7	7	5	7	7	7	7	7	7	4	5	7	7	7	7	7	6	4	4	7	4	7	7	7	7	7	7	7	7	
7	7	6	4	6	5	5	4	6	7	7	7	7	7	5	7	7	7	7	7	7	6	5	5	5	5	5	5	7	7	7	7	7	7	
7	7	6	5	4	4	6	4	4	5	6	6	6	6	6	4	4	6	4	5	4	4	4	4	5	4	6	6	5	5	5	6	6	7	
7	7	7	6	7	5	6	4	7	6	6	6	6	6	7	7	7	7	6	7	6	6	4	4	5	5	5	5	5	5	5	5	6	5	6
4	4	4	3	4	4	4	3	4	5	5	5	5	5	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
7	5	6	5	5	2	4	3	6	6	6	5	7	5	6	5	4	7	4	2	2	2	4	5	4	4	4	4	4	4	4	5	4	4	
5	4	4	4	5	4	5	3	5	3	4	4	4	5	5	5	5	5	4	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	
6	6	6	5	7	5	7	4	5	5	6	6	6	6	5	6	6	6	7	6	6	5	5	5	5	6	6	6	6	7	7	7	7	7	
6	4	5	4	6	4	6	3	3	7	3	3	5	6	7	5	6	7	5	4	4	4	3	2	5	4	4	5	3	4	6	2	7	7	

5	5	5	3	4	3	4	3	6	4	4	5	4	4	4	3	4	5	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	
5	6	6	6	6	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	5	6	4	5	5	6	7	7	7	7	7	4	5	6	6	4	3	3	3	3	3	3	3	3	4	4	5	5	5	6	
5	5	7	4	7	4	1	2	5	6	7	5	6	5	6	4	4	7	5	4	6	7	3	3	3	3	3	5	4	4	5	4	4	
7	6	6	6	6	6	6	5	6	6	6	6	6	6	7	7	7	7	7	7	6	6	1	4	4	4	4	6	6	6	6	6	6	
6	5	6	5	4	4	5	4	4	6	5	4	4	5	5	5	6	6	6	6	6	5	5	5	4	4	4	4	4	4	4	4	4	
7	7	7	6	7	6	7	6	7	6	7	6	7	7	6	6	7	6	7	7	6	7	6	6	6	6	6	7	6	7	7	6	7	
4	4	4	4	4	3	4	4	4	3	3	3	3	3	3	4	4	4	4	4	3	3	3	3	3	3	3	4	4	3	3	3	3	
7	7	7	7	7	5	6	6	6	4	5	4	5	4	6	6	6	6	5	5	5	4	4	4	6	5	5	6	5	5	7	7	7	
7	7	6	6	6	7	5	4	6	6	6	5	5	6	7	7	7	6	7	7	7	6	5	5	7	5	5	7	7	6	7	7	7	
2	3	5	1	7	1	1	1	1	1	1	1	1	1	7	7	4	1	1	7	1	1	1	1	1	1	1	1	1	1	1	1	1	
3	4	4	4	4	4	3	4	3	4	3	4	3	4	4	3	4	4	4	4	3	4	3	3	3	3	3	5	4	5	4	4	5	
3	4	4	4	4	3	4	3	3	3	3	4	3	4	4	4	4	4	3	3	3	2	3	2	2	3	3	3	1	1	1	1	4	
7	7	5	6	5	5	6	5	7	6	6	7	7	7	7	7	7	7	7	6	6	6	5	5	6	6	6	6	4	5	6	6	7	
4	3	3	2	4	2	4	3	3	4	3	3	4	4	3	3	3	3	3	2	2	2	2	3	2	2	2	2	2	2	2	2	2	
5	5	4	4	5	4	4	3	5	5	5	5	5	5	4	5	5	5	5	3	3	3	3	3	2	2	2	3	4	4	4	4	4	
7	6	5	5	5	5	4	7	5	5	5	5	5	5	6	5	5	5	5	6	5	5	4	5	5	5	4	4	4	5	4	6		
7	7	7	6	6	5	5	5	7	5	6	6	6	6	7	7	7	7	7	5	6	6	5	4	6	5	6	5	5	5	7	6	7	
7	7	7	7	6	7	3	5	7	7	7	7	7	7	7	7	7	7	7	5	5	5	5	5	5	5	5	6	5	5	6	5	7	
4	4	4	4	4	4	4	2	4	3	3	4	3	3	4	3	4	4	4	4	4	4	4	2	3	3	3	3	4	4	4	4	4	
5	4	3	3	4	2	2	3	5	3	3	3	3	3	5	3	3	3	4	2	3	2	2	2	2	2	2	2	2	2	2	2	2	
7	7	5	6	7	5	7	6	4	7	7	7	7	7	7	7	6	7	7	5	6	5	5	6	5	5	5	7	6	6	7	7	7	
5	5	5	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	4
7	7	7	5	7	5	6	5	7	7	6	6	6	6	7	7	7	7	7	5	7	6	6	4	6	5	6	6	6	7	6	7	7	
7	5	6	6	6	4	6	4	6	6	7	7	5	6	6	5	5	5	3	3	3	4	3	3	5	4	4	3	4	3	2	2	3	
3	3	3	3	4	3	3	2	4	4	6	6	6	6	6	3	5	5	5	4	4	5	3	3	3	3	3	3	3	3	3	3	4	
5	4	4	3	3	3	2	4	3	4	4	4	4	4	3	4	3	3	3	3	6	5	4	3	4	3	3	4	3	4	6	5	3	
7	7	5	5	6	4	6	7	7	6	7	6	7	5	6	7	6	7	6	7	7	7	7	7	7	7	7	7	7	7	7	7	7	
6	5	4	5	5	4	4	5	7	5	5	6	6	7	6	4	6	7	4	6	5	6	3	4	3	3	3	5	5	6	7	5	5	
7	7	7	4	6	5	6	5	7	6	6	6	5	5	7	7	7	7	6	5	4	5	4	4	5	5	5	7	6	7	6	6	6	
5	6	5	5	7	6	7	6	4	5	7	7	5	6	5	6	5	7	6	7	5	6	5	6	5	6	6	7	6	6	7	7	7	
7	7	7	6	7	6	5	5	7	6	7	6	7	6	7	6	6	7	6	6	5	5	5	5	6	5	5	6	7	6	7	7	7	
6	6	6	6	6	5	7	6	6	7	7	7	7	7	6	6	6	6	6	6	7	7	4	6	5	5	5	7	7	6	6	6	6	
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	3	3	4	4	4	4	4	4	4	4	5	4
7	7	3	5	5	4	5	5	4	7	4	5	4	4	5	6	7	6	7	4	5	5	6	5	7	5	5	6	7	4	5	5	7	
7	7	7	6	7	5	7	6	7	6	5	7	7	6	7	6	7	7	7	7	6	6	6	6	5	5	5	6	6	6	7	6	7	
5	6	6	6	6	5	6	7	7	7	7	7	7	7	7	7	6	7	5	6	4	5	6	5	7	6	6	5	5	5	7	6	7	
4	5	3	4	4	4	5	4	7	5	5	4	6	6	6	5	7	5	6	5	5	4	5	4	4	4	4	5	4	4	6	4	5	
3	3	3	3	3	3	2	3	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3	3	3	3	5	
5	4	4	4	4	4	4	3	5	2	2	2	2	4	4	4	4	4	5	4	4	3	4	3	4	4	4	4	4	4	4	5	4	5
7	7	7	7	7	5	7	5	7	6	5	5	7	7	7	7	7	7	7	7	6	5	5	5	5	5	5	6	5	5	5	7	6	7

6	6	6	4	6	4	5	6	7	6	6	6	6	5	7	6	6	7	4	5	4	3	4	4	4	4	4	3	4	4	4	4	6	
4	4	4	3	2	2	2	3	4	4	4	4	4	4	4	4	4	4	4	2	2	2	2	2	2	2	2	2	1	2	2	4	4	4
7	7	7	5	7	4	6	6	6	7	7	7	7	6	7	7	7	7	6	6	6	5	5	5	5	5	5	7	7	7	7	7	7	
4	3	5	3	4	2	3	3	4	5	5	4	5	5	4	2	2	4	2	3	2	2	2	3	1	4	4	1	2	3	2	2	2	
6	7	7	7	7	5	7	6	7	7	7	7	7	7	7	7	7	7	5	6	7	6	5	5	5	5	5	5	7	6	7	6	7	
7	7	7	7	7	5	7	5	7	7	7	7	7	7	7	7	7	7	7	7	7	6	7	5	5	5	5	7	7	7	7	7	7	
5	7	7	4	7	2	5	1	6	6	6	6	6	7	6	4	6	6	4	4	4	3	5	6	6	6	3	5	4	5	5	5		
6	5	7	3	7	2	3	3	5	6	5	3	7	7	6	3	3	7	3	3	3	3	2	2	3	3	3	2	2	2	6	3	6	
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	7	7	7	7	7	7	7	7	7	7	7	7	7	
7	7	7	4	7	2	4	3	7	6	7	7	7	7	6	3	4	7	1	2	1	1	1	1	1	1	1	1	1	1	5	1	6	
7	7	7	4	7	7	5	5	7	7	7	7	7	7	7	7	7	7	7	7	5	5	4	5	5	7	7	7	7	7	7	7	7	
4	4	4	2	4	2	4	1	4	4	3	3	4	4	4	4	4	3	1	1	1	1	2	2	2	2	2	2	3	3	3	4	4	4
6	5	4	5	5	5	5	3	7	4	4	4	4	6	6	7	5	6	7	4	3	3	6	6	3	3	3	3	5	5	5	5	7	
7	7	7	7	7	7	7	7	7	4	1	4	4	4	7	7	7	7	7	7	5	4	5	7	3	6	6	7	7	7	7	7	7	
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	3	3	
7	6	6	6	6	6	6	4	4	5	5	5	5	5	6	6	5	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	7	
7	6	6	4	6	2	6	4	6	5	7	4	5	6	7	7	7	7	5	4	4	4	5	2	3	3	6	5	6	6	4	7	7	
6	5	7	6	7	5	6	5	6	6	6	6	6	5	6	6	7	7	5	7	4	4	5	5	5	5	5	3	5	3	5	4	6	
7	7	6	7	7	7	7	4	5	7	7	7	7	7	7	7	7	7	7	7	7	5	7	5	5	5	5	5	5	5	7	7	7	
7	7	7	5	6	4	6	5	7	7	7	7	6	6	7	5	6	7	6	6	5	5	5	5	5	6	6	5	6	6	6	6	6	
1	1	1	1	2	1	1	1	2	1	2	1	2	1	3	2	1	2	1	1	1	1	2	2	2	1	1	2	2	2	1	1	1	
7	7	7	5	6	3	4	2	6	6	6	6	6	6	4	4	4	6	4	4	4	3	4	2	4	4	3	4	3	4	4	4	4	
7	5	6	7	7	5	6	5	7	6	7	6	6	6	7	7	7	7	6	6	5	5	5	5	6	5	6	6	6	7	7	7	7	
7	7	5	5	7	6	7	1	7	4	4	4	4	5	6	7	7	7	5	7	7	4	4	4	5	4	4	6	3	6	7	5	6	
6	6	5	6	6	3	5	6	5	3	4	5	3	3	6	3	5	5	2	3	4	3	5	4	3	3	3	5	4	4	5	5	4	
7	7	7	5	7	6	7	7	7	7	7	7	7	5	7	7	7	7	7	6	6	6	6	7	6	7	7	7	7	7	7	7	7	
4	4	4	5	5	4	5	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	3	4	4	4	4	4	4	
7	7	5	5	6	4	6	3	7	5	5	5	6	7	4	5	7	7	4	6	4	3	2	3	3	3	3	4	7	5	7	7	7	
7	6	6	7	7	6	7	6	6	6	6	6	7	6	7	6	6	6	6	6	7	7	7	7	7	7	7	7	7	7	7	7	7	
7	6	6	5	7	4	5	5	5	6	6	6	6	7	6	5	6	7	4	5	4	4	4	5	4	4	4	5	5	5	5	6	7	
7	6	7	5	6	4	4	4	5	5	5	6	5	7	5	5	5	7	5	5	5	5	4	4	4	3	3	4	4	4	4	4	7	
7	6	7	6	7	7	7	6	2	4	3	3	5	7	7	7	7	7	6	3	4	5	5	5	6	6	6	7	5	5	6	6	6	
6	6	6	6	7	7	7	7	5	7	7	7	7	7	6	6	4	6	6	5	5	4	6	6	6	7	7	6	6	7	7	7	7	
7	7	5	7	7	3	7	4	7	7	7	7	7	7	7	6	7	7	6	7	5	7	4	4	5	3	3	3	6	4	5	7	5	7
5	4	3	3	4	2	2	3	5	3	3	3	3	5	3	3	3	4	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	
7	7	6	4	6	4	4	5	6	5	5	5	5	5	5	5	4	4	6	4	5	5	5	4	4	4	4	4	4	4	4	4	4	
5	4	5	5	5	5	3	3	5	3	4	4	2	4	4	4	4	5	5	4	4	3	4	3	4	3	3	3	4	4	4	5	5	5
7	7	7	7	7	5	5	5	7	4	4	4	4	4	6	6	7	7	5	7	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	7	6	6	6	6	4	7	5	5	5	5	5	5	5	7	7	7	7	5	5	5	4	6	4	4	4	4	7	7	7	7	7	
7	5	7	4	6	3	5	3	4	5	5	4	5	5	6	6	5	6	5	4	3	4	4	4	4	4	4	4	5	4	4	5	4	6
4	4	4	4	4	3	5	3	4	3	3	3	4	4	4	4	4	5	4	3	4	4	5	3	5	5	5	6	5	6	5	5	5	

7	7	7	7	7	5	7	5	7	6	7	7	6	7	6	5	6	7	5	5	4	5	5	5	1	1		4	6	6	7	6	6	
6	5	6	6	6	6	6	6	7	5	5	5	6	6	7	7	7	7	5	5	4	4	4	4	2	3	3	5	6	6	6	6	6	
7	7	5	6	7	7	7	4	7	7	7	7	7	7	6	6	7	7	6	6	4	4	5	4	3	3	3	5	5	6	6	5	6	
6	6	6	6	6	6	6	6	6	3	3	3	3	3	5	5	5	5	5	3	5	4	4	4	4	4	4	4	4	4	5	6	5	6
7	7	6	6	7	5	7	7	7	7	7	7	7	7	5	7	7	7	7	6	4	4	3	5	4	4	4	7	6	6	7	7	7	
7	5	6	7	7	4	5	4	6	7	7	7	7	7	7	7	7	7	7	6	5	5	6	5	6	6	6	7	7	7	7	7	7	
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	5	7	7	6	6	7	7	6	7	7	7	7	7	7	7	7	
5	5	5	4	6	2	3	1	7	7	7	7	7	7	5	4	5	6	6	5	5	4	4	1	2	3	2	2	6	6	6	6	5	7
7	7	5	4	7	5	6	4	6	7	7	7	7	7	6	5	5	6	6	5	7	5	5	5	5	4	4	4	6	6	5	6	6	
6	6	7	5	7	5	4	4	3	7	7	7	7	7	6	6	6	7	7	5	4	4	4	4	5	4	6	6	6	7	7	6	7	6
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	4	4	4	4	4	4	4	
7	6	6	5	7	5	5	5	5	6	6	6	6	6	6	6	6	6	6	6	6	6	6	4	5	4	4	6	6	6	6	6	6	
6	6	6	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6	6	4	5	4	5	5	5	5	5	5	6	6	5	6	6	
5	5	5	5	5	4	5	4	5	5	4	4	4	4	5	4	3	5	5	3	4	4	3	3	4	3	3	3	3	4	4	5	5	5
7	6	6	6	7	6	5	5	6	6	6	6	6	6	6	6	6	6	5	5	4	5	4	5	4	5	5	4	5	5	5	5	5	
4	4	4	6	5	5	5	2	4	4	3	3	3	4	4	4	7	6	7	7	6	3	3	3	4	3	3	7	7	7	7	7	7	
7	7	7	7	7	5	6	6	7	5	6	7	7	7	6	7	7	7	7	6	5	5	5	7	5	5	6	6	6	7	7	7	7	
5	5	5	5	3	4	5	4	5	4	4	4	4	4	5	5	5	5	5	5	5	5	3	4	3	4	4	5	5	4	5	4	4	
5	5	5	3	4	3	4	3	5	3	4	4	4	4	4	4	5	5	5	5	3	3	3	3	3	4	4	4	5	4	5	5	5	
7	7	7	6	7	6	5	5	7	6	7	6	7	7	6	6	7	7	6	6	5	5	5	5	6	5	5	6	7	6	7	7	7	
4	4	4	3	4	3	3	4	4	4	3	3	3	3	4	4	4	4	3	4	3	2	2	3	2	2	2	3	3	3	4	3	3	
7	7	6	7	7	7	7	7	6	7	6	6	6	6	7	7	7	7	7	6	6	6	6	6	6	6	6	6	7	6	6	7	7	
7	7	6	7	7	7	7	7	6	7	6	6	6	6	7	7	7	7	7	6	6	6	6	6	6	6	6	6	6	6	6	7	7	
7	7	7	7	7	5	5	5	7	6	7	7	7	7	6	7	7	7	7	6	4	5	6	4	4	5	5	7	6	7	7	7	7	
4	5	5	5	6	4	6	4	5	4	4	4	4	5	5	5	6	6	5	6	5	4	4	4	4	4	4	4	4	5	4	4	5	5
7	6	7	4	7	3	5	4	6	6	7	7	6	5	6	6	5	7	2	5	4	3	4	2	2	2	2	3	3	3	6	5	5	
2	2	3	2	3	1	2	3	2	2	1	1	1	3	2	2	1	3	1	2	3	1	1	2	2	2	2	2	2	2	2	2	2	1
2	2	3	2	3	1	2	3	2	2	1	1	1	3	2	2	1	3	1	2	3	1	1	2	2	2	2	2	2	2	2	2	2	1
2	2	3	2	3	1	2	3	2	2	1	1	1	3	2	2	1	3	1	2	3	1	1	2	2	2	2	2	2	2	2	2	2	1
7	6	6	6	4	5	4	4	7	7	7	7	4	7	7	7	4	7	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	
7	7	7	5	7	7	4	7	7	7	7	7	7	7	6	6	7	7	7	7	5	7	4	4	3	4	4	7	7	5	7	7	7	
7	7	5	6	7	6	6	6	5	6	7	7	6	7	6	7	6	7	6	6	6	6	6	5	6	6	6	6	6	6	6	7	7	7
4	3	4	2	4	2	2	3	3	2	2	2	3	3	2	3	4	2	2	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2
7	6	6	4	7	5	5	3	6	6	6	6	6	7	7	5	6	7	4	3	3	5	5	5	6	6	6	4	4	4	4	4	6	
7	7	7	6	7	5	5	5	4	7	7	7	7	7	7	7	7	7	7	6	6	4	5	6	3	3	6	7	6	6	6	6	6	
5	5	5	5	5	5	5	5	4	5	6	6	5	6	5	6	5	5	7	5	7	5	5	4	5	4	5	5	5	4	5	6	5	5
6	5	7	7	5	6	5	7	6	3	4	3	5	5	6	4	5	7	5	5	5	5	4	6	5	6	6	3	4	5	6	3	6	
4	5	4	4	4	3	4	3	3	4	4	4	3	4	5	4	3	4	4	2	3	3	3	3	4	3	4	3	4	3	4	4	4	
7	7	4	4	6	4	7	4	7	6	7	7	7	4	6	4	6	7	4	4	4	1	1	2	2	1	1	2	4	2	6	7	4	4
7	6	5	6	7	5	2	6	7	7	7	7	7	7	5	6	7	7	4	6	6	4	4	5	3	3	3	4	5	5	7	6	7	
5	5	4	4	5	4	5	4	4	6	6	6	5	6	6	5	5	7	4	6	4	4	4	3	4	4	4	4	4	5	5	7	5	6

4	4	4	3	3	5	4	3	4	4	5	4	4	4	4	3	3	3	3	2	2	2	1	2	2	2	2	3	2	3	3	3	2	3	
4	4	3	4	3	2	2	3	2	1	1	2	3	2	3	1	3	4	1	2	1	1	2	2	1	2	3	1	1	3	2	2	3		
4	4	7	3	6	6	7	6	7	4	3	3	3	2	5	5	7	5	4	7	4	4	4	3	3	3	4	4	5	6	7	6	7		
4	4	7	3	6	6	7	6	7	4	3	3	3	2	5	5	7	5	4	7	4	4	4	3	3	3	4	4	5	6	7	6	7		
4	4	4	4	4	3	3	2	4	4	4	3	3	4	3	4	4	4	3	5	5	4	2	3	4	4	5	5	5	6	7	6	6		
5	4	5	4	7	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
5	4	6	5	7	3	4	1	5	4	4	2	2	5	5	4	5	4	1	3	1	1	1	3	5	4	5	2	3	5	3	1	3		
7	6	5	7	5	4	6	5	7	7	6	7	7	7	7	6	7	7	5	7	3	6	6	6	5	5	5	5	6	5	7	7	6		
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	7	5	4	4	7	7
4	4	4	3	4	2	4	3	4	4	4	4	2	4	4	4	4	4	3	4	2	3	2	3	4	3	4	7	7	7	7	6	7		
5	5	4	5	5	3	4	3	5	3	3	3	3	4	4	4	5	5	4	5	3	3	3	3	2	3	5	5	5	5	5	5	5		
4	5	5	5	5	4	4	3	3	4	4	5	5	5	4	4	5	5	5	5	5	4	4	5	4	5	4	4	5	5	5	5	4		
5	4	3	3	3	3	5	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
7	4	5	6	6	4	6	4	6	6	6	6	6	6	7	4	6	7	5	6	6	5	4	6	5	5	6	6	6	6	6	6	7		
7	5	4	4	7	4	6	2	7	7	7	6	5	7	7	4	6	6	3	5	3	3	2	3	3	3	4	4	4	4	6	5	6		
7	6	6	5	6	5	5	4	4	6	6	6	6	6	6	5	5	7	6	5	4	4	3	4	3	3	4	5	4	6	5	5	6		
5	7	7	7	7	7	7	7	7	7	7	7	7	7	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
4	4	4	4	4	2	4	2	4	2	2	2	2	4	3	3	4	4	2	4	2	2	2	2	3	3	4	5	3	4	4	4	4	4	
5	4	6	4	7	3	5	3	2	6	6	7	5	5	4	3	3	6	3	3	3	4	2	3	5	4	5	2	3	3	2	2	2		
7	7	5	5	6	4	3	7	7	4	4	4	4	4	4	6	4	5	6	3	4	3	3	3	4	3	3	4	2	3	3	3	3		
5	5	5	3	3	3	5	1	2	5	5	5	5	5	5	5	5	5	5	5	5	3	5	3	3	4	4	5	4	3	3	5	5	5	
7	7	7	7	7	5	7	7	7	5	4	4	4	3	6	4	5	7	2	5	3	4	7	6	7	7	7	1	4	4	3	4	4		
7	7	7	4	7	7	5	4	4	2	2	6	6	6	4	1	3	6	2	3	2	2	1	3	2	1	2	1	1	1	1	1	4		
5	5	6	5	6	4	5	4	5	5	5	4	6	6	5	4	5	6	5	5	4	4	3	4	3	3	4	4	3	4	5	5	5		
7	7	6	5	4	3	5	3	6	5	5	5	6	6	6	4	5	6	4	5	3	4	5	5	3	3	4	3	3	3	4	4	4		
7	7	7	7	7	7	7	7	7	3	1	3	3	2	7	7	5	7	6	4	7	3	4	3	3	4	5	3	5	4	6	6	5		
7	7	6	6	7	6	7	6	7	7	7	7	7	7	7	7	7	7	6	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	
4	4	7	7	6	6	6	6	6	6	6	5	4	4	6	6	6	6	6	6	6	6	6	6	6	6	6	6	5	7	6	5	7	4	
7	7	6	4	6	4	4	4	6	7	7	7	6	7	7	6	6	7	5	7	5	5	4	5	5	5	4	4	4	4	4	4	5	6	
4	4	5	3	7	4	7	5	7	4	6	3	2	5	2	3	6	6	3	5	4	3	6	5	6	5	7	3	3	2	2	3	6		
6	6	6	6	6	4	6	6	7	6	5	4	5	5	6	6	7	7	4	6	4	4	4	4	4	4	4	6	5	5	5	6	7	7	
5	5	5	3	5	3	5	3	5	4	4	4	4	3	5	5	4	5	2	3	3	3	3	4	4	4	4	3	3	3	4	4	4		
7	6	6	5	6	3	3	6	6	5	5	7	7	7	6	5	5	7	4	7	5	6	4	5	4	6	6	6	5	7	6	6	6		
6	5	6	7	7	4	7	6	7	4	7	6	6	7	6	7	7	7	7	6	6	5	2	3	5	5	5	5	7	6	7	7	7	2	
7	7	7	7	7	4	7	7	7	7	7	7	7	7	7	5	6	5	4	4	4	4	4	4	4	4	4	4	4	4	4	7	5	7	
5	6	5	5	6	5	4	4	4	5	4	4	5	4	6	5	7	6	5	6	5	5	4	4	5	5	5	4	6	5	6	5	6		
7	5	7	5	7	4	5	5	4	7	6	5	5	1	5	5	6	7	3	2	4	2	3	3	5	4	5	3	1	3	6	4	7		
7	7	7	5	7	4	6	4	7	6	7	7	6	7	6	5	6	7	5	5	4	4	4	4	3	3	3	4	4	7	5	7	7		
7	6	5	5	6	5	7	5	6	6	6	6	6	6	6	5	6	6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
6	7	6	4	7	3	2	1	5	4	4	4	5	3	5	4	5	5	3	4	2	2	2	2	2	2	3	2	2	3	4	3	4		
7	7	6	5	6	4	5	4	5	4	4	4	4	4	4	4	4	4	3	4	3	3	2	1	2	1	4	3	3	4	4	3	5		

6	6	6	4	6	3	4	4	6	5	5	4	5	6	5	4	4	6	4	4	4	4	2	3	2	3	4	4	3	3	4	4	5	
6	5	6	4	5	4	6	4	5	5	6	6	6	5	5	6	7	6	7	7	6	7	7	5	5	6	6	7	5	6	6	6	6	
7	6	7	6	6	5	5	5	6	7	7	7	7	7	7	6	7	7	7	6	7	7	5	5	6	6	7	5	6	6	6	6		
7	5	6	7	7	3	3	2	5	4	4	3	3	1	3	2	3	6	2	2	3	2	2	2	2	3	2	2	2	2	3	2	4	
7	7	6	7	7	5	7	5	5	7	7	7	7	7	5	6	7	7	6	4	4	4	5	4	6	4	4	5	5	7	7	7	7	
5	6	7	6	7	4	7	4	5	7	7	4	4	6	6	7	7	7	5	5	5	4	2	4	4	5	5	5	5	5	6	7		
6	6	5	6	7	6	7	5	7	7	7	7	4	7	7	7	5	5	5	7	4	6	4	4	4	4	5	7	6	5	7	6	7	
7	7	7	6	7	7	7	6	7	7	7	7	7	7	7	7	7	7	7	6	6	6	6	6	6	6	6	6	7	7	7	7	7	
7	7	7	6	7	7	7	6	7	7	7	7	7	7	7	7	7	7	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	
7	4	5	3	5	2	4	3	7	3	3	3	3	3	4	6	5	7	7	4	4	4	4	2	2	2	3	5	4	2	2	5	2	5
7	7	5	7	7	4	7	5	6	7	7	7	7	7	5	7	7	7	6	3	4	4	2	5	4	4	4	6	6	7	7	6	6	
6	5	7	7	6	6	5	7	6	5	7	6	7	6	6	6	7	5	5	5	4	6	6	6	6	5	7	6	7	7	7	7	7	
7	5	4	5	4	5	5	3	4	3	4	6	4	4	4	4	4	4	4	4	1	5	4	4	4	2	3	4	4	4	4	4	7	
7	7	7	6	6	6	7	6	7	6	7	7	7	7	6	6	7	7	7	6	6	6	6	6	6	6	6	6	7	6	6	7	7	7
7	7	7	6	7	6	7	6	7	7	7	7	7	6	7	7	7	7	6	6	6	6	6	6	6	5	6	6	6	6	6	6	6	
7	7	7	7	7	7	7	7	7	7	7	7	7	7	5	7	7	7	7	7	7	7	6	6	6	6	7	7	7	7	7	7	7	
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
7	7	7	7	7	6	7	7	7	6	6	6	6	4	7	7	7	7	7	7	7	7	6	7	7	7	7	7	7	7	7	7	7	7
7	7	7	7	7	7	7	7	7	6	6	6	6	4	7	7	7	7	7	7	7	7	6	6	6	6	7	7	7	7	7	7	7	7
7	6	7	6	6	6	7	5	7	6	7	7	7	7	5	5	6	6	5	5	5	4	5	4	4	3	4	6	4	4	5	4	5	
7	6	6	6	6	6	7	6	7	6	6	6	7	6	6	7	7	6	7	6	6	6	5	6	6	6	7	6	5	5	6	6	7	
7	7	7	7	7	7	7	6	7	7	7	7	7	7	7	7	7	7	7	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	5	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	5	5	5	7	7	7	7	7	7	7	7	7	7	7	7
6	7	6	6	6	6	6	4	7	7	6	6	7	6	7	7	7	7	7	5	5	4	5	4	5	4	4	7	6	6	5	5	5	
7	5	7	5	6	5	5	3	4	5	5	5	5	5	6	5	5	6	5	7	5	6	5	5	5	5	4	4	4	4	5	5	6	
4	4	4	4	4	3	5	3	4	7	7	7	7	7	6	4	5	7	5	6	6	6	4	6	5	5	4	3	3	3	3	3	3	
7	7	7	7	7	5	7	5	7	6	7	7	5	7	5	4	3	4	4	6	6	6	3	4	3	3	4	5	5	5	6	7	7	
6	5	6	6	6	6	6	6	7	6	7	5	6	6	6	4	6	7	4	4	4	4	4	3	4	3	3	4	3	3	3	4	4	
7	7	5	6	7	7	7	4	7	7	7	6	6	6	5	6	7	7	4	3	4	4	6	7	6	6	6	6	6	5	7	6	6	
5	5	5	5	5	2	4	3	2	2	2	6	6	6	5	4	3	4	4	4	4	4	2	3	3	4	4	7	6	7	7	7	2	
6	5	7	5	6	4	5	4	7	5	5	4	6	6	6	4	6	7	4	3	4	4	4	4	4	4	5	6	7	7	7	7	7	
5	4	6	4	6	4	4	4	6	5	5	5	6	6	5	6	7	7	4	5	5	4	3	4	4	4	5	4	4	4	4	7		
7	7	7	7	7	7	7	7	7	6	6	5	4	4	6	5	5	7	4	4	4	5	4	4	5	4	6	5	7	6	6	7	7	
6	6	6	5	6	5	6	4	7	7	7	7	7	7	6	5	6	6	6	6	6	6	2	3	5	5	5	6	6	6	6	6	6	
5	5	5	3	4	3	3	4	4	6	6	5	4	4	5	5	5	5	5	5	6	6	6	4	4	4	4	4	7	7	7	7	7	
5	5	5	5	5	5	5	5	5	7	7	7	6	7	7	7	7	7	7	7	7	7	4	4	5	5	6	7	7	7	7	7	7	
7	7	6	4	7	3	7	4	6	4	6	3	2	5	6	5	6	7	4	7	7	7	3	3	5	4	6	4	4	5	4	5	7	
7	7	7	7	5	7	7	7	6	5	4	5	5	5	7	6	7	6	7	7	7	7	4	4	3	3	4	6	6	6	6	6	7	
7	5	6	5	7	4	4	3	4	4	4	4	4	4	3	6	6	7	5	6	5	5	7	4	7	7	7	5	5	4	5	5	6	
6	5	7	6	7	5	6	5	6	5	5	7	7	7	5	4	6	6	3	2	2	4	4	5	5	4	5	7	7	7	7	7	7	

7	7	6	7	7	7	7	4	5	5	6	6	6	5	6	7	6	7	7	2	1	1	1	1	1	1	1	2	7	7	7	7	7	7	6
7	4	7	5	6	4	6	5	7	7	3	3	5	6	7	4	5	5	4	7	4	4	5	5	5	5	5	5	3	5	6	4	4	6	
4	5	1	1	2	1	1	1	2	4	4	5	4	4	4	5	5	5	5	7	4	4	6	6	4	4	4	4	4	3	4	4	4	7	
6	7	5	4	6	3	4	2	6	7	6	7	7	7	6	3	3	3	3	5	5	4	4	4	4	4	4	1	6	7	5	7	7		
6	7	3	5	7	5	6	5	7	5	3	4	5	4	5	3	3	4	1	4	4	4	5	4	5	4	4	3	7	7	7	4	5		
7	7	3	5	7	6	7	1	7	5	5	5	5	1	6	5	7	5	4	3	4	2	1	3	3	3	3	3	3	6	7	4	6	4	
4	4	5	5	6	3	5	6	5	7	4	7	6	7	4	5	7	5	4	6	6	6	3	4	4	5	7	5	4	4	6	5	5		
4	5	4	5	7	6	7	7	7	4	6	6	6	6	6	4	4	4	3	5	3	2	5	6	6	7	7	7	7	7	6	5	7		
4	7	5	3	7	5	6	5	6	6	5	4	5	3	7	4	4	4	4	5	4	6	5	6	4	4	5	6	6	6	6	7	7		
7	5	4	7	7	7	7	4	5	6	6	5	4	4	7	4	5	4	1	6	7	4	5	5	4	5	6	7	7	6	5	3	7		
7	7	3	3	6	4	6	5	7	7	7	4	5	6	7	5	5	5	5	4	2	3	5	6	5	6	6	7	7	4	7	3	6		
7	7	6	7	2	1	1	1	2	5	2	6	6	5	7	2	3	4	4	3	3	5	3	4	3	3	3	4	4	4	4	7	5	6	
3	3	2	4	6	3	4	2	6	5	5	6	6	6	6	4	4	2	4	4	3	5	5	4	4	4	4	5	6	6	7	3	4	7	
7	5	4	3	7	5	6	5	7	6	4	6	6	7	7	6	6	7	7	4	4	5	5	5	5	5	5	5	5	5	6	3	7	7	6
7	7	3	3	7	6	7	1	7	5	5	5	5	5	4	5	7	7	5	3	6	3	3	3	3	3	3	4	7	7	4	6	7	6	
6	6	3	4	6	3	5	6	5	6	4	5	7	5	6	6	7	6	7	7	7	5	4	4	4	4	4	6	7	6	6	7	6	6	
5	5	3	4	5	6	7	7	7	3	6	4	5	5	5	4	3	3	4	6	5	5	6	6	6	6	6	5	6	6	7	6	6	6	6