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Education of Entrepreneurship and Students Intentions

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Abstract

Industrial Technology Faculty UAD (FTI UAD) has implemented entrepreneurship education divided into two categories, namely theory or classroom learning and entrepreneurship practices. The initial interview obtained results that students felt less motivated to entrepreneurship when the learning methods used were only lectures given in class. It is also known that they are more enthusiastic and motivated ⁵² become entrepreneurs when practicing entrepreneurship. This study aimed to determine the direct effect of entrepreneurial knowledge gained from entrepreneurship education on entrepreneurial intentions. Data collection techniques used ³ are questionnaires with 205 respondents. The analytical method used is linear regression and path analysis. The results showed an indirect effect of entrepreneurial knowledge on entrepreneurial intentions through entrepreneurial attitudes and perceived control behavior. But entrepreneurial knowledge has no significant direct impact on entrepreneurial intentions when combined with TPB components.

Abstrak

Untuk mendukung program Pemerintah mencetak para wirausaha, FTI UAD menerapkan pendidikan kewirausahaan. Tujuan dari penelitian adalah mengetahui pengaruh pengetahuan kewirausahaan yang diperoleh dari pendidikan kewirausahaan, baik secara langsung maupun melalui komponen TPB, berupa sikap dan kontrol persepsi. Sampel yang digunakan sebanyak 205 ¹⁵ hasiwa S1 angkatan 2016 yang telah menempuh mata kuliah kewirausahaan. Pengumpulan data dilakukan dengan kuesioner. Analisis data menggunakan regresi linear ³ dan analisis jalur. Hasil penelitian menunjukkan bahwa terdapat pengaruh tidak langsung pengetahuan kewirausahaan terhadap niat berwirausaha melalui sikap dan kontrol persepsi. Pengetahuan tidak berpengaruh secara langsung terhadap niat berwirausaha saat dimasukkan bersama dengan komponen TPB dalam model.

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INTRODUCTION

According to data from the Central Bureau of Statistics (BPS), the Open Unemployment Rate as of February 2019 reached 5.01% of the participation rate of the Indonesian workforce (Gih/agi, 2019). Unemployment from diploma graduates increased by 8.5%, while those from scholars increased by 25% (Pusparisa, 2019). The Ministry of Research, Technology and Higher Education records that around 8.8% of Indonesia's total 7 million unemployed people are scholars (Seftiawan, 2018). The high unemployment of tertiary graduates is since job vacancies in Indonesia do not require much higher education qualifications, such as the trade and agriculture sectors, which absorb almost 50% of the 130 million workforces (Tejo, 2019). The increase was due to a rise in population and workforce but was not accompanied by increased comparable employment. More scholars are oriented towards "looking for work," not as a creator of jobs.

Efforts that can be made to reduce the unemployment rate include promoting entrepreneurship. In 2011, the Government launched the National Entrepreneurship Movement. According to the Deputy Chairperson of the Lampung Industry Chamber of Commerce in the Domestic Trade Sector, the large number of unemployed graduates with a bachelor's degree makes the entrepreneurial curriculum based on higher education important (Cahaya, 2013). Under these conditions, FTI UAD launched a faculty vision, namely, "Becoming an internationally recognized leading faculty in the field of technology based on Islamic values and producing graduates with entrepreneurial spirit" (UAD, n.d.). For this reason, FTI UAD Yogyakarta has implemented entrepreneurship education. Entrepreneurship education applied in the fourth-semester lectures is divided into theory or learning in the classroom and entrepreneurial practice. The view is given in class for debriefing before students try to practice becoming entrepreneurs while practicing Entrepreneurship is carried out through establishing small businesses managed by students in groups.

Among the learning objectives of the Entrepreneurship, the course is to raise lives to realize one of the FTI UAD missions: organizing academic programs in quality technology nationally and internationally and producing graduates with an entrepreneurial spirit (UAD, n.d.). With the emergence of this spirit and enthusiasm, students are expected to have an entrepreneurial interest that will encourage them to become entrepreneurs.

According to Isrososiawan (Kusmintarti et al., 2017), entrepreneurship education is a teaching and learning activity about entrepreneurship, including the development of knowledge, skills, attitudes, and personal character students. Fayolle said that entrepreneurship education includes all activities to foster an entrepreneurial mindset, beliefs, and abilities and cover various aspects such as idea creation, beginning, growth, and innovation (Kumar & Singh, 2015). Entrepreneurial education can also be interpreted as an effort planned and applicable to increase students' knowledge, intentions, and competencies to develop their potential by manifesting creative, innovative, and courageous behaviors in managing risks (Suyitno, 2013). Entrepreneurship education, not just knowledge, must be based on strengthening entrepreneurship (Buana et al., 2017). Fatoki also recommends the importance of business and entrepreneurship education to increase entrepreneurial intentions (Fatoki, 2014).

In studying behavior theory, we know the Theory of Planning Planning (TPB). The use of TPB in measuring entrepreneurial intentions is carried out in many studies, such as (Andika1 & Madjid, 2012), (Widayoko, 2016), (Utami, 2017), (Pavimitriou, 2018), (Kim-soon et al., 2016), (Kautonen et al., 2015), and (Usman & Yennita, 2019). In the Theory of Planned Behavior (TPB), Ajzen (1991) discusses how one invokes intention. At the same time, intention influences by attitudes, subjective norms, and perceived behavioral control. The intention is assumed to encourage motivation that affects thinking, which replaces motivation to support it (Ajzen, 1991). tude will measure where someone thinks positively or negatively about something, while subjective norms are individual perceptions about specific problems caused by others. Perceived behavioral control assesses one's understanding

of the ease or difficulty of certain behaviors. In (Sabah, 2016), perceived behavioral control as self-efficacy, that is, believe in one's abilities. Kautonen et al. (2015) illustrates that TPB is a reasonably reliable behavioral model (stable) in the understanding of entrepreneurship, where the results of the study refer to attitudes, subjective norms, and controlled controls resulting in 59% of search variations.

Other factors that can influence entrepreneurial intentions are factors in the context of entrepreneurship education, where entrepreneurship education is expected to foster the desires and preferences of students to become entrepreneurs (Widayoko, 2016). Gerba (Utami, 2017) encourages entrepreneurship education as a conscious effort by individuals to increase knowledge about entrepreneurship. Thus, in the education process, knowledge becomes one of the things that students obtain. In the Linan model, knowledge about entrepreneurship can influence social norms and attitudes (Linan, 2014). Research (Ariffin & Ziyad, 2018) discusses entrepreneurship education related to entrepreneurial interest through self-efficacy, while in (Adnyana & Purnami, 2016) and (Utami, 2017) compared to entrepreneurship education that supports entrepreneurship efforts. (Wirandana & Hidayati, 2017) concluded that entrepreneurship education influences attitudes and perceived behavioral control.

This study aims to understand the effectiveness of TPB in assessing entrepreneurial intentions of FTI UAD students and an understanding of entrepreneurial knowledge of entrepreneurial intentions, both directly and through attitude and perceived behavioral control variables. Knowledge is assumed to be obtained by students through the educational process by getting Entrepreneurship Courses. The research model can be seen in Figure 1.

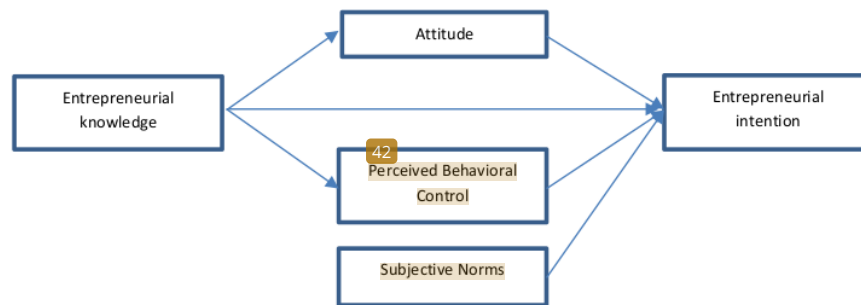


Figure 1. The Conceptual Research Model

METHODS

This study uses multiple linear regression methods to see the effect of independent variables, including knowledge, attitudes, perceived behavioral control (PBC), and subjective norms (SN), on the response or dependent variables in the form of entrepreneurial intentions. Simultaneously, to see the indirect effect of knowledge on intentions through perceived behavioral control and entrepreneurial attitudes used path analysis. The research hypotheses are:

1. H1: Entrepreneurial knowledge has a positive impact on attitude
2. H2: Entrepreneurial knowledge has a positive effect on perceived behavioral control
3. H3: Attitudes, perceived behavioral control, and subjective norms simultaneously influence entrepreneurial intentions
4. H4: Entrepreneurial knowledge influences entrepreneurial intention

5. H5: Knowledge, attitudes, perceived behavioral control, and subjective norms simultaneously and significantly affect entrepreneurial intention
6. H6: Entrepreneurial knowledge influences intention through attitude variables
7. H7: Entrepreneurial knowledge influences intention through perceived behavioral control variables

Data collection was carried out using a questionnaire with a Likert scale of 1-5 (strongly disagree-strongly agree). Indicators of each variable used in this study can be seen in Appendix 1. We can see testing results of the validity and reliability of the questionnaire in Appendix 2. The objective of this research is FTI UAD Yogyakarta 6th semester students who have taken entrepreneurship education. The individual population is 437 students, so based on the Krecjie table, the significant value used is 0.05, so the sample used is 205. We can see the number of respondents in each study program can be seen in Table 1.

Tabel 1. Number of Respondents in Each Study Program

Study program	Ratio (%)	Number of respondents
Informatics engineering	40	82
Industrial engineering	26	53
Chemical engineering	20	41
Food technology	14	29
Total	100	205

FINDINGS AND DISCUSSION

Findings

The amount of data collected was 205. Data processing was carried out using SPSS 20.0. The average score of respondents' assessment results for each variable is in Table 2.

Table 2. The Average Score of Each Variable

No	Variable	average score
1	Knowledge	4,05
2	Attitude	3,91
3	Perceived behavioural control	3,66
4	Subjective norms	3,86
5	Intentions	3,83

The results of data processing using linear regression and the coefficient of determination that shows the effect of knowledge on attitudes and perceived behavioral control are shown in Table 3, Table 4, Table 5, and Table 6.

Tabel 3. Regression coefficient (knowledge-attitude)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	15.854	2.024		7.832	.000
knowledge	.285	.050	.374	5.753	.000

a. Dependent Variable: Sikap

Tabel 4. Coefficient of termination (knowledge-attitude)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.374 ^a	.140	.136	3.693

a. Predictors: (Constant), knowledge

Tabel 5. Regression coefficient (knowledge-PBC)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	29.474	2.815		10.471	.000
Knowledge	.265	.069	.260	3.843	.000

a. Dependent Variable: Perceived Behavioral Control

Tabel 6. Coefficient of Determination (knowledge-PBC)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.260 ^a	.068	.063	5.135

Based on Table 3 and Table 4, it can be concluded that hypothesis 1 is accepted, meaning that knowledge has a positive and significant effect on attitude with a regression coefficient of 0.37 and a termination of 13.6%. While Table 5 and Table 6 show that hypothesis 2 is accepted, knowledge has a positive and significant effect on perceived behavioral control with a regression coefficient of 0.26. Still, the coefficient of determination is only 6.8%.

Next, an analysis of the TPB model is carried out where the output can be seen in Table 7, Table 8, and Table 9.

Tabel 7. F-test Results for TPB - Intention

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3400.425	3	1133.475	95.407	.000 ^b
Residual	2387.966	201	11.880		
Total	5788.390	204			

a. Dependent Variable: Intention

b. Predictors: (Constant), SN, attitude, PBC

Tabel 8. The Results of The Significance F-Test (The TPB Variable-Intention)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Toleranc	VIF
(Constant)	-5.345	2.175		-2.458	.015		
ude	.583	.070	.435	8.337	.000	.754	1.327
	.328	.054	.317	6.020	.000	.738	1.355
ective	.356	.089	.211	3.995	.000	.737	1.357
ns							

Dependent Variable: entrepreneurial intention

Tabel 9. Coefficient of Determination (TPB-intention)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.766 ^a	.587	.581	3.447

Table 7 shows that the TPB model is significant and, at the same time, shows that hypothesis 3 is accepted. The TPB model regression equation based on Table 7 is:

$$\text{Intentions} = 0.435 * \text{Attitude} + 0.317 * \text{PBC} + 0.211 * \text{SN}$$

Based on Table 8, it can be concluded that the three independent variables, namely attitudes, perceived behavioral control, and subjective norms, respectively have a positive and significant effect on intention. From Table 9, it is known that the coefficient of determination of the TPB model is 58.1%; in other words, attitudes, perceived behavioral control, and subjective norms together form an intention variance of 58.1%.

Then analyzed the effect of knowledge on intention directly. The output of data processing knowledge on purpose is in Table 10 and Table 11.

Tabel 10. Regression Coefficient (knowledge-intention)

Model	Coefficients ^a			
	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	B	Std. Error	Beta	
Constant	18.169	2.790		6.512 .000
Knowledge	.309	.068	.302	4.522 .000

a. Dependent Variable: entrepreneurial intention

Tabel 11. Coefficient of Determination (knowledge-intention)

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.374 ^a	.140	.136		3.693

a. Predictors: (Constant), knowledge

Based on Table 10, we know that knowledge has a positive and significant effect on intention or, in other words, hypothesis 4 is accepted. The coefficient of determination of knowledge of intention is 13.6% (Table 11). However, when the knowledge variable was added to the TPB model, even though the model was significantly based on the F-test, as shown in Table 13, partially, the knowledge did not influence intentions substantially, as shown in Table 12. At the same time, all TPB components remained significantly influential. Table 13 shows that hypothesis 5 was accepted.

Table 12. Coefficient Regression (Knowledge and TPB-Intention)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-4.436	2.448		-1.812	.072		
Knowledge	-.017	.052	-.017	-.334	.739	.818	1.222
Attitude	.595	.073	.443	8.178	.000	.709	1.410
PBC	.309	.053	.308	5.799	.000	.738	1.355
SN	.367	.091	.218	4.025	.000	.713	1.403

a. Dependent Variable: intention

b.

Table 13. F-Test Result for Knowledge and TPB-IntentionANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3375.590	4	843.897	69.952	.000 ^b
Residual	2412.800	200	12.064		
Total	5788.390	204			

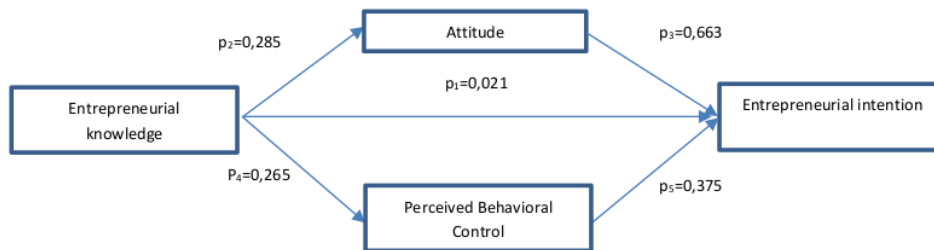
a. Dependent Variable: entrepreneurial intention

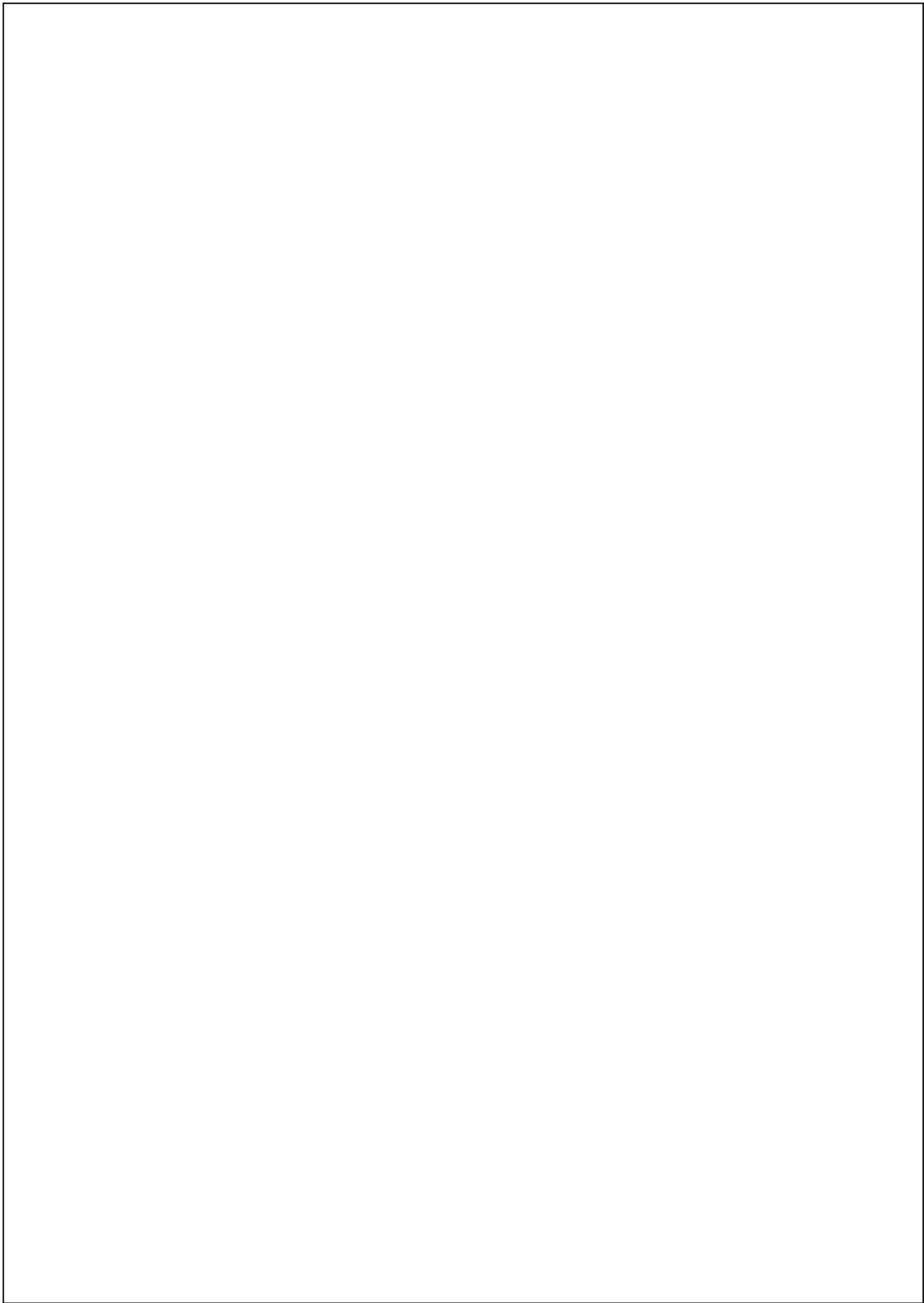
b. Predictors: (Constant), Subjective Norms (SN), Knowledge, Perceived Behavioral Control (PBC)

By eliminating subjective norms variables, knowledge also has no significant effect on intentions, as shown in Table 14. Therefore an analysis of the indirect impact of knowledge is done through attitudes and perceived behavioral control using path analysis as in Figure 2.

Table 14. Regression Coefficients for Knowledge, Attitude, Perceived Behavioral Control

Model	Unstandardized Coefficients		Standardized Coeff.	t	Sig.
	B	Std. Error	Beta		
(Constant)	-3.379	2.525		-1.338	.182
knowledge	.021	.053	.020	.394	.694
attitude	.663	.073	.494	9.040	.000
PBC	.375	.053	.373	7.103	.000

**Figure 2. Path analysis**



Based on Figure 2, it can be determined the influence of attitude and perceived behavioral control variables as intervening variables of knowledge on intention. The indirect effect of knowledge on intention through attitude is:

$$p_2p_3 = 0,285.0,663 = 0,189$$

Standard error of the indirect effect coefficient $S_{p_2p_3}$ is:

$$S_{p_2p_3} = \sqrt{p_3^2 + S_{p_2}^2 + p_2^2 S_{p_3}^2 + S_{p_2}^2 S_{p_3}^2} = 0,665$$

Mediation effect value, t_{stat} is:

$$t_{stat} = \frac{p_2p_3}{S_{p_2p_3}} = \frac{0,285.0,663}{0,665} = 0,284$$

T_{stat} value is smaller than $Z_{0,05}$, which is 1.96, so it can be concluded that the knowledge variable significantly influences the intention variable through attitude; in other words, hypothesis 6 is accepted.

The indirect effect of knowledge on intentions through perceived behavioral control:

$$p_4p_5 = 0,265.0,375 = 0,099$$

Standard error dari koefisien indirect effect ($S_{p_4p_5}$):

$$S_{p_4p_5} = \sqrt{p_5^2 + S_{p_4}^2 + p_4^2 S_{p_5}^2 + S_{p_4}^2 S_{p_5}^2} = 0,382$$

Mediation effect t_{stat} value:

$$t_{stat} = \frac{p_4p_5}{S_{p_4p_5}} = \frac{0,265.0,375}{0,382} = 0,260$$

The value of t_{stat} smaller finger $Z_{0,05}$ is 1.96, so it can be concluded that the knowledge variable significantly influences the intention variable through perceived behavioral control. Thus hypothesis 7 is accepted. A summary of the analysis results of the indirect effect of knowledge can be seen in Table 15.

Table 15. The results of the analysis of the direct and indirect influence of knowledge-intention

No	Variable	Direct	Indirect	Criteria	Conclusion
1	Knowledge through attitude	0.021	0.189	Direct effect < indirect effect	Attitude is significantly as intervening variable
2	Knowledge through PBC	0.021	0.0994	Direct effect < indirect effect	PBC is significantly as intervening variable

Based on Figure 2, it can be determined the influence of attitude and perceived behavioral control variables as intervening variables of knowledge on intention. The indirect effect of knowledge on intention through attitude:

$$p_4p_5 = 0,265.0,375 = 0,099$$

Author

Discussion

In general, 6th-semester students' entrepreneurship intentions are high, with an average score of 3.8. Knowledge about entrepreneurship, attitudes, perceived behavioral control, and subjective norms also show a high score, approaching four, as shown in Table 2.

The study results prove that the TPB model to describe entrepreneurial intentions is quite good, with the magnitude of the coefficient of determination reaching 58.1%. (Kautonen et al., 2015) From several previous studies, the coefficient of determination for similar studies only ranged from 30-45%, while education (Kautonen et al., 2015) alone showed 59%. The coefficient of determination obtained from this study shows that the three TPB components together explain 58.1% of the variance in intention. Each independent variable in the TPB also has a significant partial effect, as shown in Table 8. The study (Rajh et al., 2016) also indicates that TPB's three components significantly influence entrepreneurial intentions. Rajh et al. added several variables to the survey: locus of control, perceived obstacles, perceived obstacles, and courage to take risks, but all of these additional variables significantly influenced intention. Whereas (Jaya & Seminari, 2016) concluded that each part affects the entrepreneurial intentions of SMKN students in Bali. Besides, attitudes, subjective norms, and self-efficacy form a variance of entrepreneurial intentions of 73.8%. (Sabah, 2016) equates self-efficacy with perceived behavioral control. Research (Sabah, 2016) produces a coefficient of determination of 45.7%. Sabah added that the experience pioneering start-up variable was a variable that influenced attitudes and self-efficacy.

When the ⁵¹ knowledge variable is added to the TPB model, it turns out that knowledge partially does ⁵¹ not have a significant direct effect on intention. Although in the knowledge-intention regression model, knowledge directly influences intention (Table 10), but the addition of the three TPB variables makes knowledge not significant enough to influence intention directly. But, when testing the indirect effect ⁴⁴ of knowledge, it is known that knowledge significantly affects good intentions through attitudes and perceived behavioral control. The knowledge here is assumed to be the result of entrepreneurship education carried out at FTI UAD. The statement items contained in the questionnaire are essential points that become the learning objectives of the Entrepreneurship course. Thus it can be said that entrepreneurship education influences intention through attitudes and perceived behavioral control. It is in line with research (Linan, 2014) and (Buana et al., 2017), which show that entrepreneurship education influences intention through attitude and self-efficacy. (Kusmintarti et al., 2017) also said that knowledge influences intentions through attitudes, while (Primandaru & Adriyani, 2019) conclude that self-efficacy becomes an intervening variable of entrepreneurship education towards intention. In the research (Wir¹⁶ lana & Hidayari, 2017), entrepreneurship education significantly influences attitudes, perceived behavioral control, and subjective norms, but only attitudes significantly affect intention among these three TPB components.

From the magnitude of the regression coefficient, attitude is the variable with the most significant influence on intention, followed by perceived behavioral control and subjective norms, as shown in Tables 8 and 12. The knowledge students can be obtained from the learning process in the Entrepreneurship course. Knowledge will be secure when there is an imprint learning process, including the practice of entrepreneurship. The interviews with several students illustrate that the exercise is undertaken students more inclined to like to be entrepreneurial or, in other word⁴⁶ reinforce their attitudes. Besides, the practice carried out makes students more confident to start a business, increasing their perceived behavioral control. Improving the quality of learning in this subject is possible to improve attitudes and

perceived behavioral control, impacting increasing entrepreneurial intentions. Some entrepreneurship learning models can be added, such as presenting practitioners, playing videos of entrepreneurs' success stories, or presenting mentors, as recommended by (Fatoki, 2014).

CONCLUSION

Based on data analysis, several conclusions can be drawn as follows:

1. All TPB components have a significant effect on entrepreneurial intentions.
2. Knowledge influences attitudes and perceived behavioral control. These two components of TPB are significant intervening variables influencing knowledge on intention.
3. Increasing student intentions, attitudes, perceived behavioral control, and subjective norms can be improved. The attitude and perceived behavioral control can be enhanced including by improving the quality of learning, while subjective norms can be given by continuing to motivate students to become entrepreneurs.

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Appendix 1

No	Indicator
Variable: knowledge	
1	Entrepreneurs are people who can manage a business and dare to take all risks to create business opportunities.
2	Business activities aim to make a profit by providing the needs of goods and services.
3	Four forms of capital must be possessed to start a business, namely self-motivation, skills, relationships, and funds.
4	Someone with lots of money but little motivation, relationships, and skills will find it easy to start and develop a business.
5	In the business world, the ability to think creatively is not necessary.
6	A target market is a group of consumers who target the company's approach to buying the product being sold.
7	The elements of the marketing mix are product, distribution, promotion, and price.
8	In running a business, business ethics is essential to maintain business continuity in the long term.
9	Business ethics includes the relationship between the company and people who invest their money in the company, with consumers, employees, creditors, and competitors.
10	An entrepreneur is a determinant of risk and a risk bearer.
Variable: attitude	
1	Being an entrepreneur is more promising for me.
2	Being an entrepreneur will give me tremendous satisfaction.
3	I hope to become an entrepreneur
4	It is exciting for me to be an entrepreneur.
5	If I have the opportunities and resources, I would be happy to start a business.
6	Among the various options, I prefer to be an entrepreneur.
7	If I became an entrepreneur, I would stop running the company when I incurred a loss.
Variable: perceived behavioral control	
1	If I wanted to, I could quickly become an entrepreneur.
2	I feel that I can manage human resources.
3	I have the mental maturity to start a business.
4	I have a strong belief in starting a business.
5	I can start entrepreneurship.
6	I believe I can be successful in developing new businesses.
7	I am confident that I can do a market analysis to start a new business.
8	I think I can achieve the goals and objectives associated with a new business venture.
9	I feel capable of formulating a series of actions in pursuit of a business opportunity.
10	I feel able to identify and build a management team to grow the business.
11	I believe in developing business relationships with influential people to help my business.
Variable: subjective norms	
1	My family members support me to pursue a career as an entrepreneur.
2	My friends help that I can have a career as an entrepreneur.
3	My lecturers support me to open my own business.
4	The people I consider essential support me to become entrepreneurial.
5	Successful entrepreneurs gave me the confidence and encouragement to become an entrepreneur.
Variable: intention	
1	I prefer entrepreneurship over working with other people.
2	I chose a career as an entrepreneur.
3	I do business planning to start my own business.

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4	I want to increase my social status or self-esteem as an entrepreneur.
5	I want to have a better income through entrepreneurship.
6	30 as serious about starting my own business after I graduated from college.
7	I intend to start my own business in the next five years.
8	I am ready to do anything to become an entrepreneur.

Appendix 2

Variable	Indicator	Pearson Correlation	validity	Cronbach's Alpha	Reliability
Knowledge	1	0.582	Valid	0.752	Reliable
	2	0.400	Valid		
	3	0.575	Valid		
	4	0.527	Valid		
	5	0.556	Valid		
	6	0.402	Valid		
	7	0.624	Valid		
	8	0.733	Valid		
	9	0.430	Valid		
	10	0.717	Valid		
Attitude	1	0.728	Valid	0.722	Reliable
	2	0.788	Valid		
	3	0.786	Valid		
	4	0.770	Valid		
	5	0.653	Valid		
	6	0.820	Valid		
	7	0.529	Valid		
Perceived behaviour control (PBC)	1	0.734	Valid	0.773	Reliable
	2	0.818	Valid		
	3	0.841	Valid		
	4	0.791	Valid		
	5	0.700	Valid		
	6	0.783	Valid		
	7	0.662	Valid		
	8	0.720	Valid		
	9	0.799	Valid		
	10	0.757	Valid		
	11	0.616	Valid		
Subjektive norms (SN)	1	0.828	Valid	0.785	Reliable
	2	0.670	Valid		
	3	0.741	Valid		
	4	0.789	Valid		
	5	0.641	Valid		
Intention	1	0.640	Valid	0.769	Reliable
	2	0.511	Valid		
	3	0.797	Valid		
	4	0.725	Valid		
	5	0.733	Valid		
	6	0.749	Valid		
	7	0.544	Valid		

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