

Research Article

**The results of a non-formal education program using social learning theory for enhancing attitude towards startup entrepreneurship for undergraduate students**

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**Abstract**

The objective of this quasi-experimental research was to study the result of a non-formal education program using social learning theory for enhancing attitude towards startup entrepreneurship for undergraduate students. Research sample comprised 30 undergraduate students of Ramkhamhaeng University, Bangkok, Thailand, volunteering to join the program, including 16 students from the Faculty of Law and 14 students from the Faculty of Political Science. The research instruments were a questionnaire for pre-test and post-test of attitude towards startup entrepreneurship and a non-formal education program. The researcher used social learning theory to design the program, which consisted of four main learning steps; 1) paying attention 2) processing and remembering 3) showing the behaviors that have been remembered and 4) reinforcing and motivating. This program was 110-hour long and aimed to develop attitude towards startup entrepreneurship in 4 aspects; 1) knowledge towards startup entrepreneurial career, 2) feelings towards being startup entrepreneur 3) behavior that reflect the startup entrepreneurial career, and 4) component of self-awareness of the students and the awareness of social support. For research results, the scores of attitudes towards entrepreneurship in all 4 aspects were increased higher than before the experiment with statistically significant level of 0.5.

**Keywords:** attitude towards startup entrepreneurship, non-formal education program, social learning theory, undergraduate students

**Introduction**

Unemployment among university graduates is a national problem in Thailand that has been emerging continuously over the passing years. From the National Statistical Office data in July 2017, the educational background of those who are unemployed is college students.

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The rate reached 253,000 workers without jobs or 3.2-3.3%, which is more than the unemployment rate for those who are from junior high school, senior high school, and vocational education (The

**The results of a non-formal education program using social learning theory for enhancing attitude towards startup entrepreneurship for undergraduate students**

National Statistical Office, 2017). At the same time, the number of higher education graduates preparing to enter the labor market is increasing year by year. According to the information from the Department of Employment, Ministry of Labor, 337,568 graduates are entering the labor market in 2017 and rising to 400,650 graduates in 2018. If the situation continues like this, the problem of unemployment for new graduates will become more and more severe. When considering the policy vision of Thailand's economic development (Thailand 4.0), the Thai government has focused on changing SMEs from a traditional state that the government always supports the processes to the smart enterprises and startups that have high potential to drive the economy through innovation. This is for Thais to get out of the middle-income trap (Mesinsri, 2016) or changing the economic patterns from "doing more, receive less" to "doing less, receive more" ", using creativity and innovation as the key determinant (Sirilertworakul, 2016). Therefore, encouraging university students to be interested in starting a startup can be a way to mitigate the impact of unemployed graduates, which is also appropriate for the young generation, who love technology and challenges, as well as support the country's economic development policy. (Srisuwan, 2016)

Supporting college students to be startup entrepreneurs cannot be achieved only by teaching in the classroom. It is necessary to promote a positive attitude towards entrepreneurship. Therefore, the students can have a true desire and internal motivation to succeed in this path. (Smitikrai, 2005). In the past, courses about building up business were limited only in the Faculty of Business Administration. Also, the courses were already set up by instructors with limited students' participation in designing them. This research tried to do a different thing. Firstly, it aimed to enhance attitude towards startup entrepreneurship for undergraduate students outside the business field to help them realize that they could run a startup as an alternative to a career in their fields of studies and to avoid risks of unemployment due to the oversupply of new graduates in the labor market. Secondly, it chose to communicate with students through a non-formal education program, because it was the approach that interested students could voluntarily participate without forcing like regular courses (Kangsnanan, 2007). Moreover, the program can be flexible and designed to be up to date as much as possible (Rattana-ubol, 2007). Hence, its content can keep up with the fast-changing trends in the business world, and students could take part in program planning.

This article reported the results of a non-formal education program using social learning theory for enhancing attitude towards startup entrepreneurship for undergraduate students. The researchers sincerely hope that the knowledge generated from this research will benefit those who wish to encourage students. Thus, they can receive a positive attitude towards a startup entrepreneurial career. As such, the students can have more path options and the problem of unemployed graduates will be solved, which can assist the country development in the further.

### **Objectives**

To study the results of a non-formal education program using social learning theory for enhancing attitude towards startup entrepreneurship for undergraduate students.

### **Literature Review**

Undergraduate students are considered as young adults, generally defined as 18 to 35 (Pannakitjakarn, 2013). Adult learners are increasingly self-directing, and they need to know a reason that makes sense to them for learning something (Knowles, 1970). Therefore, attitude enhancement is a critical issue to augment internal motivation and curiosity, so that adult learners can learn something continuously and effectively.

Attitude is a feeling, cognition, and belief that make up the state of readiness of a person to act in response to a person, animal, thing, opinion, environment, or situation. If a person has a positive attitude towards something, he or she is more likely to show positive behavior towards it (Knedler, 1963). Attitude can be developed by being experienced both directly and indirectly, so attitudes can arise from learning, and can be negated if learning or adding new experiences replace the previous knowledge or experiences (Allport, 1967). According to the elaboration likelihood model (ELM) (Petty and Cacioppo, 1986), attitude change will be relatively enduring, resistant, and predictive of behavior, if it results from a person's careful and thoughtful consideration, involving a high level of message elaboration in which a great amount of cognition about the arguments. This process is called attitude change under the central route, which involves 5 steps; 1) being communicated or exposed to new information, 2) creating incentives for collecting information received to think and process with intelligence, 3) realization of the ability to process information at the intelligence level, 4) thinking and processing information at the intelligence level, and 5) changes in attitudes and keeping in mind the changes.

Besides, this research also used social learning theory to design the program, as individuals naturally tend to learn and mimic models with unique behaviors or physical traits. Bandura (1977) stated that a person can learn through modeling, which means observing and imitating others in 4 steps; 1) Attention process, the learner selects an interested model to observe and imitate. 2) Retention process, the student learns by internalizing information in the memories. 3) Reproduction process, the learner reproduces previously learned information into practice. 4) Motivation process, the facilitators gives the learners motivation to make them act continually and using the feedback as a guideline for conducting activities

This research integrated three components of attitudes, which were cognitive component, affective component, and behavioral component (Schiffman & Kanuk, 2004), with three components of social learning process, which were person, environment, and behavior (Bandura, 1977). It resulted in 4 components of attitude towards startup entrepreneurship, involving 1) attitude towards appropriate knowledge and understanding of startup entrepreneurship, 2) attitude towards feelings of being startup entrepreneur, 3) Attitude towards behaviors that show entrepreneurial predisposition, and 4) attitude towards self-awareness of the students and the awareness of social support. These components of attitudes were developed to be items in the Pre-test and Post-test questionnaire. Also, the program was designed with objectives to meet these components of attitudes from 1-4 respectively.

Besides, this research integrated 5 steps of learning process following the ELM model (Petty and Cacioppo, 1986) with 4 steps of social learning process (Bandura, 1977). It resulted in 4 steps of learning, used in each activity in the program, which were as follows;

1) Paying attention: students had chances to choose their admired startup role model to be the program facilitator and to give feedback to the designed program to make it relevant as much as possible.

2) Processing and remembering: students participated in interactive activities, in which students were fully engaged and receive new information through their 5 senses in the context of the real business world so that they could remember better than passive learning.

3) Showing behaviors according to remembered information: students applied what they learned to real practices, such as the simulation of business building, following their interests.

4) Reinforcing and motivating: the researcher and the program facilitator gave positive feedback and rewards to stimulate students' enthusiasm and happiness in learning.

**The results of a non-formal education program using social learning theory for enhancing attitude towards startup entrepreneurship for undergraduate students**

## **Methodology**

### **Participants**

The target group included undergraduate students in the regular program at the Faculty of Law and the Faculty of Political Sciences of Ramkhamhaeng University, Bangkok, Thailand. Ramkhamhaeng University is a public open university with the highest percentage of new graduate unemployment rate among higher education institutions under the supervision of the Office of the Commission. Especially, the Faculty of Law and the Faculty of Political Science were the top two faculties with the highest graduate unemployment rate since 2015, with percentages of unemployment rates of new graduates in 2016, accounting for 41.89 percent and 40.1 percent, respectively. Therefore, the above reasons induced the researcher interested in developing a program for this group of students.

The research samples were recruited by purposive sampling, with these criteria;

- 1) Students of the Faculty of Law or the Faculty of Political Science at the undergraduate level with a complete enrollment in the second semester of the academic year 2018 only.
- 2) Students who did not have interests or needs to make a career in a field where they were studying.
- 3) Students voluntarily applied to join the program, because of their interest.

After the researcher promoted the program, there were 30 applied students, including 16 students from the Faculty of Law and 14 students from the Faculty of Political Science. They were 17 male and 13 female, mixed from the 1st to 4th grade.

### **Research Instrument**

That is 1. the questionnaire for attitude towards startup entrepreneurship assessment 2. the non-formal education program, which were developed and examined the quality as follow.

#### **1) The questionnaire for attitude towards startup entrepreneurship assessment**

From literature reviews, the researcher summarized components of the attitude towards startup entrepreneurship in 4 aspects as follows; 1) attitude towards appropriate knowledge and understanding of startup entrepreneurship, 2) attitude towards feelings of being startup entrepreneur, 3) Attitude towards behaviors that show entrepreneurial predisposition, and 4) attitude towards self-awareness of the students and the awareness of social support.

Then, indicators of attitude in each aspect were developed from the literature review and were presented to experts. Experts considered the suitability of indicators and gave feedback. After that, the researcher revised indicators and developed them into a questionnaire to measure the level of agreement from 124 startup entrepreneurs in Thailand. The result was that all indicators got high to very high level of agreement, so they were used to develop the questionnaire for attitude towards startup entrepreneurship assessment.

The researchers requested 5 experts to evaluate the Index of Item Objective Congruence (IOC) of the questionnaire. The outcome found that every question had an IOC value of more than 0.6. Hence, the researchers tried out with 30 students who are in the non - target group to reach reliability. The reliability analysis results were obtained with a Cronbach's Alpha value of 0.876, which is more than the established criteria.

#### **2) The non-formal education program**

The researcher designed the non-formal education program, consisting of 9 components: 1) Objectives of the program 2) Learning content 3) Learning activities 4) Learning materials 5) Instructors 6) Learners 7) Duration 8) Environment 9) Training Evaluate.

**Table 1** The main components of non-formal education programs based on social learning theory for enhancing attitude towards startup entrepreneurship for undergraduate students.

<b>Program Components</b>	<b>Details</b>
<b>1. The purposes</b>	To support an attitude towards startup entrepreneurship for the students by promoting these four components; 1) Promoting appropriate knowledge and understanding of startup entrepreneurship 2) Promoting good feelings towards startup entrepreneurship 3) Supporting behavior that show entrepreneurial predisposition and 4) Promoting self-awareness of the students and the awareness of social support
<b>2. The content</b>	<p>The content was divided into module according to components of the attitudes.</p> <p><b>Module 1: The content related to appropriate knowledge and understanding of startup entrepreneurship</b></p> <p>1.1 Current condition and future startup trends</p> <p>1.2 An overview and characteristics of startup entrepreneurs and current successful startup entrepreneurs</p> <p><b>Module 2: The content for promoting good feelings towards startup entrepreneurship</b></p> <p>2.1 Giving examples of successful startup entrepreneurs as a role model</p> <p>2.2 Role play as entrepreneur</p> <p><b>Module 3: The content for supporting behaviors that show entrepreneurial predisposition</b></p> <p>3.1 Creative startup ideas and processes</p> <p>3.2 Risk management concepts and procedures for starting a business</p> <p><b>Module 4: The content relevance of self-awareness of the students and the awareness of social support</b></p> <p>4.1 Find out the strengths and weaknesses of students and develop the weaknesses</p> <p>4.2 How to convert great ideas, knowledge, abilities, and interests into successful business</p> <p>4.3 Guidance on finding resources, resources and funding, and accessing the support from other organizations</p>
<b>3. The activities</b>	<p>Each module contains core learning processes as follows.</p> <p><b>1) Paying attention:</b> students had chances to choose their admired startup role model to be the program facilitators and to give feedback to the designed program to make it relevant as much as possible.</p> <p><b>2) Processing and remembering:</b> students participated in interactive activities, in which students were fully engaged and receive new information through their 5 senses in the context of the real business world so that they could remember better than passive learning.</p> <p><b>3) Showing behaviors according to remembered information:</b> students applied what they learned to real practices</p> <p><b>4) Reinforcing and motivating:</b> the researcher and the program facilitator gave positive feedback and rewards to stimulate students' enthusiasm and happiness in learning.</p>

**The results of a non-formal education program using social learning theory for enhancing attitude towards startup entrepreneurship for undergraduate students**

<b>Program Components</b>	<b>Details</b>
	(For detail of how each module was designed, please see table 2)
<b>4. Instructional media</b>	Learning media comprised of printed materials, electronic media, online media, social media, video clips, and business simulation games.
<b>5. Instructors</b>	The instructors included startup entrepreneurs who were selected by students and researchers. While, the researchers responded to help learning activities.
<b>6. Learners</b>	Learners were undergraduate students from the Faculty of Law and Faculty of Political Science, Ramkhamhaeng University who volunteered to participate in the program according to the selection criteria.
<b>7. Period</b>	Total learning duration was 110 hours, divided into 3 phases; 1. Participation in offsite activities based on 4 modules of learning for a total of 48 hours. 2. Self-learning and practice according to social learning guidelines at least 60 hours. 3. Evaluation (component No.9) for 2 hours.
<b>8. Environment</b>	The activities were held at an alternative learning environment, a real startup enterprise, where students were interested in order to create a virtual work environment for business studying.
<b>9. Evaluation</b>	The evaluation was the attitude assessment of pre-trial and post-program for the students

The researchers examined the quality of the program by presenting it to 5 experts, including non-formal learning experts, startup specialists, and experts of studies about attitudes. The purpose was to assess content validity using the Index of Item – Objective Congruence (IOC). Then, adjusting to the program had a consistent index, which was equal to 1.0 or above in every item.

After that, the researcher recruited students to join the program, and held a focus group to ask their opinions about the program. They responded that they were interested in the online media business, especially media related to food and entertainment. Also, they wanted to learn how to produce successful online media with a large number of followers. Thus, the researcher and students agreed to invite one of the most popular online media about food in Thailand, called the "Wongnai" application. Besides, students were interested in participating in expressive activities rather than learning from lectures, particularly in competitive activities because they wanted to have fun and to get real experience. In addition, all students were regularly using online media, such as Facebook and Instagram, which the researcher and students agreed to use as tools for learning.

The researcher revised the program by blending students' opinions and comments into it, and held a focus group with experts to finalize the program. Then, the researcher contacted the startup role model chosen by the students to invite them to be the facilitators and mentors in the program. The final design of the non-formal education program is shown in Table 2.

**Table 2** Learning units and activities

<b>Module and activities</b>	<b>Hours</b>
1. Informing details and schedules of the project, experience assessment, primary adjustment activities, and pre-test before entering the program.	3

<b>Module and activities</b>	<b>Hours</b>
<p>2. Module 1: Social learning for enhancing appropriate knowledge and understanding of startup entrepreneurship with online media</p> <p>2.1 Visit Wongnai Media Co., Ltd.</p> <p>2.2 Facilitators gave the overview and trends of online food business in Thailand and abroad. After that, facilitators and learners discussed about the future trends of social media of online food.</p> <p>2.3 The “incredible entrepreneurs” is about analyzing and discussing the characteristics of successful startup entrepreneurs.</p> <p>2.4 The “START-ME-UP” included choosing and following successful start-up entrepreneurs to observe the lifestyle, ideas and work based on the characteristics learned from the "incredible entrepreneurs"</p> <p>2.5 Evaluation of learning outcomes through learning reflect</p>	25
<p>3. Module 2: Social learning for promoting good feelings towards startup entrepreneurship</p> <p>3.1 (Continuing activities) The "START-ME-UP"</p> <p>3.2 Sharing experiences of learning by observation and imitation to encourage learners to realize the benefits of this model. Lastly, discussing the benefits and ways to apply the results of this learning approach.</p> <p>3.3 Starting a plan to become a startup entrepreneur in online food business. The first phase consists of an analysis the market conditions, market gaps, and the possibility of starting this online business. The purpose of this course is to enable the students to earn the basic skills required to start an enterprise, including writing a business plan and starting a business creatively.</p> <p>3.4 Evaluation of learning outcomes through learning reflect</p>	25
<p>4. Module 3: Social learning for supporting the behavior that show entrepreneurial predisposition</p> <p>4.1 (Continuing activities) The "START-ME-UP"</p> <p>4.2 The “Cool Start up” compose of the issue on how to find marketing gaps and introducing innovative methods of marketing communications for food businesses. Moreover, creative business start-up games using the context of current business competition as an example was conducted. The executive and founder of Wongnai acted as facilitators and models in this study, using the information from the "START-ME-UP" to continue activities.</p> <p>4.3 The “Smart Risk Management” instructs risk management at the beginning of the business. It is given by executives and founders of startup enterprises, using the information from the "START-ME-UP" to continue activities.</p> <p>4.4 Evaluation of learning outcomes through learning reflect</p>	25
<p>5. Module 4: Social learning for encouraging self-awareness of the students and the awareness of social support</p> <p>5.1 (Continuing activities) The "START-ME-UP"</p> <p>5.2 The "Entrepreneur's Mirror" allows learners to simulate their role as startup entrepreneurs and compete the capacity in problem solving with to real entrepreneurs. This made the students learn and reflect their strengths and weaknesses. It also shows their abilities of being startup entrepreneurs.</p>	25

**The results of a non-formal education program using social learning theory for enhancing attitude towards startup entrepreneurship for undergraduate students**

<b>Module and activities</b>	<b>Hours</b>
5.3 5.3 The "First Pitch" promotes students' interest through the competitions. The proposition is creating new product for online food business using Wongnai's business and services as models and business partners. 5.4 Introducing business partners and resource sponsors, which needed to start and operate a startup enterprise. 5.5 Evaluation of learning outcomes through learning reflect	
6. Learning unit to inspire the students to start a startup throughout inspirational lectures on their learning activities in different units.	5
7. Post-test after completing the program and evaluation of the program satisfaction	2
Total	110 hours

**Data Collection**

As the program participants have a wide variety of backgrounds and experiences, a control group could not be set up. Therefore, the researcher conducted the experiments using a single group Pretest-Posttest design. (Elliott & Woodward, 2007). The questionnaire for attitude towards startup entrepreneurship assessment was used to compare the differences of the attitude towards startup entrepreneurship scores of students before and after joining the program with t score (t-test).

O<sub>1</sub>      X      O<sub>2</sub>

- O<sub>1</sub>      Refers to the attitudes assessment before students joined the program.
- X      Refers to the conduction of the non-formal education program using social learning theory for enhancing attitude towards startup entrepreneurship for undergraduate students
- O<sub>2</sub>      Refers to the attitudes assessment after students joined the program.

**Data analysis**

The quantitative data were analyzed with basic statistics such as mean, standard deviation, and t-test.

**Results and Discussion**

Here are the details of comparative average values of attitude based on the composition and indicators of attitude towards startup entrepreneurship of the experimental group.

**1. Attitude towards appropriate knowledge and understanding of startup entrepreneurship**



**Table 3** The comparison of averages attitude indicators towards startup entrepreneurship for appropriate knowledge and understanding of startup entrepreneurship of the testing group before and after the experiment.

The components of appropriate knowledge and understanding of startup entrepreneurship with the following indicators	before		after		* refer to P < 0.05	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	t-test	p-value
1. Understanding that the startup entrepreneurial career is high-risk, high-reward career	4.90	.305	4.93	.254	.571	.573
2. Understanding that startup entrepreneurial career requires a lot of creativity in marketing	4.77	.430	4.97	.183	2.693	.012*
3. Startup entrepreneur is independent career	4.70	.535	4.97	.183	2.804	.009*
4. Startup entrepreneur is related to technology and social trends of the country and the world	4.63	.490	4.93	.254	3.525	.001*
5. Startup entrepreneur is a competitive career at all times	4.67	.479	4.90	.305	2.971	.006*
6. Startup entrepreneur requires a network of business partners to support each other	4.43	.568	4.97	.183	5.113	.000*
7. Startup entrepreneur is a career that relies on information as a heart of business operations	4.53	.507	4.93	.254	4.397	.000*
8. Startup entrepreneur is essential to local community employment and development	4.70	.466	4.93	.254	2.536	.017*

According to table 3, the average score level of indicator 1) Understanding that the startup entrepreneurial career is high-risk, high-reward career was increased, but there is no statistically significant difference at 0.05 because the students have been very aware of this point since before joining the program. For the rest of indicators 2,3,5,4,6,7 and 8, the scores before and after participating in the program were increased with a statistically significant difference at 0.05, demonstrating that the students had a greater understanding of entrepreneurial attributes than before joining the program. This happened because students had a chance to visit the online media in food business company and learned from the actual founder and executives. Students learned best when they were interested in the role model, whether because of fame, success or reputation of the role model (Bandura, 1977). The startup role model gave students information through presentation and media about current conditions and future trends of the start-up business both in Thailand and in the world. They let students to analyzed some situations and to summarize the characteristics of successful entrepreneurs. Then, students were assigned to choose their startup entrepreneurs and observe them through social media, using the characteristics of successful entrepreneurs analyzed before as the framework. Through this process, students considered the importance and relevance of the received information, and reflect along the central route (Petty & Cacioppo, 1986), which steps were as follows; 1) the person was motivated and interested in exposure to new information, 2) the person realized the importance of information and takes it to process, 3) the person proceeds information with intelligence and accepts it, and 4) The person

**The results of a non-formal education program using social learning theory for enhancing attitude towards startup entrepreneurship for undergraduate students**

collected new information and creates an attitude. This process could cause the persistence of attitude changes and predictive behaviours.

**2. Attitude towards the feelings of being startup entrepreneur**

**Table 4** The comparison of averages attitude indicators towards the feelings of being startup entrepreneur of the testing group before and after the experiment.

The components of attitude towards the feelings of being startup entrepreneur with the following indicators	before		after		* refer to P < 0.05	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	t-test	p-value
1. There is a sense of appreciation for the ability of those who started enterprises as highly capable person.	4.83	.379	4.97	.183	2.408	.023*
2. Startup entrepreneur is more interested than other careers	4.73	.450	4.87	.346	2.112	.043*
3. Startup entrepreneurs are a key element for driving the country forward and can compete with other countries	4.60	.498	4.90	.305	3.525	.001*
4. Interested in taking successful startup entrepreneurs as role models in life and work	3.30	.466	4.83	.379	11.500	.000*
5. Have a feeling of would like to meet, talk, get to know or cooperating with startup entrepreneurs	4.77	.430	4.90	.305	2.112	.043*
6. Desire to persuade people nearby to become a startup entrepreneur	4.00	.830	4.80	.484	5.442	.000*
7. Feel that startup entrepreneurial career is necessary for the country in the future	4.27	.785	4.70	.466	2.765	.010*
8. Feel that you will start being entrepreneurs immediately when you have the opportunity	2.87	.434	4.73	.450	16.260	.000*

All indicators score of before and after joining the program were increased with a statistically significant difference at 0.05, especially the feeling of interest in taking successful startup entrepreneurs as role models in life and work (4), and feeling like to start being entrepreneurs immediately when they have an opportunity (8). This was a consequence of friendly learning environment that the startup role model, the researcher, and students help each other to create. Activities were designed for everyone to participate in learning, exchanging experiences, helping and giving positive feedback to each other. According to social learning, positive feelings, such as pride, satisfaction, and belonging, are motivational factors, in which a person is continually learning or acting on behaviors (Juachon, 2013). Also, how often the learners are likely to adopt the imitated behavior depends on the outcome and the satisfaction returned from the behavior. (Culatta, 2012). This corresponded to the results of activities when students experimented with business-building activities and were successful, receiving appreciation and support. It gave rise to students' confidence and good feeling towards an entrepreneurial career.

**3. Attitude towards behavior that show entrepreneurial predisposition**

**Table 5** The comparison of averages attitude indicators towards behavior that show entrepreneurial predisposition of the testing group before and after the experiment.

The components of behavior that show entrepreneurial predisposition with the following indicators	before		after		* refer to P < 0.05	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	t-test	p-value
1. Be able to lead yourself to work and think without waiting for someone to give orders	3.33	.758	4.37	.490	6.100	.000*
2. Being creative and always like to create new works	2.90	.662	4.20	.407	8.963	.000*
3. Take risks and manage risks in order to achieve greater returns	2.17	.648	4.40	.498	13.627	.000*
4. Able to manage time and resources in work and life	3.53	.730	4.27	.450	5.117	.000*
5. Always active and seeking new opportunities and knowledge	4.17	.592	4.40	.498	2.971	.006*
6. Embrace challenges and dare to do things that no one has done before	3.27	.450	4.30	.466	13.814	.000*
7. Believe in yourself and strive to accomplish what you intended	4.30	.651	4.57	.504	2.504	.018*
8. Push yourself and work fully to be accepted and manifested in society	4.43	.504	4.70	.466	3.247	.003*

From the table revealed that all indicators score of before and after joining the program were increased with statistically significant difference at 0.05, especially in being creative and always like to create new works, and taking and managing risks in order to achieve greater returns. In the learning process, in lecture and discussion, students learned about starting a creative business that could fill the market gap and managing risks under the context of current business from the role models' experiences. Students saw a clear and practical picture of what they once thought was difficult and were motivated to try themselves. Then, students were divided into groups to reproduce what they learned as teamwork in competitive games. The role models judged competition with positive feedback, compliments, and solutions rather than blaming. These steps follow what Bandura (1986) emphasized that reinforcement to motivate learners to act accordingly could be before the learners' action on the behaviors, and after the action in terms of reward or compliments for learners who exhibited imitated behaviors. This process enabled the learners to continuously practice what they learned on their own without the enforcement.

**4. Attitude towards self-awareness of the students and the awareness of social support**

**Table 6** The comparison of averages attitude indicators towards self-awareness of the students and the awareness of social support of the testing group before and after the experiment.

The components of self-awareness of the students and the awareness of social support with the following indicators	before		after		* refer to P < 0.05	
	$\bar{x}$	S.D.	x	S.D.	t-test	p-value
1. Recognize your strengths and talents to overcome others at work	3.47	.507	4.27	.583	5.442	.000*
2. Recognize your weaknesses in work and the opportunity to improve them	2.43	.679	4.50	.509	13.036	.000*

**The results of a non-formal education program using social learning theory for enhancing attitude towards startup entrepreneurship for undergraduate students**

The components of self-awareness of the students and the awareness of social support with the following indicators	before		after		* refer to P < 0.05	
	$\bar{x}$	S.D.	x	S.D.	t-test	p-value
3. Know how to increase your business knowledge	2.13	.629	4.67	.479	16.69 9	.000*
4. Being aware of an opportunity in bringing knowledge and ability of yourself to further the business	1.93	.521	4.30	.466	16.94 7	.000*
5. Having family and people around you to support your initial business	2.73	.691	4.27	.450	9.761	.000*
6. Acknowledge the opportunity and how to access the necessary resources to begin doing business as soon as you need it	2.27	.583	4.50	.509	14.25 1	.000*
7. Know and can access to public and private support if you want to start a startup enterprise	1.97	.615	4.77	.430	25.13 1	.000*
8. Know the financial source and know how to acquire it	1.80	.551	4.93	.254	27.29 3	.000*

The results showed that the average scores of all indicators were increased, and the score levels of the students before and after participating in the program statistically significant difference at 0.05. This indicated that the learners get to know their own strengths and weaknesses better. This program didn't aim students to imitate the role model everything, but to reflect and compare the knowledge from learning activities with their previous knowledge and experiences, in order to process and create an acknowledgment of new gained knowledge and experience (Petty & Cacioppo, 1986). Thus, students self-reflected on who they were and what they had that was beneficial to their purpose (Sumamal, Pathumcharoenwattana & Raktaegnam, 2021), and was accordant to Athitawaro (2011) who stated that social learning could be used to promote and improve one's self-concept and self-image. Besides, environmental factors are also important, as it refers to the opportunities for the learners to show or to repeat learned behaviors (Bandura, 1977). That's why students and the startup role model did a business simulation together and visited agencies providing knowledge and resources about startups. Thus, Students can feel safe, after completing this program, they still have access to these supporting resources when they actually building a business. This is accordant with the principles of learning adults that learners should be able to lead their own learning and solve life problems that they face, (Knowles, 1970)

### **Conclusion and Recommendation**

The assessment results of attitude towards startup entrepreneurship after participating in the program indicated that the students had a higher attitude level than before participating in the program at all indicators, particularly, the indicators in the components of self-awareness of the students and the awareness of social support. Before joining the program, learners had low and very low attitudes in this part. It proved that the social learning approach was a suitable practice for developing the students' attitudes. Another advantage is that when the program is over, the program developer can find new role models for learners' observing and imitate indefinitely to gain unlimited new knowledge.

As the startup role model, who had become the program facilitator, played a crucial part in learners' attitudes toward startup entrepreneurship. Thus, it is highly recommended for those who wish to encourage students with social learning theory to carefully select the model with these characteristics; 1) having a reputation and an image that meets the students' interests, 2) having expertise in their own business, 3) having the skills to facilitate learning or be a mentor to learners.

For policy recommendation, the university should take part in promoting and developing the program by sponsoring programs, advertising and recruiting interested students, and supporting the assessment of attitude towards startup entrepreneurship. These will help every student receive the information and opportunity to attend non-formal education program based on social learning theory for enhancing attitude towards startup entrepreneurship.

For further studies, more sample group of students with different backgrounds should be included such as students from other institutions or other faculties which is not only social sciences students. This difference will improve teaching strategies of the program for diverse learners. Besides, continued research should be conducted with the objective of studying the persistence of attitude towards startup entrepreneurship of the students who have joined in the program. Nevertheless, follow up the results of whether learners can continually develop themselves based on social learning by observing and imitating the model who are startup entrepreneurs, as well as being able to start as startup enterprises or not.

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**The results of a non-formal education program using social learning theory for enhancing attitude towards startup entrepreneurship for undergraduate students**

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