

This is the title of the manuscript

First Name Last Name and First Name Last Name
Dede Suryanto^{1,*} and Hermito Gideon²

Affiliation Author 1 (Department One, Institution One, City One, Country One

¹Vocational Education Program, Financial Administration and Banking Studies Program, University of Indonesia, Depok, Indonesia

²Vocational Education Program, Therapy Occupation Studies Program, University of Indonesia, Depok, Indonesia

✉ Corresponding author: Dede Suryanto; Email: email@gmail.com

Abstract – One paragraph (≤ 200 words)

The abstract should contain “comprehensive summary of the contents of the article” (American Psychological Association, 2010, p. 25), and should not be more than 200 words, including the aim of study, method in brief, and main results/findings.

Example :

Universities provide entrepreneurship-specific education (ESE) to equip students with the skills required to pursue entrepreneurial careers in new firms and innovative private and public sector organizations. Survey information from 321 students from three universities in the Ukraine was hand collected. Hierarchical multiple ordinary least squares regression analysis and slope analysis were used to test presented hypotheses. Analysis revealed that students who cited a perceived desirability and perceived feasibility for entrepreneurship, initiative taking culture and participation in ESE reported significantly higher intensity of entrepreneurial intention. Conversely, students who cited the capability beliefs culture factor reported significantly lower intensity of intention. ESE interactions with perceived cultural factors as well as perceived desirability and perceived feasibility for entrepreneurship were not significantly associated with higher intensity of entrepreneurial intention.

Keywords: **three to ten keywords;** word; another word; lower case except names

Example : Cultural values; Entrepreneurial intention; Ukraine; Universities; Enterprise education

Introduction

Introduction section states why the problem under study is important (e.g., Perneger & Hudelson, 2004; Gilmore et al., 2006; American Psychological Association, 2010). It may be gaps, inconsistencies and or controversies (Gilmore et al., 2006). This section states the aim of study or the research question to address the problem (e.g., Perneger & Hudelson, 2004; Gilmore et al., 2006; American Psychological Association, 2010). This section also states how does the study relate to previous research (American Psychological Association, 2010), and how does the significant position the study (Gilmore et al., 2006).

Especially for the manuscript reporting the hypotheses testing, **this section should state each hypothesis that is tested** (American Psychological Association, 2010). The hypotheses should be derived **from theoretical framework or conceptual framework** (e.g., American Psychological Association, 2010; Imenda, 2014).

Example : Despite inconclusive evidence surrounding whether entrepreneurship-specific education (ESE) generates specific economic benefits (O'Connor, 2013), governments promoting economic development want to increase the pool of enterprising individuals, who discover and create entrepreneurial opportunities in general, and knowledge and technology-based opportunities, in particular (European Commission, 2012). Despite considerable advances in entrepreneurship education and related topics, debate still surrounds the goals of entrepreneurship education, and the issue of whether entrepreneurship can be taught and learned. Discussion also surrounds what, how and by whom ESE should be taught (Henry et al., 2003). ESE encourages students to accumulate the human capital assets required for entrepreneurial careers in new, established, small, large, private and public organizations. It shows students what is possible to achieve when they chose an entrepreneurial career as opposed to traditional, large organization based employment (Matlay, 2011).

Entrepreneurial intention can be triggered by an event during an individual's life path. Shapero and Sokol (1982) presented the EET to explain issues relating to the NFF process (Krueger et al., 2000). In terms of "push" and "pull" factors, negative stimuli (i.e. redundancy, frustration, unemployment and underemployment) may be more likely to trigger entrepreneurial intention than positive stimuli (i.e. provision of information, advice, counselling and support) (Bruñjes and Revilla, 2013). EET suggests that an individual's intention to become an entrepreneur requires the action event to be perceived to be desirable (i.e. the attractiveness of becoming an entrepreneur) and feasible (i.e. an individual is confident that the action event will be realized). Further, the propensity to report the action event can be shaped by the propensity to act (i.e. an individual's capability to act according to own decisions). This discussion suggests the following hypotheses:

H1. There is a positive relationship between student perceived desirability; and feasibility and high intensity of entrepreneurial intention.

Method

This section states "how the study was conducted" (American Psychological Association, 2010). For quantitative approaches, this section at least consists of **research design, sampling procedure, measures** (including, if applicable, independent variables, moderating variable, dependent variable, and control variables), **and data analysis** (e.g., Perneger & Hudelson, 2004; American Psychological Association, 2010). In addition, the treatment procedure should be explained in experimental design (e.g., American Psychological Association, 2010). For qualitative approaches, this section at least consists of research approach (i.e., case study, ethnography, and phenomenology), informant and data collecting, and data analysis (e.g., Creswell, 2014).

Method section generally covers some sub-sections. For writing sub-sections of method, please use three levels of heading as shown in Figure 1.

Insert Figure 1 about here

Example :

Sample, data collection and respondents

To test the above hypotheses, we gathered information from bachelor and masters students in Nikolaev in the Ukraine. These students followed business studies or engineering courses in three universities, which differ in terms of ownership and age. The questionnaire was initially designed in English. It was then translated into Russian, which is the official language in the southern part of the Ukraine. Further, it was then back translated into English.

At the EU, 242 business students had taken ESE by September 2010. A random sample of 50 business students was hand administered a paper-based questionnaire during a class, and 38 responses were obtained (76 per cent response rate). At the NUS, 490 business students had taken ESE by September 2010. In total, 329 questionnaires were returned. Eight questionnaires returned had some missing data, and they were excluded from further analysis. In total, valid returns were obtained from 243 business students (77 per cent valid response rate) and 78 engineering students. The average age of respondents was 20.2 years, and 65 per cent were women.

Results

In this section, author should “summarize the collected data and the analysis performed on those data” (American Psychological Association, 2010, p. 32). This section presents the main findings with respect to the aim of study or the research question as well as, if applicable, the secondary findings (e.g., Perneger & Hudelson, 2004).

This section generally consists of some tables. For writing the tables, please follow an example as shown in Table 1.

Insert Table 1 about here

Example :

Hierarchical multiple OLS regression analysis was used to explore variations in the interval level of intention dependent variable. Models reported in Table 2 are significant at the 0.001 level. Model 1 is the baseline control variable model. Students from the EU ($p < 0.001$), and those from self-employment and/or business ownership backgrounds (Parents) ($p < 0.05$) reported significantly higher intensity of intention. The perceived desirability and perceived feasibility to become an entrepreneur independent variables were included in Model 2. Students reporting Desirability ($p < 0.01$) and Feasibility ($p < 0.01$) reported significantly higher intensity of intention. H1a and H1b are supported.

Insert Table 2 about here

Discussion

In this section, author is “in a position to evaluate and interpret their implications” of results (American Psychological Association, 2010, p. 35). This section discusses the main findings with reference to other studies, the theoretical and/or practical implications of the results, and the limitations of study (e.g., Perneger & Hudelson, 2004; American Psychological Association, 2010) with reference to the direction for future study (e.g., Perneger & Hudelson, 2004).

Example :

Supporting previous evidence relating to developed economy contexts (Krueger et al., 2000), this study detected that students who cited a perceived desirability and intention in a transition economy context. Perceived feasibility for entrepreneurship reported higher intensity of entrepreneurial. In addition, to considering the direct effects of ESE on entrepreneurial intention, a novel contribution of this study was to conceptualize and test the potential moderating role of ESE on student asset profiles. The interaction between participation in ESE and entrepreneurial fear was significantly negatively associated with higher intensity of entrepreneurial intention.

References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage publications.
- Gilmore, A., Carson, D., & Perry, C. (2006). Academic publishing: best practice for editors, guest editors, authors and reviewers. *European Business Review*, 18(6), 468-478.
- Imenda, S. (2014). Is there a conceptual difference between theoretical and conceptual frameworks?. *Journal of Social Sciences*, 38(2), 185-195.
- Perneger, T. V., & Hudelson, P. M. (2004). Writing a research article: Advice to beginners. *International Journal for Quality in Health Care*, 16(3), 191-192.

Table 1 Corrected Item-Total Correlation, Factor Loading, Average Variance Extracted, and Composite Reliability of the ESE Scale

Items	Corrected item-total correlation	Factor loading	t value	Average Variance Extracted	Composite Reliability
ESE1	0.90	0.80	5.xx	0.60	0.80
ESE2	0.xx	0.xx	x.xx		
ESE3	0.xx	0.xx	x.xx		
ESE4	0.xx	0.xx	x.xx		
ESE5	0.xx	0.xx	x.xx		