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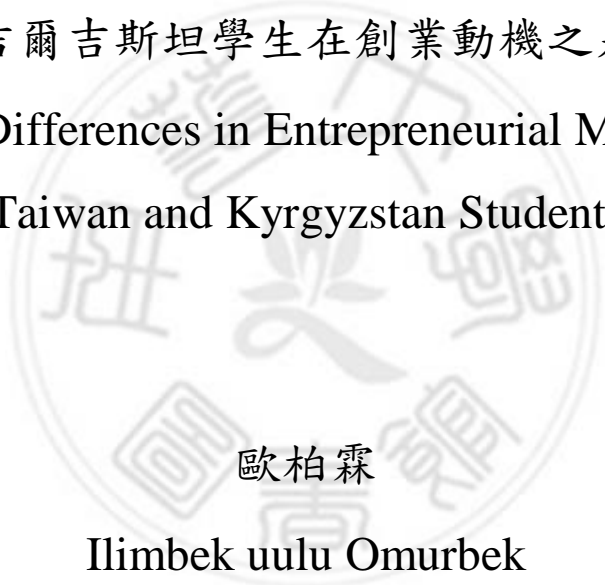
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Master Thesis

台灣與吉爾吉斯斯坦學生在創業動機之差異分析

A Study of Differences in Entrepreneurial Motivation for
Taiwan and Kyrgyzstan Students



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Kyrgyzstan Students

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準碩士推薦函

本校企業管理學系管理科學碩士班研究生__歐柏霖__君在本系修業2年，已經完成本系碩士班規定之修業課程及論文研究之訓練。


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2、在論文研究方面：__歐柏霖__君在學期間已完成下列論文：

(1)碩士論文：台灣與吉爾吉斯斯坦學生在創業動機之差異分析

(2)學術期刊：台灣與吉爾吉斯斯坦學生在創業動機之差異分析

本人認為__歐柏霖__君已完成南華大學企業管理學系管理科學碩士班之碩士養成教育，符合訓練水準，並具備本校碩士學位考試之申請資格，特向碩士資格審查小組推薦其初稿，名稱：__台灣與吉爾吉斯斯坦學生在創業動機之差異分析__，以參加碩士論文口試。

指導教授：  簽章

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南華大學企業管理系管理科學碩士班

107 學年度第 2 學期碩士論文摘要

論文題目：台灣與吉爾吉斯斯坦學生在創業動機之差異分析

研究生：歐柏霖

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論文摘要內容：

在過去的幾十年中，創業問題創造了世界學術研究的焦點。然而，發表的關於比較研究的文章數量有限，特別是在發展中國家的情況下。這項研究的主要目的是檢查台灣和吉爾吉斯斯坦之間的學生認為對創業的驅動因素，代表不同的文化環境。該研究的樣本由吉爾吉斯斯坦（n=200）和台灣（n=200）大學的本科生組成。使用面對面和在線問卷方法獲得數據。五個因素被用來解釋可變的創業動機，包括政府態度，宏觀經濟環境，社會支持，教育制度和滿足經濟需求和成就感。這項研究的結果預計將有助於處理創業的機構和組織，指定的教育機構和其他類似的高等教育機構。

關鍵詞：創業、教育機構

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Abstract

Over the past several decades, entrepreneurship issues create the focus of academic studies over the world. However, a limited number of articles have been published on comparative studies, especially in the context of developing countries. Main purpose of this research is to examine students between Taiwan and Kyrgyzstan believes towards drivers of entrepreneurship, which represent different cultural environments. The sample of the study consist of undergraduate students, from Kyrgyzstan (n=200) and Taiwan (n=200) universities. Data was obtained by using face-to-face and online questionnaire methods. Five factors are employed to be the explaining variable to the entrepreneurial motivation including government attitude, macroeconomics environment, social support, education system and satisfy economic needs and sense of achievement. The results of the study are expected to be useful for institutions and organizations dealing with entrepreneurship, for specified educational institutions and other similar higher education institutions

Keywords: Entrepreneurship, Educational Institutions

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CHAPTER ONE

INTRODUCTION

1.1 Research background

International practice and experience shows that entrepreneurship, specifically small and medium businesses, is important for economic growth. Entrepreneurism provides job opportunities, increases living standards, and fosters social and economic wellbeing of citizens, reduces poverty, promotes innovation, and encourages social responsibility. Today's students are tomorrow's potential entrepreneurs. However, there is little understanding of the factors and difference that affect students' motivation of entrepreneurs among different countries. Therefore, it is not always possible know about student's behaviors and motivation to entrepreneurial. This study infers that the entrepreneurial motivation of college students should be significantly different if the two countries have different cultural, education system, economic environments, and different religion as well. In this study, we are trying to compare the difference in views on entrepreneurship for college students between the two countries. These 5 factors are also claimed differently impact on the entrepreneurial motivation due to the different characteristics within countries. As the result, this study aims to compare the entrepreneurial motivation of college student from 2 different countries, Taiwan and Kyrgyzstan which are both Asian countries having different culture and economic environment. The empirical result of the study will provide valuable suggestion to the strategies for encouraging the youth entrepreneurship. The following sections of the chapter are including the background introduction for Taiwan and Kyrgyzstan, section 2 is the studying motivation, and the studying content flow are illustrated in section 3.

Table 1. 1 Social and Economic Indicators

Countries	Kyrgyzstan	Taiwan
Governance Type	Parliamentary- Presidential Republic	Unitary semi- presidential republic
Area	198 951 km ²	36 197 km ²
GNI per capital, PPP (current inter.\$) 2019	3,720	24,561
Population , 2018	6 256 700	23 577 270
Religion, 2018 (%)	88.2 Muslim 9.1 Christianity 2.7 Others	35.5 Buddisim 33.0 Taoism 18.7 Non-Relegious 3.9 Christtianity 8.9 Others
Doing Business Rank, 2018	77	15
Index of Economic Freedom, 2018	78	13
Global Entrepreneurship Index, 2018	100	18

Source: Official government sites

Table 1.1 is showing us short economic and social condition of two countries. Taiwan has high perception 15th place among world countries in Doing Business and 13th Index of Economic Freedom. Compare with Taiwan Kyrgyzstan has lower performance as showed in the table. Ranking made by World bank. Global Entrepreneurship Index was compiled by The Global Entrepreneurship and Development Institute is a

Washington. Here ranking has almost same as bellow Taiwan is in the 18th among all countries and Kyrgyz Republic in 100th. Other dates were taking from official government sites.

1.1.1 Kyrgyzstan

Kyrgyzstan (Kyrgyz Republic) was one of the former Soviet Union republics, which declared its independence in 31 August 1991. The main neighboring countries around Kyrgyzstan are including Kazakhstan to the north and northwest, Uzbekistan to the southwest, Tajikistan to the south and P.R. China to the south – east. On 30 December 2006 a new constitution was approved. According to the new constitution, Kyrgyzstan is a presidential parliamentary republic. Despite the changes in the political area during last two years, the political situation in Kyrgyzstan is stable enough and Democracy is on the increase.

Kyrgyzstan's population is quite small. Bishkek is the capital of Kyrgyzstan and the first big city in the country. Almost 20% of total population lives in Bishkek. Kyrgyz people have high educational and literacy level that is almost about 100 %. Kyrgyz and Russian are official languages in the country.

The higher education system of Kyrgyzstan has a network of 52 higher education institutions (HEI), including 34 public and 18 private institutions (National Statistics Committee of Kyrgyz Republic, 2016). The higher education system of Kyrgyzstan consists of four types of HEIs: universities, academies, specialized HEIs and institutes (European Commission, 2012). Most students (77%) are enrolled in the humanities and social sciences, with 73% of them enrolled in law, economics, and education. Over 8000 young citizens of Kyrgyz Republic are currently studying abroad at universities in Russia, Turkey, Germany, USA, China etc. (United Nations Educational, Scientific and Cultural Organization

2016). Recent years many students from Kyrgyzstan have been interested in studying in Taiwan.

Having gained independence, the Kyrgyz economy has had difficulties, because the system had completely changed. So, a young country started to reform all the fields of life. Economic, political and social changes, privatization, the private sector and increasing economic freedom and transition to a market economy, influenced the values and life styles of consumers in the Kyrgyz Republic. Today Kyrgyzstan is a democratic country.

1.1.2 Taiwan

Taiwan is an island located on two straits in East Asia, the Taiwan Strait off the southeastern coast of China, and the Luzon strait, which connects the South China Sea with the Pacific Ocean. The western part of the island is made up of hills that are reduced into plains near the coastal line.

The urbanization rate is around 70% (Government Information Office, 2010). Rural areas are considerably less developed than the urban regions, where the people are generally assumed to be more conservative than their urban counterparts (Yi 2008).

Currently in 2012, there are 163 universities, colleges and junior colleges in Taiwan. Given the sharp increase in the number of schools over the past two decades, higher education is now meant for the general public rather than an elite few. University and college students now number around 1.35 million. Taiwan is higher education institutes (HEI) are divided into two tracks: one for academic orientation, and the other for occupational training. Students choose their tracks at the age of 15 years based on their choice of senior high schools. Most universities and colleges are supervised by the Ministry of Education, except for the military academy and the police academy. Prior to 1994, higher education in

Taiwan was promoted to serve economic development. The addition of new universities was extremely limited due to the centralized educational administration's heavy focus on economic development and political stability.

In Taiwan has 163 HEIs with a total of 1.3 million students and a 90 percent admission rate (MOE 2019). The academic research that originates in institutions of higher education often lacks practical applicability, and therefore does not serve the needs of companies and industry in Taiwan.

Since 1992, Taiwan's GDP growth. Taiwan has been a rapid expansion in international trade. Taiwan's economy is highly dependent on international trade. Taiwan's economy focuses on producing parts and components that are incorporated into final products, often sold by companies from Japan, the United States, or European Union. In fact, over 70 percent of Taiwan's exports comprise intermediate goods. This so called contract manufacturing has been especially focused in the information and communications technology (ICT) sector.

1.2 Research motivation and content

The integration of regional economies is increasingly important, so it is worthwhile to study the economic differences across borders. This study suspects that the students from different country having their specific view of the world, values, goals and approach to achievement. It further infers that the difference can be induced by many factors which emerge from different religion, education system, and economics system. Five factors which effects on the entrepreneur motivation for college students will be proposed by this study and it further suspect their influence may be quite different for Taiwan and for Kyrgyzstan. These candidate factors which might affect the student's level of motivation are illustrated as follow. For

providing the valuable suggestion to the strategy to benefit the youth entrepreneurship, this study aims to do the following study contents which is recognized might affect the student's entrepreneurship motivation. This study contents are illustrated as follow,

1. To analysis the effect of the factor of "Satisfy economic needs and sense of achievement" impact on the entrepreneurship motivation of college students.
2. To analysis the effect of the factor of "education system" impact on the entrepreneurship motivation of college students due to it has created world famous brands and strong mega companies for many developed countries where the modern and good system of education has.
3. To analysis the effect of the factor of "social support" impact on the entrepreneurship motivation of college students.
4. To analysis the effect of the factor of "Macroeconomics environment" impact on the entrepreneurship motivation of college students.
5. To analysis the effect of the factor of "Government attitude" impact on the entrepreneurship motivation of college students.
6. To compare the difference on the impact of these above 5 factors on the entrepreneurship for the college students between Taiwan and Kyrgyzstan.

1.3 Studying flow

The following chart demonstrate the studying flow

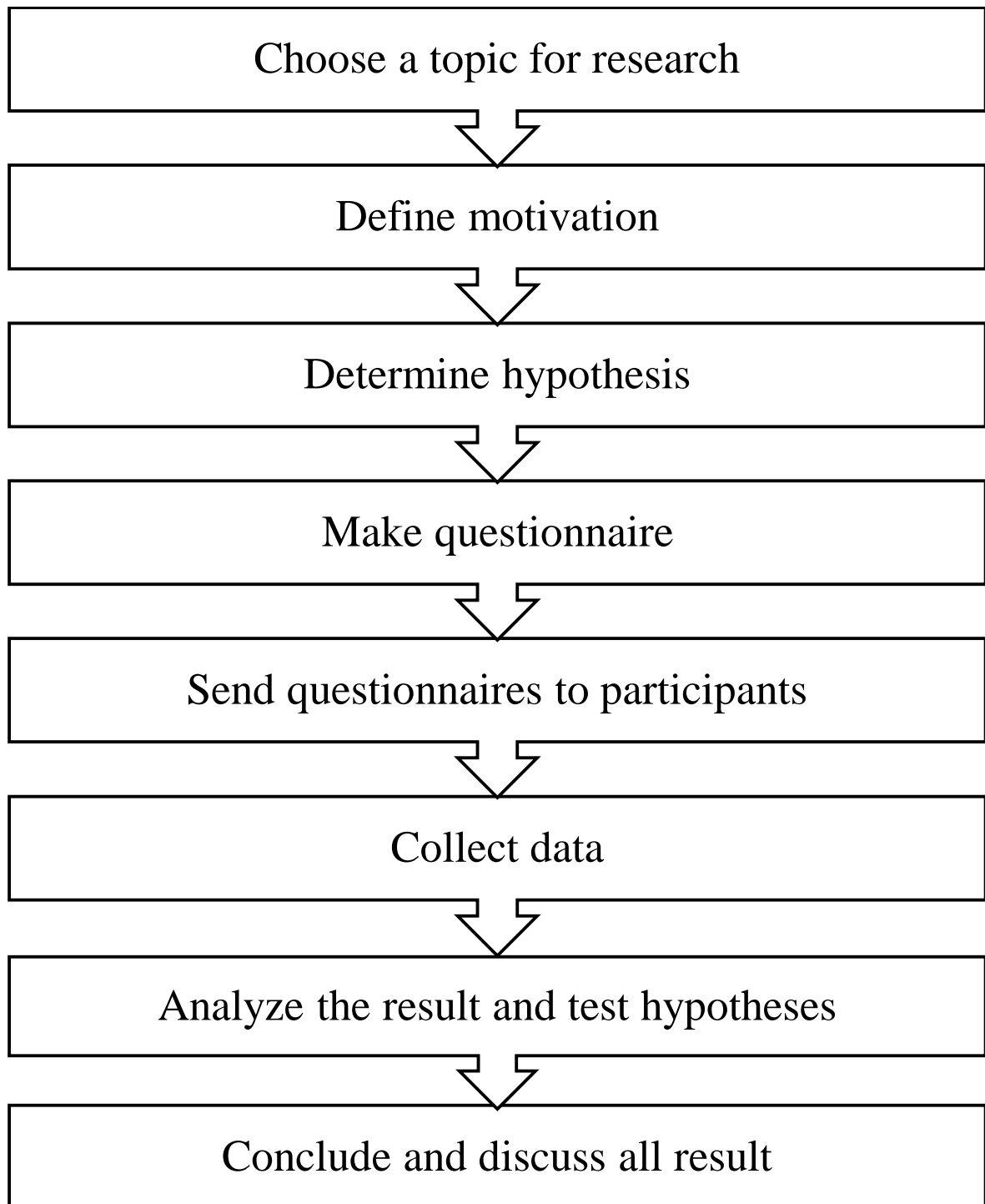


Figure 1 Studying flow

Source: Original study

After analyzing can give the conclusions and suggestions of this research. In addition to the table of contents, appendices and references, the subject consists of 5 chapters:

- Chapter one (Introduction): This is overview chapter on the research topic, introducing about research background, research objectives, research flow.
- Chapter two (Literature Review): This part aims to demonstrate the literature review. This study determined main points of Education train, government attitude, social support
- Chapter three (Methodology): The content of this chapter is presenting research on the measurement methods and also discuss sampling plan, data collection procedures, and data analysis techniques.
- Chapter four is show the statistical and descriptive results of this study. It is including data collection, the basic characteristics of respondents, descriptive statistics of research items, and difference analysis, reliability test, result and result.
- Chapter five (Conclusion and Suggestion): Last chapter is presenting a summary of the significant findings and conclusions of this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Government attitude on entrepreneurship

Entrepreneurship is a discipline with an outcome of complex socio-economic, psychological, technological, legal and other factors. According to Peter Drucker (1964) entrepreneurship is defined as a systematic innovation, which consists in the purposeful and organized search for changes, and it is the systematic analysis of the opportunities such changes might offer for economic and social innovation”. Risk-taking, creativity and innovativeness are specific tools of an entrepreneur hence an effective entrepreneur converts a source into a resource. This means, entrepreneurs forge creative and unpredictable solutions, often in the spaces between formal organizational structures and protocols (Mustar, 2007).

Entrepreneurial environments are defined as factors which are critical in developing entrepreneurship in certain regions (Lakovleva & Solesvik, 2014). Entrepreneurial environments research has focused on several frames. For example, the research on the effect of skills and value perception shows a significant effect over the constructs (Fredman 2008). In a study of the start-up firms in Sweden, Davidson and Henrekson (2002) found that institutional arrangements have influence on entrepreneurial activity. The interaction between entrepreneurial environments and the development of entrepreneurship was analyzed in Hungary and presented as essential factors to develop entrepreneurship (Fogel 2001). Government policy can influence the market frame and create entrepreneurship-friendly culture that promotes people to take risks and start their own businesses (Belwal & Balushi, 2015)

People’s perception on the entrepreneurial intention and action can be affected by attitudes toward entrepreneurs from family, friends, and

community around them (Brockhaus, 1982). One research shows that external pressure and role models for entrepreneurship cannot only lead people to start their own businesses but also change the venture creating processes in early and later stages of the new business (Bygrave & Hofer, 1994).

Training programs for prospective entrepreneurs are greatly needed in developing countries with limited sources, none supportive government policy, and high barriers by dominant large firms (Nathaile & Chad 2014).

2.1.1 Government attitude on entrepreneurship sample of Taiwan

The Taiwanese Government has increasingly encouraged entrepreneurial education, and countless books have been published on entrepreneurial experience. Nonetheless, the development of entrepreneurial study in Taiwan remains in its infancy (Wu & Li 2007). The goal of entrepreneurial education is to cultivate future entrepreneurs and to develop students' entrepreneurial spirit such that they will be motivated to develop a business, enterprise, or other form of commerce (Chen, 2005). While not all students will start up a business immediately after graduation, this type of education plants an entrepreneurial seed and helps them perform in future occupations. Smith (2003) has mentioned that the ability to start an enterprise would somehow become essential for students in vocational schools in the future.

The Government in Taiwan is actively involved in promoting entrepreneurship through a plethora of projects and initiatives. For example, in 2006, the National Youth Commission of the Executive Yuan launched the "Youth Entrepreneurship Education and Incubating Assistance" program to provide advanced courses in entrepreneurship, assist in fund

raising, and promote sales and commercialization. Other government agencies, including the Small and Medium Enterprise Administration of Ministry of Economic Affairs, Council of Agriculture, Council of Indigenous Peoples, and Ministry of Labor, provide loans targeting specific demographic groups to spur start-ups. The collaboration between the Ministry of Science and Education and National Applied Research Laboratories provides young entrepreneurs with access to domestic and international expertise along with other government resources. The National Development Council of the Executive Yuan is developing a Head start Taiwan Project and Entrepreneurial Angel Fund to provide support to 500 local start-ups partnered with counterparts in Silicon Valley. Working with the Ministry of Education, the National Kaohsiung First University of Science and Technology has launched a series of publications aimed at promoting innovation and entrepreneurship training at the university level (Information Network of Industry-Academy Cooperation, 2013).

In the Asian region, Tsai and Lin (2013) stressed the “community of practice” as a feasible way to teach entrepreneurship in higher education in Taiwan. Focusing on entrepreneurial courses, Chen and Lai (2007) found the confirmation of the demand of entrepreneurial abilities except for personal traits via the document analysis method.

Research findings show that countries with intense entrepreneurial activity usually have higher economic growth and lower unemployment rates.

Nowadays entrepreneurship is a critical element in the development of sustainable knowledge-based economies due to the creativity and innovation often demonstrated by young professionals. To offer comprehensive information to help young entrepreneurs get started and realize their visions.

2.1.2 Government attitude on entrepreneurship sample of Kyrgyzstan

The Kyrgyz Republic is seen as the most democratic and open society in Central Asia, and one of the world's most open economies (Economist Intelligence Unit 2012). Its transition from a centrally planned to a market economy was one of the most remarkable in the region, but the process is far from complete. The private sector in the Kyrgyz Republic is the main engine of economic growth. The political situation in the Kyrgyz Republic is now stable following the peaceful transition to parliamentary democracy. This stability has improved business prospects.

Kyrgyz students want to open their own businesses in order to improve their financial condition, prefer to work for others before starting their own businesses, and see the lack of capital and government politics as obstacles. Research that examined entrepreneurial self-efficacy in Kyrgyzstan showed that dynamic and hostile environments had a negative impact on entrepreneurial performance outcomes, whereas entrepreneurial self-efficacy had a positive impact (Aziz and Bopieva, 2013).

2.2 Macroeconomics environment on entrepreneurship

The economic changes that entrepreneurs inadvertently induce, as a result of their activities, generate new profit opportunities, which are more easily identified if they are integrated into social networks.

2.2.1 Macroeconomics environment on entrepreneurship sample of Taiwan

A very important factor behind Taiwan's economic success has been pragmatic and flexible government policies - especially the promotion of social and political stability and the adoption of an outward-looking

development strategy. And whenever new problems have arisen, timely, market-friendly policy initiatives have been undertaken to cope with entrepreneurs.

Macroeconomic instability and the intense cyclical variations that characterize (most) developing countries may induce patterns of entry that are different from the ones observed in developed countries. Such macroeconomic volatility adversely affects investment projects because of the difficulties in anticipating the evolution of key variables (Bastian and Muhammad, 2016). Moreover, when uncertainty is high, decisions are taken on a shorter-term basis and firms demand a greater return on their projects. Economic downturns also have long-term consequences both in terms of the attrition of human capital, which may inhibit new firm formation in the following years (Chen Y.F, 1998). Lastly, as Caballero and Hammour (2001) point out, recurrent crises is an obstacle to creative destruction because of the resulting tight financial-market conditions.¹² In sum, fewer entries are expected in a volatile macroeconomic. These entries also tend to be initially smaller than in developed countries and restricted to low-tech activities or activities that are highly profitable in the short term.

Countries, even in similar stages of economic development, differ strongly in the rates of entrepreneurial activity. The GEM Global Executive Reports show large differences between countries like Japan, France, Belgium and Sweden with low entrepreneurial activity and countries like the U.S., Canada, Australia and South Korea with high entrepreneurial activity.⁴ It is not straightforward that knowledge or R&D always spills over due to its mere existence (Juan and Marjan, 2003).⁶ Some developing countries like Brazil and Mexico top the list of countries with high entrepreneurial activity. Entrepreneurial activity is correlated with the self-employment rate. However, there are exceptions to this rule. Japan, for example, has self-employment rates that are relatively close to

those of the U.S. (Isada, 2015). However, the new entry rate is far smaller in Japan, where there are many (inefficient) small establishments in the retail and wholesale sectors. (Miller, 1983) show that countries may not only have too few self-employed, but may also have too many. Italy is given as an example for the latter situation.

2.2.2 Macroeconomics environment on entrepreneurship sample of Kyrgyzstan

Second half of 20th centrally Kyrgyzstan had planned economy. With independence, the spirit of entrepreneurship has begun to evolve and spread throughout the country. Many research has not addressed entrepreneurial dimensions in transitional countries located in Central Asia including Kyrgyzstan (Aziz and Bopieva 2008). It is significant to identify the motivation and perceived problems of entrepreneurs in order to reduce barriers that hinder business formation (Miller, 1983). Therefore, this study aims to shed light on entrepreneurial motives and perceived problems of entrepreneurs in Kyrgyzstan, a country located in Central Asia.

Some of the business environment parameters in Kyrgyzstan are supportive of producers. The development level of entrepreneurship differs from country to country (Nathalie and Chad, 2008). The main reason of these differences is the stage of economic development of a country (Wu L & Li 1999). The determinants of variation in self-employment rates vary across countries and over time (London, UK: Centre for Economic Policy and Research, in Acs and Amoros 2008). Entrepreneurial dynamics play different economic roles in countries at different phases of economic development (Venkataraman, 1997). Porter et al (2002) defines three main phases of economic development as factor-driven phase, efficiency-driven phase and innovation-driven phase (Walter & Dohse, 2009). Kyrgyzstan

has a factor-driven economy where competition is low cost in the low-value added products. States that “countries in the factor-driven phase need to work towards the efficiency-driven phase via focusing on accomplishing stable and institutional macro-economic environments and by raising entrepreneurial capacity through enabling individuals and businesses to absorb spillovers.

2.3 Social support on entrepreneurship

Social support is defined as the perception that one is cared for, esteemed and part of a mutually supportive social network (Taylor 2011). Considering the social support resources that may be obtained in the process of starting a business, a social support system can be divided into respectful support, information support, social identity support and instrumental support (Venkataraman, 1985).

Some scholars have divided social support into three dimensions: emotional support, tool support and contact support (Lei W and Lionel 2012). Finally, social support systems have been divided into emotional support networkers, practical support networks and social networks (Isada & Han-Ching 2015). The rural environment is a key factor that affects farmers' entrepreneurship and provides the main component of their social support system. Solving those problems that occur in a rural environment can support farmers in smoothly starting a business (Juan 2012). Based on a study of Malaysian rural entrepreneurship, Kader (2009) noted that external factors and entrepreneur quality were the important support system components influencing whether farmers' entrepreneurship would be a success. The farmer entrepreneurs' knowledge, innovation consciousness and risk bearing ability influenced their entrepreneurship, so it was necessary to construct a system focused on the farmers' skills and concepts to support their entrepreneurial endeavors (Bastian 2016). The

farmers' individual capital, knowledge and experience were the key support factors influencing the entrepreneurship process (Wiskerke 2003), so the social support system for entrepreneurship included two categories: financial support and emotional support (Wolf & Schoorlemmer 2003). Human capital, resource availability and economic capital can also play an important role in supporting farmers' entrepreneurship (Jing Wang 2011).

2.3.1 Social support on entrepreneurship sample of Taiwan

The Taiwan Government, at both national and local levels, is very active source of grants, subsidies and incentives. Taiwan Government is willing to support innovation and job creation, such as the “Small Business Innovation Research (SBIR)”, which aims to support the new innovative company, therefore if the business owners have some new and great project, it will be highly supported by government.

Most government grants are matching grants. This means that business owners are supposed to invest money alongside with the government. The exact support programs vary from year to year.

Types of research encouraged by the program which named “encourage Taiwanese SMEs to step up their development of innovative new technologies and new products”.

- Developing a brand new idea, concept or new technology.
- Applying an existing technology to a new application.
- Applying a new technology or business model to an existing application.
- Improving an existing technology or product

Over the past several years, the Taiwan (ROC) government has promoted a wide variety of fundraising tools for innovative startups. These

measures have been fruitful, helping many businesses obtain early-stage funding to grow their companies from the ground up.

2.3.2 Social support on entrepreneurship sample of Kyrgyzstan

The business environment in Kyrgyzstan is currently evolving. It is fluid, variable and chaotic. There is virtually no clear, coherent and focused public policy in the area of SME development. Government systems for business registration, reporting and monitoring are also nascent. Existing regulations are inconsistent and contain mutually conflicting provisions. For example, there are different definitions for what constitutes “small” and “medium” business. Government statistics on SMEs are limited, especially with regard to gender dimensions of SME development.

Earlier studies identify various factors that hamper the development enterprise in Kyrgyzstan.

These factors can be summarized as follows:

- Social government support;
- Education (business literacy and readiness to learn);
- Access to financial resources
- Gender-based discrimination

2.4 Education system on entrepreneurship

Education is the two most frequent terms used in this field are enterprise education and entrepreneurship education. The term enterprise education is primarily used in United Kingdom, and has been defined as focusing more broadly on personal development, mindset, skills and abilities, whereas the term entrepreneurship education has been defined to focus more on the specific context of setting up a venture and becoming

self-employed (Wright 2007). In United States, the only term used is entrepreneurship education (Walter, 2009). Some researchers use the longer term enterprise and entrepreneurship education (Mingfen, 2017), which is more clear but perhaps a bit unpractical. Sometimes enterprise and entrepreneurship education is discussed by using the term entrepreneurship education only, which however opens up for misunderstanding. Erkkilä (2000) has proposed the unifying term entrepreneurial education as encompassing both enterprise and entrepreneurship education.

2.4.1 Education system on entrepreneurship sample of Taiwan

In responding to the changing needs of social and economic development, universities have been encouraged to be more responsive and innovative. Burton Clark (2004) began to examine university behavior and analyze why some are more successful than others in adapting to changing environments. The key factor in raising university performance lies at the core spirit of “entrepreneurship”. If universities are more entrepreneurial, it means institutions are more likely to meet new social and economic demands through innovative measures (Sporn 1999)

Taiwan has been keen to transform into a knowledge-based economy. Building upon its previous success, universities in Taiwan are required to broaden “third mission” services in order to enhance the application of cutting-edge technology to company production, maintaining its competitiveness at the global level (Liu et al. 2011). It is based on this assumption that a wide range of government department initiatives has been put forward to deepen the collaboration between industry and the academy. Universities, therefore, should not only be concerned with financial advantages and monetary benefits. Instead, they have to fulfill

their “public” duty through “social entrepreneurship.” This is followed by some conventional practices of the entrepreneurial university in Taiwan. Some relevant theories and concepts in relation to IAC are discussed and used empirically, the interdepartmental efforts in promoting IAC including ministries from education, economy, and research. In argue that Taiwanese universities have undergone dramatic organizational transformations due to the quest for entrepreneurship.

The goal of entrepreneurial education is to cultivate future entrepreneurs and to develop students’ entrepreneurial spirit such that they will be motivated to develop a business, enterprise, or other form of commerce (Chen, 2005). While not all students will start up a business immediately after graduation, this type of education plants an entrepreneurial seed and helps them perform in future occupations. Smith (2003) has mentioned that the ability to start an enterprise would somehow become essential for students in vocational schools in the future.

Dana claimed that entrepreneurship education has drawn considerable interest from Asian institutions of higher education. Regarding national policy, other studies have suggested that governments should be more aggressive in promoting entrepreneurship education to stimulate the broader economy. O’Connor (2013) reinforced the importance of government policy on entrepreneurship education to promote the economic benefits of entrepreneurship. Therefore, governments should play an active role in integrating entrepreneurship education in national policy.

2.4.2 Education system on entrepreneurship sample of Kyrgyzstan

Education Development Strategy of the Kyrgyz Republic for is based on the vision and goals of the country development. It aims to achieve the

goals of global programs: Millennium Development and Education for All. Authorized executive state bodies engaged in education will develop education policy based on the priorities laid down in systematic implementation of national measures designed to improve the quality of education in the Kyrgyz Republic.

It is not just the institution that needs entrepreneurship but individuals also require such capacity. According to UNESCO, “Fostering entrepreneurship attitudes and skills in secondary schools raises awareness of career opportunities, as well as of ways young people can contribute to the development and prosperity of their communities.” In other words, having such skills or capacity can create more employment opportunities and even help in driving the advancement of local communities. Due to such wide concerns a wide range of Kyrgyzstan government are also keen to promote the concept of “entrepreneurial university” to bring greater advantages to the whole society.

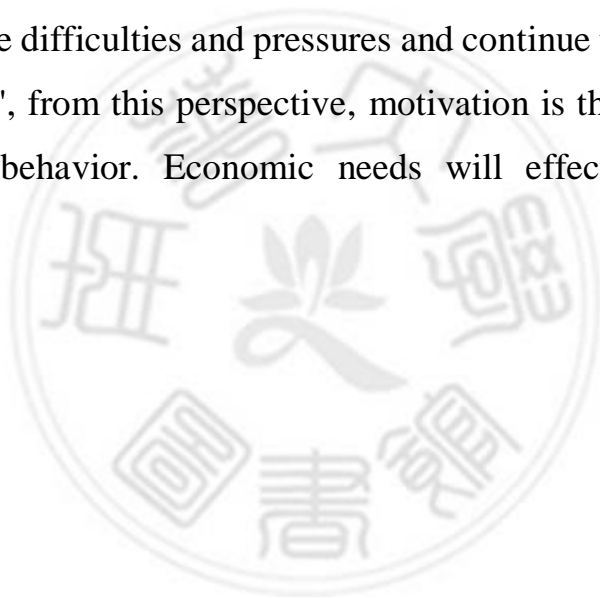
World Bank and Asian Development Bank for supported reform of the content of education, change of the system of education financing and education management, modernization of the system of appraisal of students’ achievements, development of motivation system and support entrepreneurship. Education plays an important role in the development of a country. If a country does not have proper education, it may be left behind by other countries which support education.

2.5 Satisfy economic needs and sense of achievement on entrepreneurship

Our needs might include more friends, sunshine, a new pair of shoes, or an ice cream cone. Or, you might want world peace, a higher allowance, or a haircut. It all depends on who you are. No matter what your wants

might be, all wants can be divided into two categories: economic wants and noneconomic wants. Economic wants are desires for items that can only be obtained by spending money. These wants can be tangible goods, such as jewelry, an mp3 player, or food, or intangible items like a manicure, a massage, or health care. What things do you want that have monetary value attached. These involve the exchange of money and are, therefore, considered economic needs.

Entrepreneurial motivation plays a dominant role in psychological throughout the entrepreneurial process, any entrepreneurship links cannot continue without motivation but it is for some motivation, Entrepreneurs can overcome the difficulties and pressures and continue to bear a series of the "uncertainty", from this perspective, motivation is the key variable in entrepreneurial behavior. Economic needs will effect entrepreneurial motivation.



CHAPTER THREE

METHODOLOGY

The purpose of this study is to examine the entrepreneurial motivation between Taiwan's and Kyrgyzstan's students. Five factors are employed to be the explaining variable to the entrepreneurial motivation including government attitude, macroeconomics environment, social support, education system and satisfy economic needs and sense of achievement. Questionnaires which are designed to percept these five factors are used to investigate the difference on motivation for college students between these two countries. In addition, Likert scale of 5-point scale which is from 1 point of "strongly disagree" to 5 point of "strongly agree" is used to measure variables. Questionnaire is translated into both languages, traditional Chinese and Kyrgyz. And it is going to be confirmed by bilingual student to make sure all questions have the same meaning. The following figure 2 is illustrated the study framework for this study.

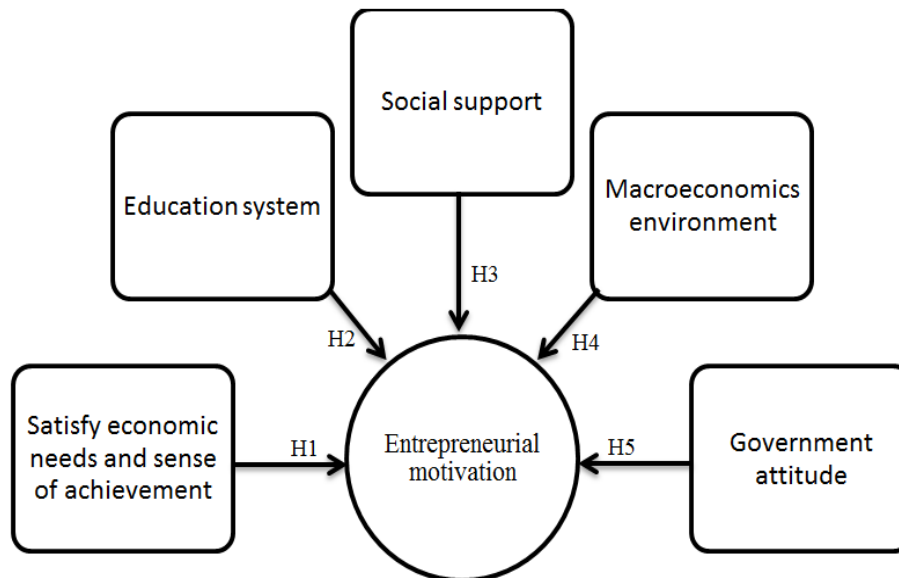


Figure 2 Study Framework

Hypothesis

According to the Framework illustrated by Figure 1, this study will do the following hypothesis tests.

- H1a: Satisfy economic needs and sense of achievement significantly influence on entrepreneurial motivation of Taiwan students
- H1b: Satisfy economic needs and sense of achievement significantly influence on entrepreneurial motivation of Kyrgyzstan students
- H2a: Education system significantly influence on entrepreneurial motivation of Taiwan students
- H2b: Education system significantly influence on entrepreneurial motivation of Kyrgyzstan students
- H3a: Social support significantly influence on entrepreneurial motivation of Taiwan students
- H3b: Social support significantly influence on entrepreneurial motivation of Kyrgyzstan students
- H4a: Macroeconomics environment significantly influence on entrepreneurial motivation of Taiwan students
- H4b: Macroeconomics environment significantly influence on entrepreneurial motivation of Kyrgyzstan students
- H5a: Government attitude significantly influence on entrepreneurial motivation of Taiwan students
- H5b: Government attitudes significantly influence on entrepreneurial motivation of Kyrgyzstan students
- H6a: The entrepreneurial motivation impacted by characteristic of gender significantly different in Kyrgyzstan students.
- H6b: The entrepreneurial motivation impacted by characteristic of gender significantly different in Taiwan students.

H7a: The entrepreneurial motivation impacted by characteristic of respondents age significantly different between Kyrgyzstan's students.

H7b: The entrepreneurial motivation impacted by characteristic of respondents age significantly different between Taiwan students.

H8a: The entrepreneurial motivation impacted by characteristic of respondents major significantly different between Kyrgyzstan students.

H8b: The entrepreneurial motivation impacted by characteristic of respondents major significantly different between Taiwan students.

3.1 Instrument

This study used the convenient questionnaire survey to implement the study. The questionnaire was distributed to both Taiwan students and Kyrgyzstan students. The questionnaire contains total 42 questions: 6 questions are used to understand the attitude of entrepreneurial motivation for both countries students and others are employs to get the attitude for 5 explaining variables. Moreover, Likert-type scale is used in the questionnaire. And there are five attitudes for the questions including point 1-Strongly disagree, point 2-Disagree, point 3-Neutral, point 4-Agree, point 5-Strongly Agree.

▪ Entrepreneur motivation of respondents

According to recent research, the motivation of a person's entrepreneurial activities cannot be necessary only to fulfill the economic reasons, but it can be to gain social or lifestyle reasons. People have different motivations, ability, and desire to grab the opportunity they see and become entrepreneurs. According to their different motivations, they have a different perception of opportunity considerations, risk-taking behavior and decision-making process. (Shane & Locke & Collins 2000,

219.). Based on dimensions has chosen the next questions and these questions also giving more clearly statistic data about our respondents.

1. I want to be an entrepreneur
2. My family runs or owns a business
3. I have learned entrepreneurship course
4. I have experienced entrepreneurship activities before

▪ Satisfy economic needs and sense of achievement

Sense of achievement, a feeling of connectedness and belief that one is important and matters, ranks third on most people's hierarchy of needs, after physiological and safety needs (Maslow, 1954). Baah and Amoako (2011) described that the motivational factors, the nature of work, the sense of achievement from their work, the recognition, the responsibility that is granted to them, and opportunities for personal growth and advancement helps humans to find their worth with respect. The study infers the factor of "Satisfy economic needs and sense of achievement" impact on the entrepreneurship motivation of college students. The attitude for this factor is measured by the following 6 questions as shown as

5. I think that being an entrepreneur can earn the independence of wealth
6. I think that becoming an entrepreneur can establish freedom of wealth
7. I think entrepreneurs can provide themselves a comfortable life
8. I think entrepreneurship can make others more respected
9. I think entrepreneurship is the best way to realize personal potential
10. Having own business is the ideal goal for most of my nations

▪ Education training

Education nowadays has become prominent thing as it involves most people to take part in this matter. In addition, it cannot be separated from human's life. Both males and females need to be educated. Education plays

an important role in the development of a country. If a country does not have proper education, it may be left behind by other countries which support education. There are many factors that affect the education system. Culture, technology, and economical matters give much impact to the education system of a country (Rita Johan, 2014).

Entrepreneurship education enables students to adapt more easily in dynamic business world and they can become employees who help enterprises compete in the world (Singh & Magee, 2001). This can be achieved while using such measures at university, business conferences, consultations on business examples, forums, seminars, business platforms and laboratories (Herrera, 2010). Based on above dimension, there are three questionnaires as bellow

11. My university encourages me to develop creative ideas for being an entrepreneur

12. My university provides the necessary knowledge about entrepreneurship

13. My university has the specific method to encourage students' entrepreneurship

▪ Social support

The term “social support” often appears in discussions of relationships. Social support means having friends and other people, including family, to turn to in times of need or crisis to give you a broader focus and positive self-image. Social support enhances quality of life and provides a buffer against adverse life events.

Social support, therefore is considered as building blocks for social and psychological integration of entrepreneurs in the society. Experts have classified social support into two main dimensions: support by family; and support by peer groups (Ismail et al., 2013; Rani, 2012; Zafar, Yasin, & Ijaz, 2012). Social support from these sources tends to play various roles

and functions and has different outcomes. Both family and friends' support needs to be considered distinctively because different cultures ascribe a different level of reliance on or benefits from both sources (Procidano & Heller, 1983)

The study identified of the factor of "social support" impact on the entrepreneurship motivation of college students. We believe that social support can influence to entrepreneurial motivation. The attitude for this factor is measured by the following 6 questions as shown as below

14. If I decide to start a business, my parents will support me

15. Entrepreneurship gives me a better chance like my other family members

16. If I decide to start a business, my relatives will support me

17. If I decide to start a business, my friends and neighbors will support me

18. Business elite support student entrepreneurship in my country

19. In general, our country highly values entrepreneurs

▪ Macroeconomics environment

The entrepreneurial behavior construct measures the dynamics of the entrepreneurial phenomenon at national level, considering people in the situation of starting a new business or managing a small- and medium-sized firms. According to the GEM Consortium [2,51], the dimensions and variables that build-up and operationalize this construct are: The level of entrepreneurial, the level of entrepreneurial activities, the level of entrepreneurial aspirations is formed by next variables: the relative rate of growth expectation early-stage entrepreneurial activity, rate of new product early-stage entrepreneurial activity, and the rate of international orientation early-stage entrepreneurial activity. The attitude for this dimensions are measured by the following six questions as bellow

20. Due to the lack of work available in the job market, entrepreneurship has become my option for another job
21. Because of the fierce competition in the employment market, I tend to choose to start my own business
22. My country's economic environment is conducive to entrepreneurship
23. My country's economic conditions provide many business opportunities
24. Our country's technology is conducive to the development of entrepreneurship
25. My country has unique natural resources for entrepreneurship

- Government attitude

Accordingly, the success of government initiatives depends in part on the ability for public administration, as well as the political will of key stakeholders. While the government and its administration play a fundamental role, the government environment is shaped also by other stakeholders, including citizens, businesses, civil servants, local, national and international institutions and civil society organizations. Analytically, the government environment can be structured in several ways, according to different aspects. For the purpose of this Toolkit, we will concentrate on four basic dimensions of the government attitude: tax, policy, condition and law. Based on above dimension, there are four questionnaires as below

26. Taxation in my country supports entrepreneurship
27. The government provides good conditions for entrepreneurship
28. Business laws and regulations support entrepreneurship
29. My government's policies help people to run a business

- Demographic

The demographic characteristics are used to investigate the difference characteristics among students. Based on several studies in the past, this study proposed the following indicator to measure individual's demographic characteristics. These demographic characteristic helping to get answer for hypothesis.

30. Gender of the respondent;
31. Age of the respondent;
32. Major of the respondents;
33. Universities of the respondents

3.2 Data collection procedure

Real data collection is handled through two ways. For respondents from Kyrgyzstan data collecting on the internet through social networks. Taiwanese respondents are handled two ways. The services survey form creating by Google Documents sharing via networks and email. Second way is hardcopy questionnaires are handle to students. Data was collected in March-April- May 2019 period. The sample size consisted of 400 respondents from above mentioned. Stratified sampling method was used 200 participants from each country. The first sample group consists of students from faculty of Economics and Management of Manas University in Kyrgyzstan.

The second sample group mostly consists students from department of Business administration of Nanhua University (NHU) in Taiwan. Also we have respondents from eight different universities in Taiwan. Respondents are study at National Cheng Chung University, Yuan Zee University, National Chiao Tung University, National Cheng Kung University, National Taiwan Normal University, I Shou University, National Dong Hwa University, National Chiayi University. All potential

respondents were identified and surveyed through the joint efforts of researcher. Data collected from several universities due to in main university (NHU) not enough respondents for our study.

3.3 Translation

The survey was implemented according to the respondents' preferred languages (Kyrgyz and Chinese). But original questions are in English, it is important to translate the questions into Chinese and Kyrgyz to avoid mistakes or misunderstandings which can lead to wrong results. Hence, the questions have been translated into Kyrgyz and Chinese translated into English again to ensure accuracy. Translation was supported and consulted by professor in Taiwan and by doctor in Kyrgyzstan.

3.4 Statistic analysis

Statistical analysis is very important in analytical research for searching for determinant/ associated factors to our study objective or question that you want to discover. Everything has its own cause and contributing factors to happen and identifying those factors is an important approach to take interventions against that phenomenon. In most of the time, research become research if put important evidence based recommendations or the way forwards to do something either to improve the service or solve the problem.

3.4.1 Reliability analysis

To verify the measurement scales and to identify the dimensionality, principal components factors analysis with varimax rotation was applied to condense the collected data into factors. After conducting factor analysis,

item-total correlation and inside consistency analysis (Cronbach's alpha) were employed to confirm the reliability of each study factors.

Cronbach's alpha (α) coefficient is a measure of squared correlation between observed scores and true scores. In other arguments, Cronbach's alpha is measured in term of the ratio of true score variance to detected score variance. It can test the internal consistency of each factor. According to Robinson and Shaver (1973), if α is greater than 0.7, the factor has high reliability and if α is smaller than 0.3, then it implies that there are low 40 reliabilities. Cronbach's alpha (α) was calculated for all factor of each research concept in this study.

3.4.2 Descriptive statistics

(1) Sample frequency distribution analysis It's the visual representation of a frequency distribution, a concept that's absolutely fundamental to intermediate and advanced statistical methods. A frequency distribution is intended to show how many instances there are of each value of a variable

(2) Basic statistics

Probably the most often used descriptive statistic is the mean. The mean is a particularly informative measure of the "central tendency" of the variable if it is reported along with its confidence intervals. To measure about characteristics of all variables, the Descriptive Statistic Analysis method is very convenient. It can illustrate the means, and standard deviations of each research variable.

3.4.3 Difference test

This part is used to test whether the personal characteristics cause the significant propensity for each dimension, it implies that whether the hypothesis of H5, H6, H7 are supported or not.

(1) One Way Analysis of Variance (ANOVA)

This study used one-way Analysis of variance as a statistically technique to compare means of two or more samples. The analysis of variance associated with the one-way model is presented. When the groups in a one-way ANOVA are identified as combinations of two or more factors, models incorporating factor main effects and factor interactions provide a useful device for exploring the underlying structure of the data. The respondents are divided into groups based on demographic variables (i.e. gender, age) of the respondent's personal information. The analysis will be significant with F-value higher than 3, also the p value lower than 0.05. The name of the technique arises from the fact that the first step in an ANOVA is to partition the variance present in the observations into several components.

(2) Independent Sample t-test

Independent sample t-test is used to compare the means of one variable for two group of cases. In this study, it was applied to compare the differences between two countries motivation difference. When two samples are taken from the same population it is very unlikely that the means of the two samples will be identical. When two samples are taken from two populations with very different means values, it is likely that the means of the two samples will differ. Our problem is how to differentiate between these two situations using only the data from the two samples.

3.5 Regression analysis

Simple regression analysis is applied to analyze the relationship between a single dependent variable versus a single independent variable. The simple regression analyze was conducted among independent variables. Regression analysis is a reliable method of identifying which variables have impact on a topic of interest. The process of performing a regression allows you to confidently determine which factors matter most, which factors can be ignored, and how these factors influence each other.

Table 3. 1 Analysis for hypothesis

Purpose	Hypothesis	Analysis
Analyze the relationship between a single dependent variable versus a single independent variable	H1a, H1b, H2a, H2b, H3a, H3b, H4a, H4b, H5a, H5b	Logic regression
For demographic characteristic hypothesis	H6a, H6b, H7a, H7b, H8a, H8b,	Inference statistics <ul style="list-style-type: none"> • T-test • ANOVA

Source: Original study

CHAPTER FOUR EMPIRICAL RESULT

Table 4.1 The Cronbach's α is above than 0.7 and representing a high internal consistency to the construct.

Table 4. 1 Cronbach's Alpha

Dimensions	Cronbach Alpha	
	Kyrgyzstan	Taiwan
Satisfy economic needs and sense of achievement	0.907	0.870
Education training	0.872	0.901
Social support	0.811	0.855
Macroeconomics environment	0.878	0.843
Government attitude	0.918	0.890

Source: Original study

4.1 Characteristic of respondents

Sample Profile. Table 4.2 shows the general profile of the samples in details. It can be seen that 56% of respondents are female for Kyrgyzstan and 55% of respondents are female for Taiwan samples respectively. According to the year distribution, all groups are represented almost balanced.

Table 4. 2 Characteristic of respondents by gender

Variables		Kyrgyzstan	Taiwan
Sample		200	200
Gender (%)	M	44.0	45.0
	F	56.0	55.0

Source: Original study

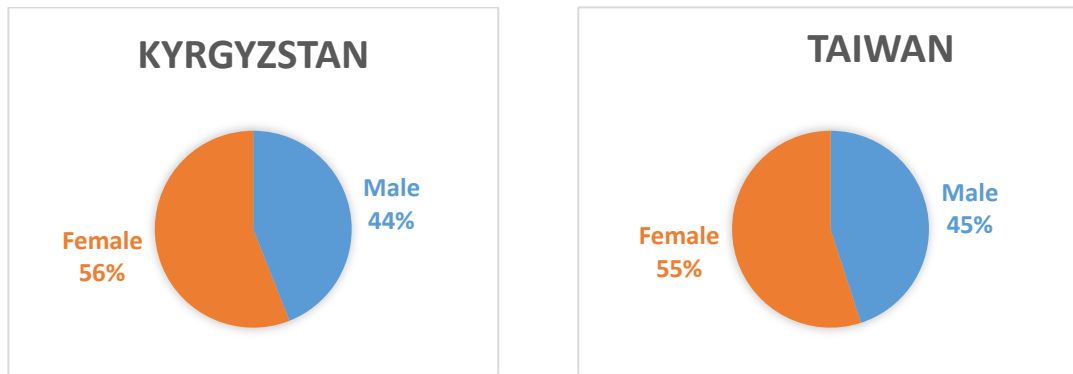


Figure 3 Percentage of respondents' gender Kyrgyzstan and Taiwan

Table 4.2 showing in Kyrgyzstan sample 32.5% of the respondents are freshmen's, Sophomore and Juniors are almost same by 25 % and 18 % respondents are seniors. Taiwan sample mostly respondents are in senior level about 43.5 % total, 22 % respondents in a first year at school freshmen, 18.5 % sophomore and 16 % are senior students.

Table 4. 3 Characteristic of respondents by grade

Variable		Kyrgyzstan	Taiwan
Sample		200	200
Major (%)	I	32.5	22.0
	II	24.5	18.5
	III	25.0	43.5
	IV	18.0	16.0
I – Freshmen, II – Sophomore, III- Junior, IV – Senior			
Source: Study original			

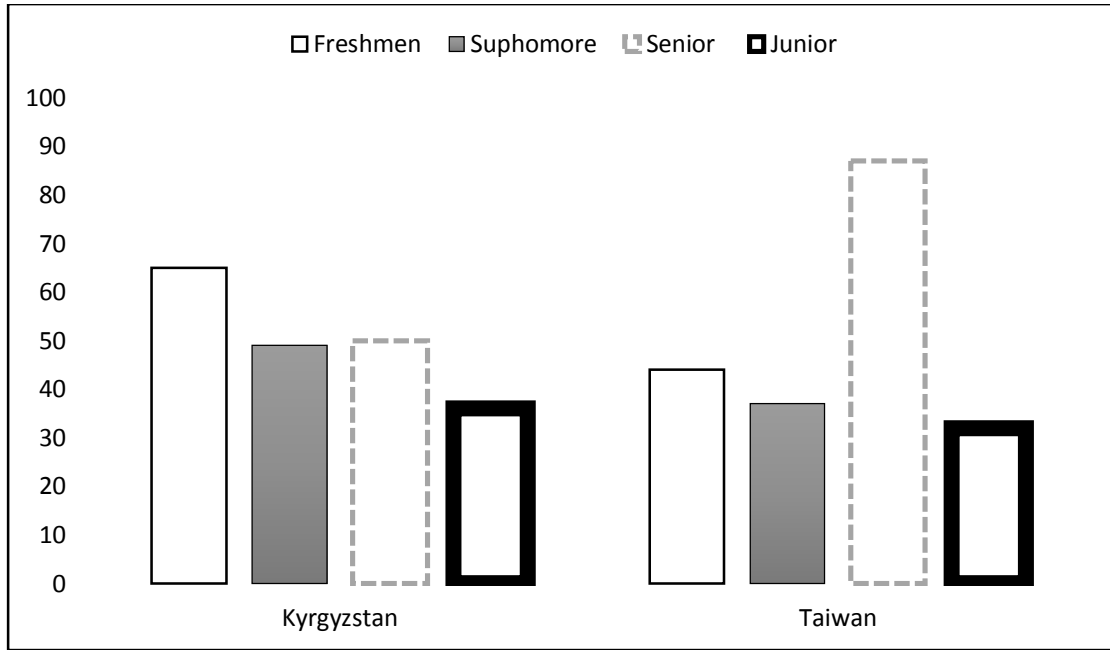


Figure 4 Characteristic of respondents by school grade

Table 4.4 Shows that in Kyrgyzstan 20.4% of the respondents are between 14-17 years old Taiwan respondents are close to this percentage they are 21.2 %. The mostly respondents in both counties age 18-21 years old in Kyrgyzstan 60.7 % and in Taiwan 54.4 %. Other 18.9 % of respondents in Kyrgyzstan more than 22 years old, Taiwan is 26.6 % respectively.

Table 4. 4 Characteristic of respondents by age

Variable		Kyrgyzstan		Taiwan	
Sample		200	100%	200	100%
Age	14-17	41	20.5	43	21.5
	18-21	122	61	104	52
	22+	37	18.5	53	26.5

Source: Original study

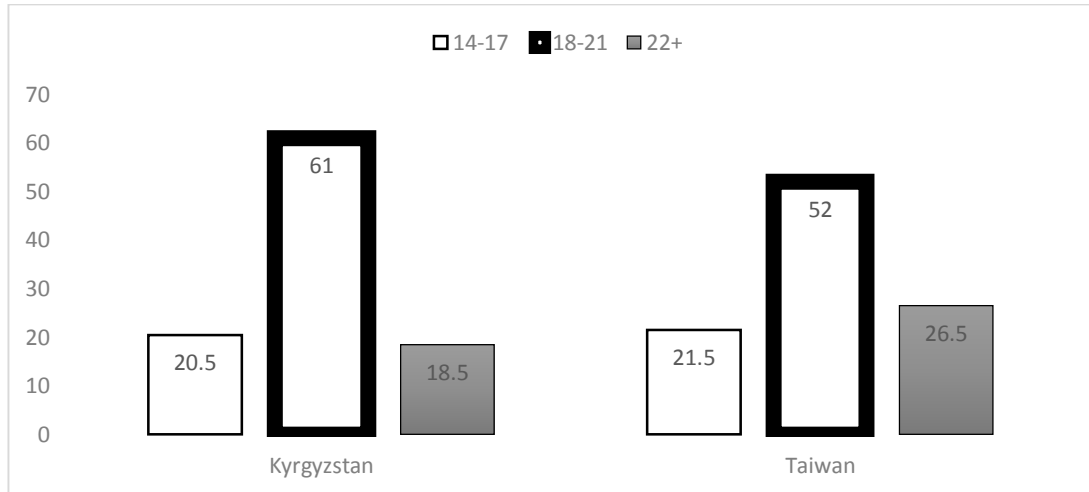


Figure 5 Characteristic of respondents by age

4.2 Descriptive analysis

According table 4.5 in Kyrgyzstan respondents have more wish be entrepreneur than Taiwan 86.9 % and 69 % answered as yes. Interesting fact is both countries respondents 54.4 % Kyrgyzstan, 53.7 % Taiwan families has no own business. “I have learned entrepreneurship course” in this question Kyrgyzstan students said yes 54.9 % compare to Taiwan 36 % is enough high. About Entrepreneur experience all country has less variable Taiwan 25.6 % and Kyrgyzstan 23.3 %.

Table 4. 5 Descriptive Analysis for questionnaire about making own business and about entrepreneur background

Variable	Kyrgyzstan		Taiwan	
	Y e	N o	Y e	N o
I want to be an entrepreneur	86.9	13.1		31
My family runs or owns a business	45.6	54.4	46.3	53.7
I have learned entrepreneurship course	54.9	45.1	36	64
I have experienced entrepreneurship activities before	23.3	76.7	25.6	

Source: Original study

Table 4. 6 Descriptive Analysis for questionnaire items

Dimensions	Kyrgyzstan		Taiwan	
	Mean	Std. Dev.	Mean	Std. Dev.
I think that being an entrepreneur can earn the independence of wealth	3.95	0.93	3.84	0.925
I think that becoming an entrepreneur can establish freedom of wealth	3.87	0.86	3.55	1.18
I think entrepreneurs can provide themselves a comfortable life	4.05	0.94	3.25	1.21
I think entrepreneurship can make others more respected	3.82	0.98	3.59	1.02
I think entrepreneurship is the best way to realize personal potential	3.75	1.11	3.57	1.85
Having own business is the ideal goal for most of my nations	3.21	1.12	3.31	1.67
<i>Satisfy economic needs and sense of achievement_Average</i>	3.77	0.64	3.46	0.85
My university encourages me to develop creative ideas for being an entrepreneur	3.10	1.18	3.69	1.03
My university provides the necessary knowledge about entrepreneurship	2.87	1.21	3.67	1.00

My university has the specific method to encourage students' entrepreneurship	2.79	1.14	3.69	1.04
<i>Education system</i> _ Average	2.92	1.01	3.68	.85
If I decide to start a business, my parents will support me	2.73	1.12	3.1	1.11
Entrepreneurship gives me a better chance like my other family members	2.72	1.15	3.03	1.01
If I decide to start a business, my relatives will support me	2.90	1.03	3.07	1.04
If I decide to start a business, my friends and neighbors will support	2.95	1.04	3.14	0.98
Business elite support student entrepreneurship in my country	3.12	0.98	2.99	0.853
In general, our country highly values entrepreneurs	3.10	0.91	3.22	0.97
<i>Social support</i> _ Average	2.99	0.67	3.07	0.75
Due to the lack of work available in the job market, entrepreneurship has become my option for another job	3.14	0.99	3.12	0.95
Because of the fierce competition in the employment market, I tend to choose to start my own business	3.05	0.95	3.06	0.99
My country's economic environment is conducive to entrepreneurship	2.84	1.04	2.87	1.08

My country's economic conditions provide many business opportunities	2.85	1.05	2.92	1.12
Our country's technology is conducive to the development of entrepreneurship	2.05	1.03	2.83	1.02
My country has unique natural resources for entrepreneurship	2.59	1.31	3.08	1.13
Macroeconomics environment _ Average	2.75	0.73	2.98	0.92
Taxation in my country supports entrepreneurship	2.70	0.98	3.53	0.95
The government provides good conditions for entrepreneurship	2.43	1.00	3.64	0.95
Business laws and regulations support entrepreneurship	2.63	1.03	3.64	0.88
My government's policies help people to run a business	2.55	1.02	3.53	1.05
Government attitude _ Average	2.57	0.67	3.58	0.80

Source: Original study

The descriptive statistics in table 4.6 identifies the mean value, and standard deviation of the research questionnaire. Tables also illustrates the description of each item. This descriptive analysis recruits 6 items for Satisfy economic needs and sense of achievement. 3 items for education training, 6 items for Macroeconomics environment, 6 items for social support and 4 items for government attitude.

If comment meaning results, there are few point which we should

mention. First one is “I think entrepreneurs can provide themselves a comfortable life” in Kyrgyz students has higher 4.05 believe than compare Taiwanese students 3.25. Education system too have significantly difference between two group respondents in Kyrgyzstan 2.92 and Taiwan has higher perception 3.68. Next moment is government attitude, here difference between countries so high. Students from Kyrgyzstan has less perception 2.57, taiwanese students are more satisfied with goverment policy 3.58 mean.

4.3 Independent sample T-test items

The independent sample t-test procedure compares means for two groups of cases. For this test, independent sample t-test was conducted to compare the differences between male and female students. According to Hair et al. (2006), the significant was observed mean scores of the t-test and the significance level of p-values less than 0.05.

Table 4. 7 T-test: Group Statistics Kyrgyzstan sample

ITEM	Gender	Mean	Std. Dev.	Std. Error Mean	Difference between groups
Satisfy economic needs and sense of achievement	Male	3.71	0.60	0.064	No
	Female	3.78	0.66	0.063	
Education training	Male	2.96	1.03	0.106	No
	Female	2.88	0.99	0.094	
Social support	Male	3.07	0.75	0.077	Significant
	Female	2.93	0.59*	0.056	
	Male	2.78	0.71	0.073	No

Macroeconomics environment	Female	2.72	0.74	0.071	
Government attitude	Male	2.60	0.71	0.073	Significant
	Female	2.55	0.64	0.061	

Note: *p<.05, **p<.01, ***p<.001

Source: Original study

Table 4. 8 T-test: Group Statistics Taiwan sample

ITEM	Gender	Mean	Std. Dev.	Std. Error Mean	Difference between groups
Satisfy economic needs and sense of achievement	Male	3.60	1.14	0.14	No
	Female	3.50	1.27	0.11	
Education training	Male	3.71	0.86	0.09	No
	Female	3.66	0.84	0.07	
Social support	Male	3.10	0.76	0.08	No
	Female	3.05	0.74	0.06	
Macroeconomics environment	Male	2.82	0.78	0.08	No
	Female	3.08	0.99	0.08	
Government attitude	Male	3.58	0.72	0.08	Significant
	Female	3.55	0.85*	0.07	

Note: *p<.05, **p<.01, ***p<.001

Source: Original study

Table 4.7 and table 4.8 showed us that both of countries female and male respondents have almost same meaning. And have significantly

different mean score in Government attitude in Taiwan sample and social support in Kyrgyzstan. The others are non-significant.

Table 4. 9 Destructive analysis independent variable ANOVA
Kyrgyzstan sample by grade

Variables	Major				F-value	p-value	Different between group
	I	II	III	IV			
Satisfy economic needs and sense of achievement	3.40	3.60	3.15	3.22	1.34	0.251	No
Education training	3.58	3.79	3.81	3.47	3.98**	0.004	Significant
Social support	2.84	3.16	2.86	2.32	2.57	0.058	No
Macroeconomics environment	2,93	3,01	2,87	2,84	2.19	0.074	No
Government attitude	3,55	3,66	3,53	3,46	.438	0.781	No
I – Freshmen, II – Sophomore, III- Junior, IV – Senior							

Note: *p<.05, **p<.01, ***p<.005

Source: Original study

Table 4.9 table showing in Kyrgyzstan sample there is Satisfy economic needs and sense of achievement, macroeconomics and government when compare between group no significant. We have two one significant items education and social support. Since F-value need to higher than 3 and p-value lower than .05, follow the rules there Only Education sample is significant.

Table 4. 10 Destructive analysis independent variable ANOVA Taiwan sample by school grade

Variables	Major				F-value	p-value	Different between group
	I	II	III	IV			
Satisfy economic needs and sense of achievement	3.38	3.55	3.46	3.36	0.848	0.496	No
Education training	2.64	3.12	2.90	3.34	3.73*	0.005	Significant
Social support	2.78	3.18	2.71	3.31	7.87*	.000	Significant
Macroeconomics environment	2.93	3.15	2.86	2.84	2.04	0.089	No
Government attitude	2.51	2.81	2.79	2.37	2.33	0.057	No
I – Freshmen, II – Sophomore, III- Junior, IV – Senior							

Note: *p<.05, **p<.01, ***p<.001

Source: Original study

Compare the Kyrgyzstan students meaning in Taiwan sample has two significant, education training and social support. The main point is here both of countries have same significant in education training. Satisfy economic needs and sense of achievement, macroeconomics environment and Government attitude are no significant.

Table 4. 11 Descriptive analysis respondents by age, Kyrgyzstan sample

Variables	Age			F-value	p-value	Different between group
	14-17	18-22	22 +			
Satisfy economic needs and sense of achievement	3.81	3.70	3.96	2.52	0.082	No
Education training	3.41	2.80	2.78	6.53**	0.002	Significant
Social support	3.21	2.93	3.06	1.51	0.223	No
Macroeconomics environment	2.69	2.74	2.84	0.417	0.659	No
Government attitude	2.73	2.51	2.59	1.59	0.205	No

Note: *p<.05, **p<.01, ***p<.001

Source: Original study

Table 4.11 table showing in Kyrgyzstan sample there is Satisfy economic needs and sense of achievement, macroeconomics and government no significant. Also social support dimension none significant. Only one significant item is education training. Since F-value need to higher than 3 and p-value lower than .05, follow the rules there Only Education sample is significant.

Table 4. 12 Descriptive analysis respondents by age, Taiwan sample

Variables	Age			F-value	p-value	Different between group
	14-17	18-22	22 +			
Satisfy economic needs and sense of achievement	3.62	3.75	3.50	0.828	0.439	No
Education training	3.12	3.13	3.09	0.717	0.417	No
Social support	3.09	2.97	3.27	2.99*	0.049	Significant
Macroeconomics environment	3.25	2.85	3.01	2.77	0.059	No
Government attitude	3.51	3.66	3.47	1.25	0.287	No

Note: *p<.05, **p<.01, ***p<.001

Source: Original study

In Taiwan sample table 4.10, there is only one significant item is social support. Other items as satisfy economic needs and sense of achievement, macroeconomics environment, government attitude are no significant. Since F-value need to higher than 3 and p-value lower than .05, follow the rules there Only Education sample is significant.

4.4 Logistic regression

Table 4.11 shows regression analysis for dependent and independent variables. If that factors' p-values are less than 0.05 it means here significant and our hypothesis accepting.

Table 4. 13 Regression logic analysis items

Regression Analysis					
Dependent variable	Independent variables				
Taiwan	Satisfy economic needs and sense of achievement	Education training	Social support	Macroeconomics environment	Government attitude
Exp (B)	0.964	1.102	1.020	1.046	1.466
Chi-square	0.041	0.520	0.009	0.074	3.979*
p-value	0.839	0.708	0.924	0.785	0.048
Kyrgyzstan					
Exp (B)	0.787	1.173	1.675	1.285	1.312
Chi-square	0.573	0.597	2.974	0.883	0.799
p-value	0.448	0.442	0.084	0.336	0.372

Source: Original study

According to table 4.13, model tested the relationship in Taiwan and Kyrgyzstan entrepreneur motivation independent variable and Satisfy economic needs and sense of achievement, education training, social support, macroeconomics environment, government attitude. The results show that there are just one variable significant. In Taiwan sample between government attitude and entrepreneur motivation have significantly meaning. P-value =0.048 following the rules we can accept our hypothesis H5b “Government attitude significantly influence on entrepreneurial motivation of Taiwan students”. Other hypothesis between r H1a, H1b, H2a, H2b, H3a, H3b, H4a, H4b, H5a are rejected. Meaning are not significant.

4.5 T-test and ANOVA to entrepreneur motivation

Table 4. 14 T-test Taiwan and Kyrgyzstan difference by gender

Kyrgyzstan					
ITEM	Gender	Mean	Std. Dev.	Std. Error Mean	
I want to be entrepreneur	Male	1.26	0.443	0.050	Significant
	Female	1.34	0.473	0.004	
	Taiwan				No
	Male	1.13	0.332	0.034	
	Female	1.14	0.345	0.033	

Source: Original study

Table 4.14 shows that in Kyrgyzstan sample significantly different meaning. This result proving our hypothesis “The entrepreneurial motivation impacted by characteristic of gender significantly different in

Kyrgyzstan students”. In Taiwan case there is no significantly difference and our hypothesis “The entrepreneurial motivation impacted by characteristic of gender significantly different in Taiwan students” rejected.

Table 4. 15 ANOVA test Taiwan and Kyrgyzstan difference by age of respondents

Kyrgyzstan						
Variables	Age			F-value	p-value	Different between group
	14-17	18-22	22 +			
I want to be entrepreneur	1.07	1.15	1.13	0.892	0.41	No
	Taiwan					
	1.26	1.36	1.26	1.19	0.3	No

Source: Original study

Table 4. 16 ANOVA test Taiwan and Kyrgyzstan difference by age of respondents

Kyrgyzstan							
Variables	Major				F-value	p-value	Different between group
	I	II	III	IV			
I want to be entrepreneur	1.08	1.13	1.12	1.21	1.12	0.347	No
	Taiwan						

	1.37	1.32	1.24	1.22	0.7	0.593	No
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Source: Original study

According to table 4.15 we can see that there is no any significant difference by age both country. In this case our characteristics hypothesis “The entrepreneurial motivation impacted by characteristic of gender significantly different in Kyrgyzstan students” and “The entrepreneurial motivation impacted by characteristic of gender significantly different in Taiwan students” are should rejected.

Table 4.16 showing us same results as age, respondents school grade has no influence to motivation of entrepreneurship. However p – value not following significantly level next two hypothesis also “The entrepreneurial motivation impacted by characteristic of respondents major significantly different between Kyrgyzstan students” and “The entrepreneurial motivation impacted by characteristic of respondents major significantly different between Taiwan students”rejected. One more interesting founding is in Taiwan sample we can see students ever year increasing motivation to be entrepreneur.

CHAPTER FIVE

CONCLUSIONS AND SUGGESTIONS

5.1 Research conclusions

This study aimed to study about differences in Entrepreneurial motivation for Taiwan and Kyrgyzstan students. Accordingly, there are ten main hypotheses in this study which showed in table 5.1. Results saying that between two countries less difference in student entrepreneur motivations. Only 2 hypotheses are supported and others are rejected as well. Our founding is to this study difference between Kyrgyzstan and Taiwan. First such significantly difference have in government attitude Taiwan students' high perception than Kyrgyzstan students. It means government of Taiwan have flexible and good policy. And one more such significantly difference is in education training have high meaning between two sample respondents in Kyrgyzstan 2.92 and Taiwan has higher perception 3.68.

Table 5. 1 The Results of the Testing Hypotheses

№	Hypothesis	Result
H1a	Satisfy economic needs and sense of achievement significantly influence on entrepreneurial motivation of Kyrgyzstan students	Rejected
H1b	Satisfy economic needs and sense of achievement significantly influence on entrepreneurial motivation of Taiwan students	Rejected

H2a	Education system significantly influence on entrepreneurial motivation of Kyrgyzstan students	Rejected
H2b	Education system significantly influence on entrepreneurial motivation of Taiwan students	Rejected
H3a	Social support significantly influence on entrepreneurial motivation of Kyrgyzstan students	Rejected
H3b	Social support significantly influence on entrepreneurial motivation of Taiwan students	Rejected
H4a	Macroeconomics environment significantly influence on entrepreneurial motivation of Kyrgyzstan students	Rejected
H4b	Macroeconomics environment significantly influence on entrepreneurial motivation of Taiwan students	Rejected
H5a	Government attitudes significantly influence on entrepreneurial motivation of Kyrgyzstan students	Rejected
H5b	Government attitudes significantly influence on entrepreneurial motivation of Taiwan students	Supported
H6a	The entrepreneurial motivation impacted by characteristic of gender significantly different in Kyrgyzstan students.	Supported
H6b	The entrepreneurial motivation impacted by characteristic of gender significantly different in Taiwan students	Rejected

H7a	The entrepreneurial motivation impacted by characteristic of respondents age significantly different between Kyrgyzstan's students.	Rejected
H7b	The entrepreneurial motivation impacted by characteristic of respondents age significantly different between Taiwan students.	Rejected
H8a	The entrepreneurial motivation impacted by characteristic of respondents major significantly different between Kyrgyzstan students.	Rejected
H8b	The entrepreneurial motivation impacted by characteristic of respondents major significantly different between Taiwan students	Rejected

Source: Original study

Summary we got same difference for example hypothesis H6A motivation impacted by characteristic of gender significantly different in Kyrgyzstan sample womens have wish to be entrepreneur more than mens. Probibaly it can depends kyrgyz womens has not flexible time howover they are focusing to family.

5.2 Research Limitations

The results of this study have limitations. For example, due to some difficulties and time of survey implementation, the sampling method for this study is basically based on convenience sample, so the results may not represent all in Kyrgyzstan and Taiwan students. Therefore, further research should be done with larger sizes and specific sample to increase the representativeness of all generation groups. Secondly however it is one of first research between two countries not enough research paper for secondary data. One more point is current days I am living in Taiwan and

Kyrgyzstan data collected by online survey which makes low probability students objectivity.



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