

The Effects of Business Startup Education of Restaurant Founder on Transfer Effect in Learning and Entrepreneurial Intentions

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Abstract

Purpose – this study analyzes the impact of restaurant startup education on transfer effects in learning and entrepreneurial intentions based on previous research. Also, problems and ways to provide effective business startup education for a restaurant founder will be proposed based on the result.

Research design, data, methodology – this study collected surveys by conducting direct investigation. From July 20th of 2016 to September 20th of 2016 (approximately 60 days), the survey was collected. Out of 540 surveys, 520 were collected. And excepting 9 surveys which were untrustworthily conducted, total 511 surveys were used for the analysis.

Results – First, as a result of the impact of which factor of a restaurant founder's startup education has a positive impact on transfer effect in learning (the satisfaction of startup education and learning transfer), law education, entrepreneurship education and business district analysis education and practical education have turned out be positively related variables. Secondly, as a result of the impact of a restaurant founder's startup education satisfaction on transfer in learning, it has been identified that startup education has a positive impact. Lastly, by conducting an analysis to find out which factor from a restaurant founder's transfer effect in learning has an impact on entrepreneurial intention, all variables, including startup education satisfaction and transfer effect in learning, are positively influencing factors.

Conclusions – as startup education satisfaction of a restaurant founder is increasing, there is a higher level of transfer effect in learning. Moreover, as transfer effect of startup business is getting higher, it has an impact on entrepreneurial intention.

Keywords: Restaurant Founder, Startup Education, Transfer Effect in Learning, Education Satisfaction, Entrepreneurial Intentions.

JEL Classification Code: C12, I21, L66, M48.

1. Introduction

Twenty first century is called as knowledge information society. In the past industrial society, ‘just working hard’ job (server) spirit was needed. It is difficult to bring that past job spirit to deal with information society due to the change in servitization of economy and from few products with massive quantity to variety products with small quantity.

Currently, the concept is changing from lifetime job to lifetime career, and there is a high percentage of unemployment since it is easy to lose devotion to one’s company if the job is not preferred one. Constantly, the government has tried to provide employment opportunity and activate trade. Moreover, there is a lot of policy has pushed to support small medium enterprise.

Even though there are proactive supports from the government, there is a pressure regarding limit of creating job vacancies in life except public part. And due to the pressure, the percentage of unemployment is not decreasing. To solve this issue, creation of employment is highly needed.

Entrepreneurship should meet the requirements by the time period. Especially, the government should recognize about the importance of entrepreneurship and provide a lot of startup business supporting program for the activation of entrepreneurship. As stated, entrepreneurship can active economic and have huge social, economic and cultural impacts by creating employment. Furthermore, as the idea of lifetime job is fading, there is higher interest and desire regarding entrepreneurship based technology and function. Since competency, for starting up a business, can be acquired, it is important to provide startup business education program to enhance entrepreneurial intention.

Previous studies proposed success and failure factors regarding small-medium enterprise, venture business and small and micro business. Each university, education institute and small-medium business laboratory actively have conducted a research about entrepreneurship education, current status, the way to develop and the invention of related programs. However, still more studies should be conducted regarding practical entrepreneurship education for small business founders (Jang, 2003; Park & Kim, 2009; Park & Kwon, 2009; Ban & Jang, 2010; Park & Ko, 2011; Park & Ko, 2012; Lee & Won, 2013; Yang, 2014; Choi & Kwon, 2014; Hwang, Kim & Park, 2017).

To the successfully startup a restaurant, entrepreneurship education is highly required. These days, there is an entrepreneurship education program for those who are interested in starting up own businesses and founders. However, there is a lack of practical education, regarding starting a business, and entrepreneurship educational strategies which distract entrepreneurship education (Jeong & Min, 2008).

This research conducts an empirical analysis of the impact of an entrepreneurship education for those who are interested in starting up a restaurant on startup education satisfaction and education transfer. Moreover, it also analyzes the impact of startup business education satisfaction and education transfer of restaurant founders on entrepreneurial intentions. Based on the research, this report will propose problems and the way to operate for the effective a restaurant founder’s entrepreneurship education. Furthermore, this tries to provide the basement to fulfil needs and interests, for those who are interested in starting up a business, toward entrepreneurship education institutes, and strengthen the will to startup a business.

2. Literature Review

2.1. Entrepreneurship Education

As entrepreneurship education has spread in 2000s, specific problems have been pointed in different point of view. On the side of entrepreneurship education program, the profession of entrepreneurship education has been much required than general management education, and there were some issues that experiencing should occupy higher position than theoretical education (Lee, 2006; Han, 2007; Moon, Kwon & Moon, 2008).

There is a lot of research, about entrepreneurship education programs, which has been conducted by scholars and in related institutes (Lee, 1998; Kang, 2007; Jeong & Cha, 2008; Jeong, 2008; Park & Kim, 2009; Lee & Hwang, 2010; Park & Ko 2011; Park, 2012; Kang & King, 2013; Lee, Kim & Kim, 2013; Park, 2014; Hong, 2015; Hwang, Kim & Park, 2017).

Lee and Kim (2012) if the level of students’ education satisfaction is increasing by developing the quality of entrepreneurship education, the loyalty regarding entrepreneurship education is getting higher which could increase effectiveness and result in the increase in the will of starting up a business. Park and Kim (2009) claimed that different programs are needed for those who have different background knowledge. Lee and Park (2014) stated that the educational support is needed to develop deficient competency by measuring the education target’s

entrepreneurship competency. Moreover, No (2016) conducted an empirical analysis regarding the satisfaction of founders' entrepreneurship education program (business district analysis education, law education, practical education and founder's mind education). As a result of the study, it has been identified that the satisfaction has a positive influence on the entrepreneurial intention.

In Crant (1996)'s analysis, it is claiming that entrepreneurial intention has a positive relationship with the level of education, and if the level of education is high, the entrepreneurial intention is also presented as high. Moreover, in Solesvik et al. (2014)'s research, university students' participation in entrepreneurship education has a positive influence.

In spite of the direct (Fayolle et al., 2006) and positive relationship (Clark et al., 1984) of entrepreneurship education and the entrepreneurial will, some studies could not clarify interaction (Wu & Wu, 2008; Rodrigues et al., 2012) and even find negative impacts (Oosterbeek et al., 2010). Moreover, Jo (2014) claimed the medium, which is entrepreneurship education satisfaction, has an effect on entrepreneur spirit (fulfilling desire and enduring risks) and the entrepreneurial intention. Especially, in Solesvik et al. (2014)'s study, it has been stated that, in the entrepreneurship education moderator effect, the influential relationship between cultural factor and entrepreneurial intention statistically has no impact to each other.

Hostager and Decker (2005) claimed that startup business education has a positive impact on entrepreneurial will while general management education has no influence on entrepreneurial will. In Kierulff (2005)'s research, Polish startup business education can change by substituting negative point of views and uncertainty. Diffley (1982) showed that entrepreneurship education can be an important factor to change negative views.

This study will analyze the effect of startup business education on those who prepared to start a business or already started a business. To conduct a research, some factors, law education, founder spirit education, practical education and business district analysis education has been extracted based on previous study.

2.2. Transfer Effect in Learning

2.2.1. Entrepreneurship Education Satisfaction

Entrepreneurship Education Satisfaction is included in the concept of the first level of four evaluating models by Kirkpatrick (1994), which means "the reaction of participants of entrepreneurship education how they satisfied". Benigno and Tretin (2000) defined as the "subjective evaluation of learners regarding the overall variables for the education program, such as education environment, teacher and education evaluation". Huang (2000) and Koo (2004) stated that it is satisfaction regarding physical environment, such as stability and function. Merriam and Merriam (2001) claimed that when learners satisfy with the education, they accept the learnings as theirs which causes effective influence in education. As a result, Philips (2001) seen education satisfaction as an important factor of acquiring knowledge. Usually, education satisfaction is analyzed and evaluated by collecting surveys which were distributed after the education. The satisfaction of learners is evaluating in personal point of view, not only the contact of the education program, but also education environment, teachers and education evaluation.

Park and Kim (2009) defined entrepreneurship education program satisfaction as "the difference between the expectations toward the program and the satisfactory level of enjoyable feeling, attitude and desires". The satisfaction caused from startup education program expedites conscious and unconscious desires which can maximize the effect of education. Therefore, entrepreneurship education satisfaction has an impact on entrepreneurial intention.

From the previous studies, it is possible to identify that entrepreneurship education satisfaction is defined as "the level of satisfying learners' expectation with the education contents and teachers".

2.2.2. Transfer Effect in Learning

Transfer effect in learning is defined as "the result the level of learners' development and changes and acquired knowledge and technology (Astin, 1991). Kirkpatrick (1994) considered it has the second level of four level evaluation model, which is the result of education evaluation.

Alliger et al. (1997) and Goldstein (1993) clarified the area as the ability of understanding, which is explaining and deducting, and behaving area, which is practical and detailed use, by atomizing the level of achievement based on outcomes.

As the number of entrepreneurship related education is increasing, there is a lot of studies has conducted. Collins et al (2006) identified through empirical analysis that while entrepreneurship education including link between work

and school requires a lot of time and cost, there are positive reactions from participants. Harris and Gibson (2008) conducted surveys to university students, and found that attending startup business related education is depending on the attitude towards entrepreneurship. Especially, from the research, it has been identified that when female students attend the session, they have greater willing to start a business.

Based on previous research, this paper defined the transfer effect in learning as “the level of acquired behavior that learners specifically use what they have learned into real work environment, which were acquired through education.

2.3. Entrepreneurial Intention

Entrepreneurial intention is “the very first level which influences to actually start a business which plans entrepreneur and establish an organization” (Kim, Han & Lee, 2016). Through a lot of studies, it is easy to discover that entrepreneurial intention has a major influence on starting up a business (Veclana et al., 2005; Park & Kang, 2007). This is highly affected by personal and environmental environments. McClelland (1965) and other researchers conducted an analysis that those who startup a business’ achievement desire is an important precedence factor for entrepreneurial intention and actually starting up a business.

Komives (1972) researched by targeting entrepreneurs who succeeded in new technology field, and as a result, all of them had a high level of achievement desire. Achievement desire is a crucial factor and variable which have a positive impact on entrepreneurial intention, and highly related to initiative and progressive spirit (Krueger, 1993; Lee, 2000). Johnson (1990) re-analyzed overall 23 research results to find out the relationship among entrepreneurship desire and the behaviors and tendency regarding starting up a business, and figure out from 20 studies that achievement desire and the behavior and tendency regarding starting up a business have a positive influence to each other. Moreover, among personal characteristics, those who have a high level of self-efficacy has a positive relationship with entrepreneurial intention since they believe their competency and control of the environment in uncertain conditions.

Other personal factors are usually focusing on psychological factors, such as emotional ability and initiative which influence entrepreneurial intention. A research regarding entrepreneur directivity claims that personal tendency, such as achievement desire, risk-taking, progressive spirit and autonomy, influences entrepreneurial intention. Lee (2000) proposed that out of achievement desire, internal control and self-efficacy, control factor and achievement desire have an impact on entrepreneurial intention. Yoon (2004) claimed that business orientation, self-efficacy towards starting up a business and network environment positively influence entrepreneurial intention.

No, Jin and Kim (2016) analyzed the impact of starting up a business education program satisfaction on entrepreneurial intention, and it has identified that a restaurant starting up education program (business district education, law education, practical education and entrepreneurship education) have a positive impact on entrepreneurial intention.

Jeon, Kim and Son (2015) analyzed a data collected from 300 individuals have no common who just have experienced startup business program to identify the impact of startup business education program on the recognition and intention of startup a business. And as a result, the satisfaction level of startup a business education program has positively influences entrepreneurial intention and recognition. Especially, entrepreneurship education program and law education program from the startup a business education program factors, have the highest impact. Hwang, Kim and Park (2017) have done simple regression analysis regarding entrepreneurial education satisfaction and intention. As a result, the satisfaction of startup a business education has a positive impact while startup a business education satisfaction and entrepreneur confidence do not role as controller between startup a business education satisfaction and entrepreneurial intention.

3. Methodology

3.1. Research Model & Hypotheses

Research model of the current study, based on supervision of previous studies and related document, is as follow:

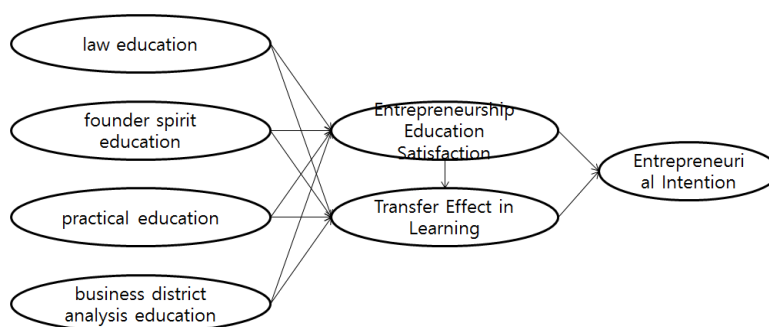


Figure 1: Research Model

3.2. Research Hypotheses

Based on aforementioned research model, the current study has set up the following hypotheses to analyze the impact of entrepreneurship education on transfer effects in learning and entrepreneurial intentions.

3.2.1. Relationship between Entrepreneurship Education and Entrepreneurship Education Satisfaction (Hypothesis 1)

Based on prior studies of Park and Kim (2009), Lee, Hwang, Park and Ko (2010, 2011), Park (2012), Kang and Kang (2013), Lee, Kim and Kim (2013), Hong, Hwang, Kim and Pakr (2017), the current study restructured survey with modified parameters. Based on prior studies, the following hypotheses were set up to test the effects of entrepreneurship education by restaurant founder on entrepreneurship education satisfaction.

Hypothesis 1: Entrepreneurship education by restaurant founder will have positive effect on entrepreneurship education satisfaction.

Hypothesis 1-1: Law education by restaurant founder will have positive effect on entrepreneurship education satisfaction.

Hypothesis 1-2: Founder spirit education by restaurant founder will have positive effect on entrepreneurship education satisfaction.

Hypothesis 1-3: Business district analysis education by restaurant founder will have positive effect on entrepreneurship education satisfaction.

Hypothesis 1-4: Practical education by restaurant founder will have positive effect on entrepreneurship education satisfaction.

3.2.2. Relationship between Entrepreneurship Education and Transfer Effect in Learning (Hypothesis 2)

Based on prior studies of Grotelueschen (1986), Smith and Offerman (1989), Astin (1993), Park (2012), and Choi & Kim (2019) the current study restructured survey with modified parameters.

Based on prior studies, the following hypotheses were set up to test the effects of entrepreneurship education by restaurant founder on transfer effect in learning.

Hypothesis 2: Entrepreneurship education by restaurant founder will have positive effect on transfer effect in learning.

Hypothesis 2-1: Law education by restaurant founder will have positive effect on transfer effect in learning.

Hypothesis 2-2: Founder spirit education by restaurant founder will have positive effect on transfer effect in learning.

Hypothesis 2-3: Business district analysis education by restaurant founder will have positive effect on transfer effect in learning.

Hypothesis 2-4: Practical education by restaurant founder will have positive effect on transfer effect in learning.

3.2.3. Relationship between Entrepreneurship Education Satisfaction and Transfer Effect in Learning (Hypothesis 3)

Based on prior studies of Astin (1993), Matlay (2005), Politis (2005), Lee (1995), Park and Kim (2009), and Park (2012), the current study restructured survey with modified parameters.

Based on prior studies, the following hypothesis was set up to test the effects of entrepreneurship education satisfaction on transfer effect in learning.

Hypothesis 3: Entrepreneurship education satisfaction by restaurant founder will have positive effect on transfer effect in learning.

3.2.4. Relationship between Transfer Effect in Learning and Entrepreneurial Intention (Hypothesis 4)

Based on prior studies of Astin (1993), Matlay (2005), Politis (2005), Lee (1995), Pakr & Kim (2009), Park (2012), and Hwang, Kim, & Park (2017), the current study restructured survey with modified parameters. Based on prior studies, the following hypotheses were set up to test the effect of transfer effect in learning of restaurant founder on entrepreneurial intention.

Hypothesis 4: Transfer effect in learning of restaurant founder will have positive effect on entrepreneurial intention.

Hypothesis 4-1: Entrepreneur education of restaurant founder satisfaction will have positive effect on entrepreneurial intention.

Hypothesis 4-2: Transfer effect in learning of restaurant founder will have positive effect on entrepreneurial intention.

3.3. Operational Definition of Factors and Parameters

3.3.1. Operational Definition of Entrepreneur Education

Based in prior study, the current study attempts to measure entrepreneur education with law education, founder spirit education, practical education, and business district analysis education. Based on index used by Park, Choi, & Kim (2010), Park (2014), Hong (2015), Noh (2016), and Hwang, Kim, and Park (2017), the current study modified and supplemented 20 items which were measured using 7-point Likert scale.

3.3.2 Operational Definition of Transfer Effect in Learning

The current study defines entrepreneur education satisfaction as the degree to which education by instructor or operator meets students' expectation. Based on index used by Astin (1991), Park and Kim (2009), Noh (2015), and Hwang, Kim, & Park (2017), the current study modified and supplemented 4 items which were measured using 7-point Likert scale. The current study defines transfer effect in learning as the degree of achievement acquired by practically util and izing contents of class. Based on index used by Lee (1995) and Park (2012), the current study modified and supplemented 4 items which were measured using 7-point Likert scale.

3.3.3. Operational Definition of Entrepreneurial Intentions

The current study defined entrepreneurial intentions is that first influential step for a business startup by planning and founding organization. Based on studies by Veciana et al. (2005) and Park and Kang (2017), the current study modified and supplemented 5 times which were measured using 7-point Likert scale.

3.4. Data Collection and Testing Methods

3.4.1. Sampling and Method of Investigation

The current study utilized self-recording survey method. The survey return time frame was from July 20, 2016 to September 20, 2016 (Approximately 60 days). 540 surveys were distributed in Kyungki branches (40 branches: 480 surveys, 3 branches: 60 survey) and returned.

Among returned 520 surveys, 511 surveys (percentage actually used in analysis), excluding 9 surveys answered insincerely, were used for analysis.

3.4.2. Organization of Survey and Contents

Factors used in the current study and survey organization are as shown in <Table 1>.

Table 1: Organization of Survey

Measured Factors		Measurement	Item	Reference
Entrepreneur Education Factor	Law Education	Considering that law education on facility and construction is important. Considering that acquiring business license, reporting process, and registration of business is important. Considering education on Food Sanitation Act, hygiene education, and marks-of-origin is important. Considering law education on building leasing is important. Considering education on customer complaint handling and customer service is important. Considering education on the Commercial Building Lease Protection Act is important.	6	Noh (2016), Hong (2015), Park, Choi, & Kim (2009)
	Founder Spirit Education	Considering writing up business plan is important. Considering raising foundation fund is important. Considering choosing business item and business type is important. Considering analyzation of business validity is important. Considering spirit education of entrepreneurship, management, and founding is important. Considering hiring waiters and human resource management are important.	6	
	Business District Analysis Education	Considering selection of location theory and its practicality is important. Considering business district analysis theory and its practicality is important. Considering market research and analysis method is important. Considering knowledge on facility, equipment, and interior is important.	4	
	Practical Education	Considering marketing method, sales promotion, and advertising method is important. Considering cooking skills, such as getting certification and recipe proficiency is important. Considering menu development is important. Considering customer service method, attitude, and education is important.	4	

Transfer Effect in Learning	Entrepreneur Education Satisfaction	Satisfied with contents of entrepreneur education. Recombing other founders to take entrepreneur education. Satisfied with entrepreneur education environment. Satisfied with capability of entrepreneur education instructor.	4	Astin (1991), Noh (2016)
	Transfer of Learning	Knowledge acquired in entrepreneur education helps manage tax. Knowledge acquired in entrepreneur education helps manage food supplies. Knowledge acquired in entrepreneur education helps manage menu. Knowledge acquired in entrepreneur education helps manage practically.	4	Lee (1995), Park (2012)
Entrepreneurial Intention		Intention to start up a business after participating entrepreneur education program. Becoming passionate after participating entrepreneur education program. Intention to found after participating entrepreneur education program. Getting enough knowledge after participating entrepreneur education program. Thinking that he would be successful in business startup after participating entrepreneur education program.	5	Astin (1991), Park & Kwon (2009)
General Traits		Gender, age, marital status, education, place of living	5	-

Also, the organization of the survey was based on items extracted from prior studies with verified validity and reliability, and they were reconstructed to make them suitable for the current study.

4. Study Design and Analysis Method

4.1. Demographical Traits if the Sample

Sample's demographical traits are as shown in <Table 2>.

Table 2: Demographical Traits

Classification		Frequency	Percentage
Gender	Male	280	54.8
	Female	231	45.2
	Total	511	100.0
Age	20s	13	2.5
	30s	82	16.0
	40s	172	33.7
	50s	204	39.9
	Above 60s	40	7.8
	Total	511	100.0
Marital Status	Single	59	11.5
	Married	452	88.5
	Total	511	100.0

Education	High School Diploma	258	50.5
	Associates Degree	147	28.8
	Bachelor's Degree	78	15.3
	Others	28	5.5
	Total	511	100.0
Place of Living	Incheon, Kyungki Area	472	92.4
	Others	39	7.6
	Total	511	100.0

4.2. Testing Measured Variables' Reliability and Validity

Analysis of measured variables' reliability and validity is as shown in <Table 3>, <Table 4>, <Table 5>, and <Table 6>.

Table 3: Analysis of Reliability and Validity of Entrepreneur Education

Factor	Variable	Factor Load Value	Characteristic Value	Variance Explanation Power	Reliability
Law Education	Considering that law education on facility and construction is important	0.776	9.161	19.829	0.895
	Considering that acquiring business license, reporting process, and registration of business is important	0.727			
	Considering education on Food Sanitation Act, hygiene education, and marks-of-origin is important	0.721			
	Considering law education on building leasing is important	0.684			
	Considering education on customer complaint handling and customer service is important	0.684			
	Considering education on the Commercial Building Lease Protection Act is important	0.682			
Founder Spirit Education	Considering writing up business plan is important	0.819	1.827	38.819	0.887
	Considering raising foundation fund is important	0.784			
	Considering choosing business item and business type is important	0.723			
	Considering analyzation of business validity is important	0.658			

	Considering spirit education of entrepreneurship, management, and founding is important	0.657			
	Considering hiring waiters and human resource management are important	0.536			
Business District Analysis Education	Considering selection of location theory and its practicality is important	0.832	1.388	54.269	0.877
	Considering business district analysis theory and its practicality is important	0.812			
	Considering market research and analysis method is important	0.800			
	Considering knowledge on facility, equipment, and interior is important.	0.769			
Practical Education	Considering marketing method, sales promotion, and advertising method is important	0.825	1.243	68.091	0.826
	Considering cooking skills, such as getting certification and recipe proficiency is important	0.744			
	Considering menu development is important	0.691			
	Considering customer service method, attitude, and education is important.	0.646			

KMO = .933, chi-square = 6,231.16, df = 190, p = .000

Table 4: Analysis of Reliability and Validity of Entrepreneur Education Satisfaction

Factor	Variable	Factor Load Value	Characteristic Value	Variance Explanation Power	Reliability
Entrepreneur Education Satisfaction	Satisfied with contents of entrepreneur education	0.866	2.901	72.532	0.873
	Recombine other founders to take entrepreneur education	0.861			
	Satisfied with entrepreneur education environment	0.856			
	Satisfied with capability of entrepreneur education instructor	0.823			

KMO = .808, chi-square = 1,029.061, df = 6, p = .000

Table 5: Analysis of Reliability and Validity of Transfer Effect in Learning

Factor	Variable	Factor Load Value	Characteristic Value	Variance Explanation Power	Reliability
Transfer Effect in Learning	Knowledge acquired in entrepreneur education helps manage tax	0.898	2.816	70.396	0.858
	Knowledge acquired in entrepreneur education helps manage food supplies	0.878			
	Knowledge acquired in entrepreneur education helps manage menu	0.819			
	Knowledge acquired in entrepreneur education helps manage practically	0.754			

KMO = .660, chi-square = 1,569.840, df = 6, p = .000

Table 6: Analysis of Reliability and Validity of Entrepreneurial Intention

Factor	Variable	Factor Load Value	Characteristic Value	Variance Explanation Power	Reliability
Entrepreneurial Intention	Intention to start up a business after participating entrepreneur education program	0.877	3.302	66.032	0.867
	Becoming passionate after participating entrepreneur education program	0.862			
	Intention to found after participating entrepreneur education program	0.809			
	Getting enough knowledge after participating entrepreneur education program	0.802			
	Thinking that he would be successful in business startup after participating entrepreneur education program	0.701			

KMO = .831, chi-square = 1,283.392, df = 10, p = .000

Extracted factors using factor analysis are as shown in <Table 3>, <Table 4>, <Table 5>, and <Table 6>. In the analysis, factor load value was used as measured variable. Total explanation power of entrepreneur education variance is 72.532%. Total explanation power of transfer effect of learning variance is 70.396%. Since total explanation power of entrepreneurial intention variance is 66.032%, factor analysis was appropriate.

4.3. Correlation Analysis Among Constructs

Correlation analysis was performed to see if there is correlation among factors and to measure degree of correlation. The result is as shown in <Table 7>.

Table 7: Correlation Analysis among Constructs

Factors	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Law Education (1)	1						
Founder Spirit Education (2)	.694**	1					
Business District Analysis Education (3)	.494**	.521**	1				
Practical Education (4)	.607**	.581**	.407**	1			
Entrepreneur Education Satisfaction (5)	.589**	.561**	.599**	.556**	1		
Transfer Effect in Learning (6)	.455**	.531**	.510**	.412**	.699**	1	
Entrepreneurial Intention (7)	.530**	.596**	.427**	.514**	.576**	0.474	1

**p < 0.01

4.4. Testing Research Hypotheses

4.4.1. Testing Hypothesis 1

To test <Hypothesis 1>, to see which of restaurant founder's entrepreneur education factors have significant effect on transfer effect of leaning (entrepreneurial education satisfaction), multiple regression analysis was performed. Four independent variables used in analysis model were law education, founder spirit education, business district analysis education, and practical education. Dependent variable was entrepreneurial education satisfaction.

Table 8: Regression Analysis of Restaurant Founder's Entrepreneurial Education and Entrepreneurial Education Satisfaction

Factors	Non-Standardized Coefficient		Standardized Coefficient	t	Significance Probability
	B	Standard Error	Beta		
(constant)	-3.691E-16	.031		.000	1.000
Law Education	.356	.031	.356	11.539	.000**
Founder Spirit	.287	.031	.287	9.326	.000**

Education					
Business District Analysis Education	.440	.031	.440	14.284	.000**
Practical Education	.342	.031	.342	11.098	.000**
R ² = .520 Adjusted R ² = .516 dfl= 4 df2= 506 F= 136.834 sig= .000					

**p<0.01

First, the result of multiple regression analysis performed to test above hypothesis is as shown in <Table 8>. Total explanation power (R square) of dependent variable is 0.520. F value, which indicates statistical significance of regression is 136.834 and significance is .000. Therefore, this regression was statistically significant.

As for input method of dependent variable, enter method, in which variable gets forcefully input simultaneously, was used and t-value of independent variable was extracted to find significance of independent variable's statistical significance. According to t-value, all variables – law education, founder spirit education, business district analysis education, and practical education – turnout out to be significant.

As a result of analysis above, all <Hypothesis 1-1>, <Hypothesis 1-2>, <Hypothesis 1-3>, and <Hypothesis 1-4> were accepted.

4.4.2. Testing Hypothesis 2

To test <Hypothesis 2>, to see which of restaurant founder's entrepreneur education factors have significant effect on transfer effect of leaning (transfer of learning), multiple regression analysis was performed. Four independent variables used in analysis model were law education, founder spirit education, business district analysis education, and practical education. Dependent variable was transfer in learning in transfer effect in learning.

Table 9: Regression Analysis of Restaurant Founder's Entrepreneurial Education and Transfer of Learning

Factors	Non-Standardized Coefficient		Standardized Coefficient	t	Significance Probability
	B	Standard Error	Beta		
(constant)	1.251E-16	.035		.000	1.000
Law Education	.234	.035	.234	6.632	.000**
Founder Spirit Education	.348	.035	.348	9.887	.000**
Business District Analysis Education	.382	.035	.382	10.859	.000**
Practical Education	.225	.035	.225	6.375	.000**
R ² = .372 Adjusted R ² = .367 dfl= 4 df2= 506 F= 75.069 sig= .000					

**p<0.01

First, the result of multiple regression analysis performed to test above hypothesis is as shown in <Table 9>. Total explanation power (R square) of dependent variable is 0.372. F value, which indicates statistical significance of regression is 75.069 and significance is .000. Therefore, this regression was statistically significant.

As for input method of dependent variable, enter method, in which variable gets forcefully input simultaneously, was used and t-value of independent variable was extracted to find significance of independent variable's statistical significance. According to t-value, all variables – law education, founder spirit education, business district analysis education, and practical education – turnout out to be significant.

As a result of analysis above, all <Hypothesis 2-1>, <Hypothesis 3-2>, <Hypothesis 4-3>, and <Hypothesis 5-4> were accepted.

4.4.3. Testing Hypothesis 3

To test <Hypothesis 3>, to see which of restaurant founder’s entrepreneur education satisfaction has significant effect on transfer of leaning, simple regression analysis was performed. Independent variable used in analysis model was entrepreneur education satisfaction. Dependent variable was transfer in learning. Therefore, this regression was statistically significant.

Table 10: Regression Analysis of Restaurant Founder’s Entrepreneurial Education Satisfaction and Transfer of Learning

Factors	Non-Standardized Coefficient		Standardized Coefficient	t	Significance Probability
	B	Standard Error	Beta		
(constant)	3.603E-16	.031		.000	1.000
Entrepreneur Education Satisfaction	.710	.031	.710	22.773	.000**
R ² = .505 Adjusted R ² = .504 dfl= 1 df2= 509 F= 518.619 sig= .000					

**p<0.01

First, the result of simple regression analysis performed to test above hypothesis is as shown in <Table 10>. Total explanation power (R square) of dependent variable is 0.505. F value, which indicates statistical significance of regression is 518.619 and significance is .000. Therefore, this regression was statistically significant.

As for input method of dependent variable, enter method, in which variable gets forcefully input simultaneously, was used and t-value of independent variable was extracted to find significance of independent variable’s statistical significance. According to t-value, entrepreneur education satisfaction turnout out to be significant.

Also, among influential factors of transfer in learning, entrepreneurial education satisfaction had significant effect with β coefficient value of .710.

4.4.4. Testing Hypothesis 4

To test <Hypothesis 4>, to see which of restaurant founder’s transfer effect in learning factors have significant effect on entrepreneurial intention, multiple regression analysis was performed. Two independent variables used in analysis model were entrepreneur education satisfaction and transfer in learning. Dependent variable was entrepreneurial intention.

Table 11: Regression Analysis of Restaurant Founder’s Transfer Effect in Learning and Entrepreneurial Intention

Factors	Non-Standardized Coefficient		Standardized Coefficient	t	Significance Probability
	B	Standard Error	Beta		
(constant)	2.181E-16	.051		.000	1.000
Entrepreneur Education Satisfaction	.483	.051	.483	9.449	.000**
Transfer in Learning	.135	.051	.135	2.648	0.008**
R ² = .345 Adjusted R ² = .342 dfl= 2 df2= 508 F= 133.539 sig= .000					

**p<0.01

First, the result of multiple regression analysis performed to test above hypothesis is as shown in <Table 11>. Total explanation power (R square) of dependent variable is 0.345. F value, which indicates statistical significance of regression is 133.539 and significance is .000. Therefore, this regression was statistically significant.

As for input method of dependent variable, enter method, in which variable gets forcefully input simultaneously, was used and t-value of independent variable was extracted to find significance of independent variable's statistical significance. According to t-value, all variables – entrepreneur education satisfaction and transfer in learning – turnout out to be significant.

4.4.5. Summary of Hypothesis Testing Result

The summary of above hypothesis testing results is as shown in <Table 12>.

Table 12: Summary of Hypothesis Testing Result

Hypothesis		If Accepted	
	Sub-Hypothesis	Accepted	Rejected
Hypothesis 1	Hypothesis 1-1	O	
	Hypothesis 1-2	O	
	Hypothesis 1-3	O	
	Hypothesis 1-4	O	
Hypothesis 2	Hypothesis 2-1	O	
	Hypothesis 2-2	O	
	Hypothesis 2-3	O	
	Hypothesis 2-4	O	
Hypothesis 3	Hypothesis 3-1	O	
Hypothesis 4	Hypothesis 4-1	O	
	Hypothesis 4-2	O	

5. Conclusions

5.1. Summary of Research Result

The current study attempts to perform empirical testing on effects of entrepreneur education, targeted on people preparing their business startup or already have their own startup business, on transfer effect in learning and entrepreneurial intention. The following is the summary of the analysis.

First, to test <Hypothesis 1>, multiple regression analysis on effect of entrepreneur education of restaurant founder on transfer effect in learning (entrepreneur education satisfaction) was performed, and it turned out that all law education, founder spirit education, business district analysis education, and practical education factors were significant.

Second, to test <Hypotheses 2>, multiple regression analysis on effect of entrepreneur education of restaurant founder on transfer effect in learning (transfer in learning) was performed, and it turned out that all law education, founder spirit education, business district analysis education, and practical education factors were significant.

Third, to test <Hypothesis 3>, simple regression analysis on effect of entrepreneur education of restaurant founder satisfaction on transfer in learning was performed, and it turnout out that entrepreneur education factor was significant

Fourth, to test <Hypothesis 4>, multiple regression analysis on effect of transfer effect in learning of restaurant founder on entrepreneurial intention was performed, and it turnout out that all entrepreneur education satisfaction and transfer in learning factors were significant.

5.2. Implications of the Study and Suggestions

5.2.1. Academic Implications

Academic implications of the current study through other summary and discussion are as following:

First, it was analyzed that restaurant founder's entrepreneur education had positive (+) effect on transfer effect in learning (entrepreneur education satisfaction and transfer in learning). And the analysis was based on factors of entrepreneur education – law education, founder spirit education, business district analysis education, and practical education. It supports assertion made by Johnson (1990), Park (2014), Hong (2013), Noh (2016), and Hwang, Kim, and Park (2013). If existing founder's attitude toward entrepreneur education, such as psychological trait and founder spirit, is high, then it has positive effect on entrepreneur education satisfaction. Since it shows that similar factors can be formed to existing founders or founders who already have launched their startup, it can be said that it has raised theoretical foundation.

Second, it was analyzed that restaurant founder's entrepreneur education satisfaction had positive (+) effect on transfer effect in learning. This adds value to the current study by validating Holtion (2005)'s modified transfer in learning model about positive effect of entrepreneur education satisfaction on transfer in learning, thereby setting up transfer in learning model with more explanation power. Especially, it shows that for entrepreneurs, high entrepreneur education satisfaction leads to high transfer in learning which has raised theoretical foundation.

Third, it was analyzed that transfer effect in learning (entrepreneur education satisfaction and transfer of learning) had positive (+) effect on entrepreneurial intention. It supports assertion made by Noh (2016) and Hwang, Kim, and Park (2013) that transfer effect in learning have positive effect on entrepreneurial intention with higher explanation power. Especially, it shows that high entrepreneur education satisfaction and transfer in learning lead to high entrepreneurial intention which has raised theoretical foundation.

5.2.2. Practical Implications

Practical implications of the current study through other summary and discussion are as following:

First, if entrepreneur education program can be analyzed and more systemized entrepreneur education can be provided, its success rate can be higher. Especially, since business district analysis education among restaurant founder's entrepreneur education is the most influential, it is more realistic. In other words, since theoretic and practical business district analysis, market research and analysis method, and knowledge on facility, equipment, and interior are realistic problems, its education is considered to be important to restaurant entrepreneurs.

Second, systemized entrepreneur education is asked by restaurant founders as systemized entrepreneur education program has effect on transfer in learning. Transfer in learning means that entrepreneur education is being transferred. In terms in reality, since selection of location, theoretic and practical business district analysis, market research and analysis method, and knowledge on facility, equipment, and interior have huge influence in generating profit, it is considered to be important to restaurant entrepreneurs.

Third, since systemized and efficient entrepreneur education program has positive effect on transfer in learning, there would be more or systemized entrepreneur education. If development of various entrepreneur education helps restaurant entrepreneurs, there would be huge transfer effect of learning among restaurant entrepreneurs.

Fourth, as transfer effect in learning (entrepreneur education satisfaction and transfer of learning) has effect on entrepreneurial intention, entrepreneur education is important. It was analyzed that high entrepreneur education satisfaction and transfer in learning lead to high entrepreneurial intention. Since entrepreneur education satisfaction and transfer of learning is important, there would be development of systemized entrepreneur education for effective and efficient entrepreneur education.

Based on the current study, suggestions for future study are as following:

First, there was limitation in terms of measurement. Even though the current study utilized measurement used by Park (2012) and Noh (2016), there have been modifications to make it more suitable for future entrepreneurs with subjective point of view. Therefore, more efficient and systemized measurement development more suitable for future entrepreneurs is necessary.

Second, there was limitation in terms of sampling. Although survey should have been conducted with sample of nationwide future entrepreneurs, it was conducted to future entrepreneurs who completed entrepreneur education in Seoul, Incheon, and Kyungki region due to time and space limit. Empirical study with sample of nationwide future entrepreneurs should be conducted. There would be academical significant if comparison analysis can be conducted sampling nationwide future entrepreneurs taking entrepreneur education in nationwide entrepreneur agency.

Third, it would be more meaningful if dissatisfaction, as well as satisfaction, of entrepreneur education program can be analyzed. Most of the studies research effect of entrepreneur education satisfaction on entrepreneurial intention and management performance. However, entrepreneur education dissatisfaction is also considered to be important.

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