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# INFLUENCE OF BUSINESS MANAGEMENT ENTREPRENEURIAL INTENTION AND STUDENT PERCEPTIONS OF ENTREPRENEURSHIP EDUCATION: A CASE STUDY

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**Abstract**
In many industrialised nations, entrepreneurship has been crucial to social stability and economic growth. India has the youngest population proportion in the world and faces enormous issues due to the high rates of youth unemployment. The unemployment situation is mostly caused by youths' lack of skills and entrepreneurial savvy. This study's goals were (1) examining the cognitive, affective, and behavioural aspects of students' attitudes regarding entrepreneurship education in Indian universities and colleges, and (2) calculating the effect of those attitudes on entrepreneurial intention. (3) Determine how control variables, such as gender and entrepreneurial family background, affect how people feel about entrepreneurship education and how they intend to start their own business. Students from several colleges and universities in central India studying business management made up the responses. While choosing the colleges and institutions, a purposeful sample strategy was used, however when choosing the respondents, ordinary random sampling was used. The results were obtained by utilising "R Programming Language" to analyse the data from 589 completed questionnaires. The findings demonstrated a highly favourable relationship between entrepreneurial intention and attitude towards entrepreneurship education.

**Keywords** Entrepreneurship education, Entrepreneurial intention, India, Attitude, Business management student

## 1 Introduction

India has the world's largest and youngest population. According to Mandhana Niharika (2018), more than 65% of Indians are under the age of 35. It is a difficult effort to support such a large population with employment. The Indian government has launched two flagship projects, Start-up India and Stand-up India, in an effort to engage and provide employment opportunities for young people. By providing young Indians with seed money and technical assistance to launch new businesses, these initiatives aim to develop their entrepreneur abilities. Together with this programme, the Indian government has started "Industry-Academia Partnership and Incubation" programmes, which concentrate on the Startup India efforts. Plans for the creation of "Research Parks" in collaboration with Indian higher education institutions have been revealed by the Union Ministry of Human Resource Development. The government set aside a first investment of Rs. 100 crore to create research parks in collaboration with India's top university. The research park's primary objective was to teach aspiring businesspeople in India (Ramachandran S K, 2015). Using the seed money to launch a firm, the allocated fund was intended to support start-ups. Through incubation and collaborative R&D

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projects between academia and industry, this research park will foster innovation. . The projected parks have already begun operating in the first phase at IIT Hyderabad, IIT Kharagpur, IISc Bangalore, IIT Gandhinagar, IIT Guwahati, and IIT Delhi. Further expressing interest in assisting the startup initiative are large corporations like Google and Oracle.

The vitality of every nation's competitive economy is said to be influenced by a number of inventive and powerful factors, including entrepreneurship education. The organisation and design of entrepreneurship courses in India are hotly contested topics of discussion. The majority of India's leading business schools offer entrepreneurship education, despite debates about whether it can be taught. The main goals of all these courses are to instill in business management students a wide variety of abilities that span multiple disciplines. India, on the other hand, has a reputation as a developing country innovator thanks to its head start in a number of entrepreneurial education initiatives. Post-independence entrepreneurial education India has placed a strong emphasis on entrepreneurship and the establishment of Small and Medium Enterprises (SMEs).

It is clear from the discussion above that the current business climate in India is quite favourable for beginning a new firm. Thus, the Indian government has instructed various ministries involved in education to launch a variety of new entrepreneurial courses at all levels of technical education in India. The most important factor to consider for the success of such programmes is whether or not students are demonstrating their attitude towards entrepreneurship education, particularly in higher education. This is because teaching entrepreneurship frequently changes students' attitudes regarding entrepreneurship (Wei Xingjian, Liu, & Jian, 2019). The purpose of this study was to evaluate Indian business management students' attitudes towards entrepreneurship education. Also, this study aimed to gauge the impact of mindset on entrepreneurial intent. The study's conclusions may: (1) assist educators and administrators in promoting entrepreneurship education in India; (2) recognise student potential and interest and motivate them to launch new businesses.

**1.1 Entrepreneurship Education**

One of the many facets of entrepreneurship is its diversity. The simple definition of an entrepreneur is "a person who develops and manages a firm for profit and growth" (Sally Smith, Hamilton, & Fabian, 2019). Creation of a business is just one aspect of entrepreneurship. The need of the hour is for proper entrepreneur education to foster an entrepreneurial mindset in kids. One important factor that may affect students' employment decisions in the twenty-first century is entrepreneurship education (Wei Xingjian et al., 2019; Robert et al., 2018). According to E. Kubberd and I.B. Pettersen (2017), teaching students about enterprise and entrepreneurial approaches in higher education can change their perspectives on entrepreneurship and increase their awareness of different career options. Hence, entrepreneurial education can affect how well entrepreneurs succeed by increasing their profitability, entrepreneurial spirit, entrepreneurial attitudes, and chances of survival (Ho M-HR, 2018). Also, the value of entrepreneurship education to the economy has been acknowledged for fostering brisk economic growth and a favourable climate (Warnecke, 2013). Many nations are beginning to recognise entrepreneurship as a powerful tool for generating jobs, boosting productivity and competitiveness, enhancing quality of life, and fulfilling social objectives. But, in order for policymakers and educators to be successful, they must have a solid awareness of the various and alternate goals and objectives of

entrepreneur education. The Indian Ministry of Education mandated the introduction of entrepreneurship orientation courses at all universities and colleges in India at the beginning of the twenty-first century after realising the value of enterprise education.

**1.2 Attitude Regarding Entrepreneur Education**

Habitual responses to situations are referred to as attitudes. An viewpoint that describes a person's general disposition towards a thing, a concept, or a system of thought is typically referred to as having an attitude. A person's attitude may be active, dormant, neutral, or any combination of the three.

Yet, an attitude has been described in the context of entrepreneurship as the degree to which one views entrepreneurial behaviour and its outcomes as valuable, advantageous, and favourable (Azen, 2002). The demand for achievement, individual behavioural control, creativity, and self-esteem were defined as the four elements of an entrepreneurial mentality by Roberta et al. in 2019. The perception of control and influence on the results of venture development by individuals is known as personal control over entrepreneurial behaviour. To innovate is to consider new concepts, solutions, etc. Affection (feeling and emotion), cognition (thinking and belief), and conation were the three measures used to measure each facet of the entrepreneurial attitude (action and behaviour). Individuals' general attitudes about entrepreneurial behaviour were created by combining all of these dimensions. Consequently, cognitive, affective, and behavioural factors had a substantial role in attitude towards entrepreneurship education.

**1.3. Entrepreneurial Intention**

The most important factors to forecast people's entrepreneurial behaviours are their intentions. The literature from the past, however, has not succeeded in defining a distinct description of a person's entrepreneurial aspirations. In terms of a person's entrepreneurial ambitions, a select few academics have used concepts like career orientation (Alejandro et al., 2018), emerging entrepreneurs (Faruk et al., 2019), and others to define these intentions. On the other hand, researchers frequently use operational definitions to describe a person's entrepreneurial objectives, which leads to inconsistency. According to Zhengxia et al. (2012), the goal to become an entrepreneur is a mental orientation that includes desire, wish, and hope. A multivariable model has also been used by researchers to identify the person's entrepreneurial goals in order to minimise errors. In addition, there are a number of theories in the study of entrepreneurial intents that try to further our comprehension of intention (Alejandro Valencia et al., 2018). According to J. Carlos Dáz-Casero et al. (2012), the "Theory of Entrepreneurial Event," "Institutional Economic Theory," and "Theory of Planned Behaviour" were the three theories that were most frequently used. According to J. Carlos Dáz-Casero et al. (2012), the Theory of Planned Behavior offers greater analytical capacity when compared to other frameworks. As a result, it is a popular theory for analysing the causes and effects of entrepreneurial aim (Iakovleva, et al., 2011).

**1.4. Objectives of the Study**

At all educational levels today, entrepreneurship education is a discipline that is becoming more and more well-liked. At Indian business management schools, it is typically the most well-liked discipline. Over the past 30 years, India has witnessed a spectacular increase in the field of entrepreneurship education. The goal of giving entrepreneurship courses has frequently been to increase public

awareness of the field as a possible career path. A career in entrepreneurship is another goal of entrepreneurial education for students (Robertet al.,2018). The intention to start a business is also greatly influenced by one's attitude towards entrepreneurship education and a supporting environment (Obschonka, et al., 2018). There aren't enough pertinent studies in this area, despite the fact that it's important and growing. In order to provide a foundation for the future growth of entrepreneurship education programmes in Indian universities and colleges, this study's primary goal was to do just that. Evaluation of entrepreneurship education attitudes, intentions, and relationships was the goal. The specific goals of this research were:

- to determine the student's attitude towards entrepreneurship education and entrepreneurial intention;
- to measure the influence of entrepreneurial attitude towards entrepreneur education on entrepreneurial intention;
- to study the impact of the entrepreneurial environment on entrepreneurial intention;
- to study the effect of control variables (e.g. gender and entrepreneurial family background) on the relationship between attitude and intention.

## 2. Literature Review

A significant amount of study has been done in industrialised nations about studies regarding students' attitudes towards entrepreneurship education. For instance, Manish and Sunil (2015) found in their research that entrepreneurship education frequently changes students' perspectives about entrepreneurship. Wei Xingjian et al(2019) .'s research lead them to the conclusion that entrepreneurship education fosters students' subjective norms as well as their goals towards entrepreneurship by developing students' skill, knowledge, and belief. Intention, they discovered, is what motivates people to choose an entrepreneurial profession. (Ediagbonya, 2013) shown that entrepreneurship education influences students' attitudes in a positive way, encouraging them to engage in entrepreneurial endeavours as long as their knowledge and abilities are enhanced. Similar findings were made by Kassean et al. (2015), who determined that entrepreneurship education improves the likelihood of business start-ups and self-employment, which in turn leads in financial rewards and a sense of fulfilment. Zhang and Cain conducted similar studies (2017). More than 50% of students in entrepreneurship education had the intention of starting their own business after completing their studies, according to their observations.These results had been corroborated by Kubberd and Pettersen (2017). They discovered that the vast majority of pupils who had received entrepreneurship instruction had displayed a favourable impression of entrepreneurship. Yet, another crucial element in developing a successful entrepreneur is the entrepreneurial intention. Many variables and constructs have been discovered to have an impact on the entrepreneurial intention model, according to the majority of studies (M. Obschonka et al., 2017). These dimensions had connections to behavioural and psychological traits (Valencia et al., 2018). In terms of the behavioural approach, components like personal attitude, subjective norm, and perceived behavioural control were present in the majority of models (Zapkau et al., 2015), and their articulation aids in comprehending the entrepreneurial aim (E. Kubberd and I.B. Pettersen, 2017). Once more, the researcher noticed a relationship between one's attitude and perceived behavioural control components (Kari et al., 2016).

Little agreement was found in the findings of empirical research that looked at how participants' attitudes towards entrepreneurship education affected their intention to start their own businesses. Some academics discovered relevant and inconsistent results, while others showed favourable benefits (Bae, Qian, Miao, & Fiet, 2014). (von Graevinitz et al., 2010). Additionally, several researchers have reported negative results (Do Paco et al., 2013; Marques et al., 2012). Researchers have also evaluated how attitudes towards entrepreneurship education and entrepreneurial goals relate to one another. According to research, entrepreneurship education programmes and government funding help people acquire entrepreneurial ambitions (Paul and Dwayne, 2016; Kwabena, 2011). Overall, the empirical research presented above demonstrated that students' intentions to start their own business are positively impacted by their attitude towards entrepreneurship education (Galina et al., 2016).

Yet, in the Indian context, the emphasis was mostly on the idea of higher education rather than on training entrepreneurs (Pittaway & Cope, 2016). As a subject area for business education, entrepreneurship is eclectic in character, with its material drawn from a variety of fields such as strategy, finance, marketing, and strategy (Albornoz-Pardo, 2013).

The need to study attitudes towards entrepreneurship education and their effects on entrepreneurial intention in India has been emphasised in all of the discussions above, but sadly, no such thorough study has been conducted in India to measure and relate factors that determine attitudes and entrepreneurial intention. The gaps in the literature may, perhaps, be filled by this investigation.

**3. Theoretical Framework and Research Methodology**

This study's objectives are consistent with the Theory of Planned Behavior (TPB). According to this hypothesis (Pulka, Aminu, & Rikwentishe, 2015), a person's attitude towards behaviour, subjective norms, and perception of behavioural control shape their behavioural intentions. According to the theory, a person's attitude towards behaviour, subjective norms, and perceived behavioural control all work together to influence their behavioural intents and actions. The majority of behaviours, according to Pulka et al. (2015), are the result of a person's intention to carry out a behaviour. They also demonstrated that the goal of improving the capacity is to choose wisely and consciously from available options. The three key constructs of the proposed TPB model were attitude, intention, and supportive environment, as indicated in figure 1.

The TPB theory's ability to describe how people feel about a behaviour was the basis for its adoption. The framework was also accepted because it provides a suitable theoretical foundation for entrepreneurship education and has an impact on how individuals develop their entrepreneurial intentions. The notion was finally accepted since entrepreneurship is a planned behaviour that cannot be produced without sufficient preparation.

The following theory was put forth in the context of the literature review and the conceptual model illustration in Fig. 1:

**H1.** Behavioural Component (BC) of entrepreneurial attitude towards entrepreneurship education significantly influences the Entrepreneurial Intention (EI)

**H2.** Cognitive Component (CC) of entrepreneurial attitude towards entrepreneurship education significantly determines the Entrepreneurial Intention (EI).

**H3.** Affective Component (AC) of entrepreneurial attitude towards entrepreneurship education strongly associates with Entrepreneurial Intention (EI)

**H4.** There is a significant association between the entrepreneurial environment and entrepreneurial intention

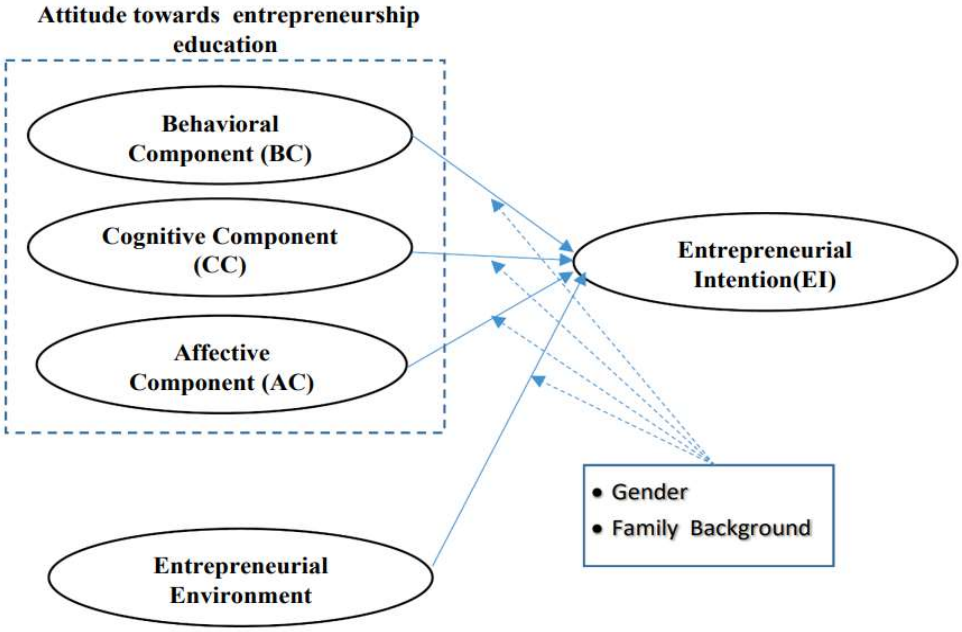


**Fig. 1.** The proposed research model based on TPB.

### 3.1 Participants

Based on the theory of planned behaviour, this study was carried out to evaluate business management students in India's attitudes about entrepreneurship education, entrepreneurship attitude, and entrepreneurial intention. The information was gathered from students studying business management in central India. In order to determine the association between the postulated constructs, this study used survey research (a non-experimental field study design). Survey research, according to Gall, Borg, and Gall (1996), is a good technique for examining delicate ideas, attitudes, preferences, and human behaviour. A mixed-method approach was used to draw samples for this investigation, employing both random and purposeful sampling techniques (Robson, 2002). In general, education research makes heavy use of this hybrid sampling technique (Bryman & Bell, 2003).

Students in business management who were taking entrepreneur-related courses for credit received 950 questionnaires in total. 535 full questionnaires were received in total. Initial screening resulted in the rejection of incomplete or partially filled out questionnaires. 509 questionnaires were ultimately

deemed appropriate for additional examination. The following table displays the participant's demographic information (Table-1).

According to the table above, 60% of the sample consisted of boys and 40% of girls. A technical degree was held by 56% of respondents (mainly engineers), whereas a non-technical background was held by 44%. About 19% of students have a background in family business.

**Table 1**
Description of important demographic profiles.

| Demographic Profile | | Count |
|---|---|---|
| Gender | Boys | 306 |
| | Girls | 203 |
| Education background | Technical | 286 |
| | Non-technical | 223 |
| Family Background | Entrepreneurial Family Background | 96 |
| | Non- Entrepreneurial Family Background | 413 |

Source: Author

### 3.2 Study Instruments

The instrument for gathering data was a questionnaire. There were five sections in the study questionnaire. The first section asked for demographic information about the respondents. The purpose of section two was to gather information on students' attitudes about entrepreneurship education. The section's questions were taken from a prior study on management students' attitudes about entrepreneurship education (Robinson et al., 1991). The entrepreneurial intent of business students in India was evaluated using section three. Items with entrepreneurial ambitions were modified from Linan et al (2009). Self-developed questions about the business climate in India were included in section four. There were 270 research questions total in the questionnaire, encompassing every facet of the investigation.

Every research question used a 5-point Likert scale with a range of 1 (strongly disagree) to 5 (strongly agree). Five constructs—cognitive attitude (CA), affective attitude (AA), behavioural attitude (BA), entrepreneurial intention (EI), and entrepreneurial environment—were measured using the questionnaire (EE).

The survey questions were reworded to provide more exact notions of the questions in the questionnaire after 10 participants were asked to confirm that they understood them in order to ensure the instrument's clarity. Also, two professionals in the field of entrepreneur research were contacted to enhance the questionnaire's face validity. Based on their recommendations, the instrument was improved further.

Five constructs measuring multidimensional perception and attitude were mostly adopted from various sources (CA, AA, BA, EI, and EE) (a modified version of the original questionnaire or self-developed questionnaire). In order to proceed with additional analysis, it was important to assess the instrument's internal consistency and validity.

The acquired data were subjected to multiple iterations of exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) to identify factor structure. Last but not least, the improved questionnaire had five components and a total of 27 items. For CA, AA, BA, EI, and EE, the corresponding Cronbach's alpha values were 0.76, 0.79, 0.81, 0.87, and 0.72. With the improved

model, good model fit parameters were also attained (χ2 /df 14 2.76, CFI 14 0.96, NFI 14 0.92, and RMSEA 14 0.07).

Harman's single-factor test (Podsakoff et al., 2012) was used to investigate any potential common method bias because this study used self-report data. The total variance represented by a single factor was 37.2%, which is significantly less than 50%, after all variables were entered into an exploratory factor analysis to look at the un-rotated factor solution. This implied that there was little evidence of common technique bias in the data. The final survey instrument had 27 items and covered all five components.

**3.3 Data Analysis Technique**

As shown in Fig. 1, PLS-SEM was utilised to analyse the research model. The goal of this study was to maximise the variance explained for the dependent variables using exploratory analysis approaches (Chin, 1998; Hair, et al., 2014). PLS-SEM was utilised since the goal of this study was to create a multi-dimensional framework linking attitudes towards entrepreneurship education, the entrepreneurial environment, and entrepreneurial ambition. Data analysis was done using the PLS-SEM 'R' package (Sanchez, 2013).

**4. Result and Analysis**

Using PLS-SEM methodologies, the research model in this study was examined. There were several stages to the analysis. In the first place, the measuring model was analysed, and in the second place, the structural model was studied (Hair et al. ., 2014).

Finally, to see if there were any potential differences in entrepreneurial mindset and purpose, the entire dataset was divided based on gender and family background. Next, the multi-group comparison was conducted on the sub-datasets.

**4.1. Measurement Model**

Four criteria were used to evaluate the measurement model for this study: (a) item reliability, (b) internal consistency, (c) convergent validity, and (d) discriminant validity.

**4.1.1 Item Reliability**

By analysing the loadings of survey items with each relevant latent construct, item reliability was evaluated. The items' standardised loadings should be greater than 0.70. (Hair et al., 2014). According to Table 2, all items' loadings satisfied the requirement because they were all more than 0.7.

**4.1.2. Convergent Validity**

This criterion looks at how closely survey questions that were conceptually related to one another actually were (Hair, Ringle, & Sarstedt, 2011). By examining each latent construct's average variance extracted (AVE) and internal consistency, convergent validity was evaluated (Fornell & Larcker, 1981).

Internal consistency: Composite reliability was used to evaluate the internal consistency of a certain latent construct. According to Nunnally (1978), an internally consistent model needs to have a composite reliability of at least 0.70. The research model has supported the minimal need, as indicated in Table 2.

A latent construct's indicator-based variance is compared against the variation resulting from measurement mistakes using the AVE method. According to Hair et al. (2011), an explanation for at

least 50% of the variance of the indicators is provided by the minimum AVE value of 0.50. The AVEs of the latent constructs in the research model met the criterion of 0.50, as shown in Table 2.

### 4.1.3. Discriminant Validity

The square root of the AVE, that is, the square root of the AVE for each latent construct, should be greater than its correlation coefficients with other latent constructs, is typically examined to determine the research model's discriminant validity. According to Chin (1998), survey items should also load more heavily on the latent constructs than on other latent constructs (Chin et al., 2003). The two criteria for discriminant validity were met in this investigation, as can be shown in Tables 3 and 4.

**Table 2**
Cronbach's alpha, composite reliability, average variance extracted (AVE), and factor loadings of the constructs and items in the research model ($N = 509$).

| Constructs/Items | *Cronbach's alpha* | *Composite reliability* | *AVE* | *Factor loadings* | *M (SD)* |
|---|---|---|---|---|---|
| **Behavioural Component (BC)** | 0.87 | 0.89 | 0.69 | | |
| BC1 | | | | 0.81 | 2.89 (0.89) |
| BC2 | | | | 0.81 | 3.12 (0,21) |
| BC3 | | | | 0.82 | 3.15 (0.91) |
| BC4 | | | | 0.81 | 3.01 (1.02) |
| BC5 | | | | 0.79 | 2.91 (0.86) |
| BC6 | | | | 0.82 | 3.01 (0.67) |

| | | | | | |
|---|---|---|---|---|---|
| **Cognitive Component(CC)** | 0.88 | 0.89 | 0.72 | | |
| CC1 | | | | 0.80 | 3.11 (0.98) |
| CC2 | | | | 0.85 | 2.98 (0.85) |
| CC3 | | | | 0.81 | 2.95 (0.37) |
| CC4 | | | | 0.82 | 2.99 (1.01) |
| CC5 | | | | 0.88 | 3.09 (0.92) |
| CC6 | | | | 0.82 | 3.06 (1.22) |
| CC7 | | | | 0.84 | 3.01 (0.81) |
| CC8 | | | | 0.82 | 2.93 (0.71) |
| **Affective Component(AC)** | 0.79 | 0.83 | 0.67 | | |
| AC1 | | | | 0.79 | 2.97 (0.41) |
| AC2 | | | | 0.81 | 2.93 (0.65) |
| AC3 | | | | 0.81 | 2.96 (0.17) |
| AC4 | | | | 0.77 | 3.03 (0.98) |
| **Entrepreneurial Intention(EI)** | 0.87 | 0.89 | 0.76 | | |
| EI1 | | | | 0.86 | 3.21 (1.08) |
| EI2 | | | | 0.87 | 3.14 (0.91) |
| EI3 | | | | 0.83 | 3.09 (0.97) |
| EI4 | | | | 0.84 | 3.11 (1.08) |
| EI5 | | | | 0.81 | 3.17 (1.01) |
| **Entrepreneurial Environment in India(EE)** | 0.82 | 0.84 | 0.69 | | |
| EE1 | | | | 0.82 | 3.14 (1.12) |
| EE2 | | | | 0.81 | 2.98 (0.78) |
| EE3 | | | | 0.79 | 3.07 (0.92) |
| EE4 | | | | 0.82 | 2.91 (0.98) |

**Table 3**
Discriminant validity of the research model ($N = 509$).

| Constructs | BC | CC | AC | EI | EE |
|---|---|---|---|---|---|
| BC | **0.83** | | | | |
| CC | 0.51 | **0.85** | | | |
| AC | 0.45 | 0.52 | **0.82** | | |
| EI | 0.61 | 0.56 | 0.51 | **0.87** | |
| EE | 0.57 | 0.53 | 0.54 | 0.57 | **0.83** |

Source: *Author*.
*Note*. The bold values in the diagonal row are the square roots of the average variance extracted for the constructs in the research model.

## 4.2. Structural Model

Path coefficient significance levels and the explanatory power (i.e., R2) of endogenous constructs were used to evaluate the structural model of this study. The validation results of the structural model employed in this investigation were shown in Fig. 2. Although PLS-SEM did not rely on distributional assumptions, the significance levels could not be investigated using parametric methodologies, hence bootstrapping analyses were used to examine the statistical significance of the path coefficients in the structural model (Hair et al., 2014).

**Table 4**
Cross-loadings of variables in the research model ($N = 509$).

| Constructs/Items | BC | CC | *AC* | *EI* | *EE* |
|---|---|---|---|---|---|
| **Behavioural Component (BC)** | | | | | |
| BC1 | **0.81** | 0.41 | 0.39 | 0.42 | 0.48 |
| BC2 | **0.81** | 0.45 | 0.34 | 0.41 | 0.45 |
| BC3 | **0.82** | 0.47 | 0.38 | 0.39 | 0.42 |
| BC4 | **0.81** | 0.37 | 0.29 | 0.48 | 0.46 |
| BC5 | **0.79** | 0.31 | 0.31 | 0.45 | 0.41 |
| BC6 | **0.82** | 0.31 | 0.29 | 0.44 | 0.43 |
| **Cognitive Component(CC)** | | | | | |
| CC1 | 0.42 | **0.80** | 0.33 | 0.41 | 0.45 |
| CC2 | 0.41 | **0.85** | 0.41 | 0.44 | 0.45 |
| CC3 | 0.44 | **0.81** | 0.38 | 0.41 | 0.42 |
| CC4 | 0.39 | **0.82** | 0.34 | 0.48 | 0.44 |
| CC5 | 0.33 | **0.88** | 0.29 | 0.46 | 0.41 |
| CC6 | 0.31 | **0.82** | 0.31 | 0.39 | 0.46 |
| CC7 | 0.32 | **0.84** | 0.32 | 0.43 | 0.42 |
| CC8 | 0.31 | **0.82** | 0.29 | 0.43 | 0.41 |
| **Affective Component(AC)** | | | | | |
| AC1 | 0.41 | 0.34 | **0.79** | 0.42 | 0.44 |
| AC2 | 0.29 | 0.34 | **0.81** | 0.51 | 0.42 |
| AC3 | 0.31 | 0.33 | **0.81** | 0.46 | 0.44 |
| AC4 | 0.33 | 0.27 | **0.77** | 0.42 | 0.43 |
| **Entrepreneurial Intention(EI)** | | | | | |
| EI1 | 0.44 | 0.41 | 0.47 | **0.86** | 0.48 |
| EI2 | 0.46 | 0.45 | 0.41 | **0.87** | 0.47 |
| EI3 | 0.43 | 0.44 | 0.46 | **0.83** | 0.51 |
| EI4 | 0.43 | 0.46 | 0.47 | **0.84** | 0.48 |
| EI5 | 0.47 | 0.42 | 0.42 | **0.81** | 0.46 |
| **Entrepreneurial Environment in India(EE)** | | | | | |
| EE1 | 0.46 | 0.41 | 0.39 | 0.46 | **0.82** |
| EE2 | 0.46 | 0.39 | 0.38 | 0.46 | **0.81** |
| EE3 | 0.42 | 0.42 | 0.41 | 0.45 | **0.79** |
| EE4 | 0.45 | 0.44 | 0.41 | 0.47 | **0.82** |

*Note*. The bold values are the loadings of each item on its latent variable in the research model.
Source: Author

The results of the bootstrapping validation were shown in Table 5. The findings demonstrated that BC, CC, AC, and EE significantly predicted EI, consequently supporting hypotheses H1, H2, H3, and H4. Also, each independent variable had a favourable impact on the dependent variable. R2 values of the endogenous constructs were seen as the major criterion for evaluating the quality of structural models because PLS-SEM sought to maximise the variance explained in endogenous constructs (Henseler, et al., 2009). However, this research adhered to Cohen's recommendations because there were no widely accepted R2 values available (1988). As can be seen in Fig. 2, the R2 value for the EI was 0.41, demonstrating the model's strong explanatory ability. Eventually, the proposed model's prediction ability was respectable. However, Goodness-of-Fit (GoF) (0 GoF 1) is another metric used to assess the effectiveness of the PLS-SEM approach (Tenenhaus, et al., 2004). . It is often calculated as the geometric mean of the average R2 and communality. A small, medium, or big GoF value is defined as 0.10, 0.25, or 0.36, respectively (Wetzels, et al., 2009). The proposed model's GoF value was 0.54; this is regarded as a notable number. It was determined from the aforementioned data that the reliability and validity of the suggested model are confirmed and acceptable.

### 4.3. Multi-Group Comparison

By examining variations at structural levels of study models, multi-group comparison was carried out. In particular, route coefficients of research models based on various participant groups were evaluated (Hair et al., 2014; Sanchez, 2013). Basically, the purpose of path modelling with latent constructs was to estimate linear correlations between the constructs. Using a three-step technique, the bootstrap t-test method was applied: (a) the entire dataset was divided into groups; (b) bootstrap samples were run with replacement for each group; and (c) subsamples were compared using the t-test in terms of standard error estimates of path coefficients.

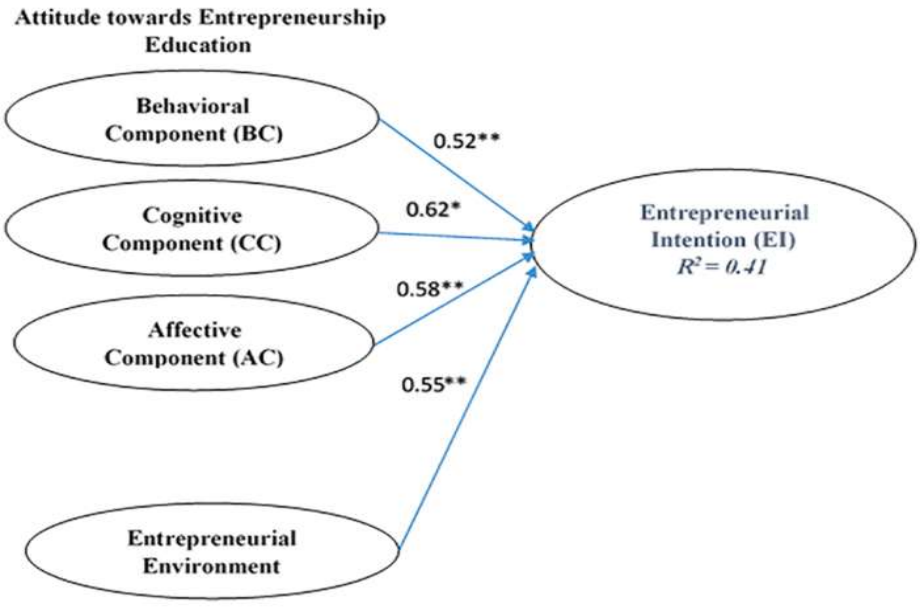


**Fig. 2.** SEM results for the proposed model.

**Table 5**
Bootstrap validation outcomes for the research model ($N = 509$).

| Hypothesis | | Path coefficients | Decision |
|---|---|---|---|
| H1 | **BC→EI** | 0.52** | Supported |
| H2 | **CC→EI** | 0.62* | Supported |
| H3 | **AC→EI** | 0.58* | Supported |
| H4 | **EE→EI** | 0.55** | Supported |

Source: *Author*.
*Note*. $**p < 0.01$; $***p < 0.001$; The bootstrap analysis did not support the statistical significance of the path coefficient (see Appendix B) due to the possible risk of over fitting issue; The bold rows highlight the hypotheses that were supported in this study.

### 4.3.1 Gender

According to Table 6, there were no gender differences that were statistically significant when it came to the path coefficients (BC→EI, CC→EI, AC→EI, EE→EI)Because of this, gender had no bearing on the path coefficients. So, the relationship between a student's attitude towards entrepreneurship education and entrepreneurial intention is unaffected by the student's gender.

**Table 6**
Comparison between boys and girls (N = 509).

| Hypothesis | | Global | Group: Boys | Group: Girls | t | df | p | Sig. (0.05) |
|---|---|---|---|---|---|---|---|---|
| H1 | BC→EI | 0.43 | 0.41 | 0.44 | 2.89 | 503 | 0.067 | No |
| H2 | CC→EI | 0.51 | 0.56 | 0.49 | 1.78 | 503 | 0.053 | No |
| H3 | AC→EI | 0.36 | 0.34 | 0.39 | 1.49 | 503 | 0.098 | No |
| H4 | EE→EI | 0.53 | 0.56 | 0.47 | 2.39 | 503 | 0.10 | No |

*Source:* Author

### 4.3.2. Family Background

Table 7 showed significant differences between students with and without a business background in (a) the path coefficient of BC-EI, showing that BC had a greater impact on EI for students with a business background than for students without a business background; (b) the path coefficient of CC-EI, showing that CC has a more significant impact on EI for students with a business background; and (c) similar findings were found for the path coefficient of CC-EI. Yet, there were no discernible differences in the EE–EI course depending on the student's background.

**Table 7**
Comparison of Family Background (Business family vs Non-Business Family ($N = 509$).

| Hypothesis | | Global | Group: Business | Group: Non-Business | t | df | p | Sig. (0.05) |
|---|---|---|---|---|---|---|---|---|
| H1 | **BC→EI** | **0.61** | **0.71** | **0.49** | **2.09** | **503** | **0.00** | **Yes** |
| H2 | **CC→EI** | **0.47** | **0.53** | **0.41** | **1.97** | **503** | **0.01** | **Yes** |
| H3 | **AC→EI** | **0.51** | **0.59** | **0.46** | **1.89** | **503** | **0.03** | **Yes** |
| H4 | **EE→EI** | 0.47 | 0.42 | 0.49 | 2.08 | 503 | 0.81 | No |

Note: The bold row indicates the paths where faculty members of lower-grades significantly differed from those of higher-grades.
Source: Author

## 5. Discussion

Entrepreneurial activity is a classic illustration of planned behaviour, according to earlier work on the subject. So, it can be encouraged by educational programmes that boosted intentions and were influenced by people's attitudes (behavioural, cognitive, and affective), as well as how the environment was seen. The goal of this study was to determine empirically whether an earlier TPB conceptual framework was applicable in India. The proposed approach investigated the link between entrepreneurial intention and attitude in Indian contexts. The findings of this study demonstrated that attitudes have a strong explanatory power and are very pertinent to boosting entrepreneurial inclination.

The findings of this study supported those of the earlier investigation, which had been conducted in both the traditional psychological domains (Ajzen, 2002) and the entrepreneurial domain (Oguntimehin, et al., 2017; Alexander Newman et al., 2019). According to the data, each attitude factor—affective, behavioural, and cognitive—has a significant impact on one's intention to start a business. The study's findings were also useful in supporting and validating Ajzen's (1991) earlier TPB model and in explaining people's entrepreneurial behaviour. Also, the outcomes of this study confirmed those of earlier research ( Von Graevenitz, et al., 2010). As a result, this study offered support for a connection between intention and attitude towards entrepreneurship education in India.

In-depth analysis of the findings revealed that entrepreneurship education is crucial for encouraging and boosting entrepreneurial activities (Potishuk and Kratzer, 2017, Luca et al, 2018). From a practical standpoint, the information gleaned from this research—namely, how entrepreneurship education affects entrepreneurial intention—will aid in resolving issues with the necessity of entrepreneurship programmes, their design, and their delivery of instruction. The findings also indicated that an entrepreneur's intention to start a business may be influenced by the environmental supports (mentor, government, and financial intuitions) that they receive. The impact of the control groups (gender and entrepreneurial family background) on the already-existing association between attitude and intention was also confirmed by this study.

The results also showed that gender had no bearing on the relationship between attitude and intention, a conclusion that was previously corroborated by Witold et al. (2019) in their research.

Yet, the relationship between attitude and intention was considerably impacted by familial history. The design and execution of a technology-driven entrepreneurial course kit at the higher education level can greatly benefit the development of an entrepreneurial attitude among young Indians as a result of the research's findings. This study's primary goal was to increase students' entrepreneurial intentions by fostering a more positive attitude among them towards entrepreneurship education. It was clear from the findings and analysis that attitude towards education influences intention.

Several new technology-based curricula and pedagogies can therefore be employed at a higher educational level to improve the students' attitudes towards and engagement in entrepreneurship education. The study's findings suggest theoretical relevance. In order to encourage college students' entrepreneurial intentions, their first attitude towards entrepreneurship instruction is crucial. The influence of a person's innate qualities, education level, experience in family businesses, career expectation prediction, and other components of the entrepreneurial intention were the key areas of

focus in earlier models of entrepreneurial psychology. However, in this study, gender and family background were evaluated as a control variable and several dimensions of attitude towards entrepreneurship education and the entrepreneurial environment were assessed as independent variables. This study was designed as a model that could influence students' entrepreneurial intentions. From the standpoint of learning, it expanded upon and added to the Theory of Planned Behavior. The results of this study offered some empirical support for pre-existing hypotheses and can be used as a useful guide for future research.

## 6. Conclusion

Whether or not they decide to start their own business, education in entrepreneurship gives pupils a fresh perspective on the world. The study's main goal was to undertake a systematic evaluation of the student population's attitudes about entrepreneurship education and its effects on entrepreneurial intention. In addition, the study looked at the impact of the entrepreneurial environment on entrepreneurial intention when a control variable, such as gender and entrepreneurial family background, was present. All of the in this study's hypotheses were strongly supported. The findings showed that attitudes towards entrepreneurship education had a significant favourable impact on entrepreneurial intention. The study also showed that gender has little bearing on the association between attitude and intention, but that the control variable familial background has a big impact on the relationship between attitude and intention with regard to entrepreneurial education.

## 7. Managerial Implication

The model presented in this study could be used by instructors of entrepreneurship as a quantitative tool to determine the degree to which model variables inspire the causes. The crucial elements that affect entrepreneurial intention can be better understood by managers and educators. In order to develop an effective and efficient curriculum and a technology-driven pedagogy to encourage students to engage in entrepreneurial activities, particularly in India, this model may be of diagnostic assistance. To create a positive perception of entrepreneurship on campus and inspire students to pursue an entrepreneurial career, universities should promote entrepreneurship by enlisting the help of influential corporate role models. The results of this study can help advance entrepreneurship theories and serve as an important source of motivation for Indian business management students to pursue entrepreneurship as a career. In order to enhance the meaning of entrepreneurship education and boost its effectiveness, it was suggested that universities and other relevant educational institutions should pay greater attention to creating a suitable entrepreneurial environment.

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