

"ROLE OF EDUCATION IN THE DEVELOPMENT OF ENTREPRENEURIAL INTENTION,"

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ABSTRACT

Entrepreneurship solves unemployment among youth in India. It starts with the development of (EI) in students. According to TPB, Intention is the outcome of Attitude, S. N, and PBC, the same holds for entrepreneurship intention. Education influences students' Attitude, S. N, and he/she is receiving, so in this study, we attempt to establish the relationship between the antecedents of TPB and education.

We conduct a study on the Indian students belonging to graduation and post-graduation of different specializations. In this study, a "Five-point Likert scale" was employed and 239 samples collected from students were used. We applied a path analysis algorithm and bootstrapping procedure to establish the relationship between the constructs and to check the proposed hypotheses respectively in Smart PLS 3.0.

Education has a significant positive relationship with the three antecedents of TPB. Apart from this, attitude towards entrepreneurship and PBC show a significant relationship with the (E. I) of students, which supports the TPB. S. N does not

show a positive significant relationship with the (E. I) of students, which contradicts the research conducted in past across the world.

Study depicts the relationship of education with factors formulating the "Entrepreneurial Intention" (EI) that is new, as previous studies conducted depict the relationship of education directly with the (E. I) of students. Hence, the study adds to the use of the "Theory of Planned Behavior" in (E. I) development. The universities and colleges can use this study to motivate their students towards entrepreneurship by providing the environment in an educational institute and by teaching entrepreneurship to all specializations.

Keywords: "Entrepreneurship," "Entrepreneurial Intention (E. I)", "Subjective Norms (S. N)", "Perceived Behavior Control (PBC)", "Theory of Planned Behavior (TPB)", and "Attitude Towards Entrepreneurship (A. E)".

INTRODUCTION

At present when regular jobs are shrinking in India at a rapid pace, university education is no

more a license to work. Because of the extensive digitalization and usage of Artificial Intelligence, big corporate has reduced the working staff, and there is increasing demand for professional graduates. According to previous literature, there are a huge amount of studies are present regarding the "entrepreneurial intention" of an individual by using the "Theory of planned behavior" (Ajzen, 1991; Gird and Bagrami, 2008; Mwiya et al., 2017) and Institutional theory (Petrovskaya, Zaverskiy, and Kiseleva, 2017; Kumar and Borbora, 2019) but very few studies are present which consider the impact of "higher education" on the (EI) of an individual.

The study aimed to demonstrate a relation between education and the antecedent of "Entrepreneurial Intention" according to (TPB) in the Indian setting, which is rare.

The study results show that students' education has a positive significant relationship with the antecedents of (EI).

LITERATURE REVIEW

Higher education serves as an important tool for promoting entrepreneurial intention (Nabi and Liñán, 2011). People who pursue higher education not only gain information and develop their abilities and expertise, but they also have a splendid opportunity for empowering individuals. (EI) is the outcome of individual attitude towards the entrepreneurship (A. E), Subjective Norms required for entrepreneurship development, and (PBC). (E. I) of an individual is like we describe the Intention of an individual and intention as the outcome attitude, P.B. C, and S. N (Icek, 1991). The perception

of entrepreneurship as a future profession influences university students' intention to start a business (Tomy and Pardede, 2020). Apart from higher education having a relationship with entrepreneurial intention, it is found that studies have been conducted across the world on the impact of "Entrepreneurial Education" on (EI).

According to research done on undergraduate students at three Malaysian institutions, entrepreneurial education has a substantial association with students' (EI) (Mustapha and Selvaraju, 2015). Similarly, entrepreneurial knowledge has a direct relationship with (EI) along with having a relationship with the three antecedents of intention is being established by "Francisco Liñán & Juan Carlos" "Rodríguez-Cohard & José M. Rueda-Cantuche" (2011). Likewise, the study is conducted in which entrepreneurial education is divided into three groups "generalized entrepreneurial education, Motivational entrepreneurial education, and augmented entrepreneurial education" and all three have a positive significant relationship with entrepreneurship development (Sk. Mahmudul Hasan, Eijaz Ahmed Khan, 2016). Similarly, there are studies present around the world which state the relationship between education with the (E. I) of and students (Wu and Wu, 2008; Kim et al., 2020; Xuan et al., 2020). Like most of the previous studies conducted across the world state the direct relationship of "Entrepreneurial Intention" (EI) with education and entrepreneurial education but in this study, we attempted to create a relation between three antecedents of (E. I) with Education including both entrepreneurial education and Higher education. According

to the literature following hypotheses are constructed: -

Hypotheses

H1: Education has a positive significant relationship with (AE).

H2: Education has a positive significant relationship with (SN).

H3: Education has a positive significant relationship with (PBC).

H4: A.E has a positive significant relationship with the "Entrepreneurial Intention" of students.

H5: PBC has a positive significant relationship with (EI) of students.

H6: SN shows a positive significant relationship with (EI) of students.

RESEARCH METHOD

This study is conducted on the graduates and postgraduate students from Indian universities and colleges. We use a questionnaire containing the "Five points Likert scale" for the collection of the data. In the study Undertaken total of 239 respondents are considered. Path Analysis algorithm is used to establish the relationship between the constructs. The hypotheses are tested by running bootstrapping procedure in "smart PLS 3.0".

MEASUREMENT OF SCALE: - INSERT TABLE 1

Values given in the table for "Cronbach's Alpha", " ρ_A ", "Composite Reliability", and "AVE" is above the acceptable values of 0.700, >0.70 , ≥ 0.700 , and ≥ 0.500 respectively according to "Hair, Risher, Sarstedt, & Ringle" (2019)(C. Jain, 2019). Hence, the scale used in

the study is reliable and has an acceptable value of convergent validity.

RESULT AND DISCUSSION

In this study, an indirect relationship is established between the Education of the students and the EI of students by establishing the relationship between three antecedents of intentions/ Entrepreneurial Intention (E. I) according to TPB. Figure: -2 given below depicts the relations between the constructs studied by performing a "path analysis algorithm" in "smart PLS 3.0". Insert Figure 1 and Table 2

VIF values given in table:-2 are well below 3 that is acceptable (Hair et al., 2019) as a result, the suggested model is devoid of collinearity issues. Values given in the table:-3 are well below 0.85 which is considered as the threshold for HTMT "discriminant validity" (Henseler, Ringle, and Sarstedt, 2014). As a result, the suggested model is devoid of discriminant validity problems. Insert Table 3 We can quantify the consequences of independent constructs using (f^2) values; the higher the value, the stronger the influence. According to "Cohen (1988)", "The effect size of (0.02) is considered a small effect, (0.15) is a medium effect and, (0.35) is taken as a large effect". Table: -4 depicts that only S. N shows an insignificant effect (0.002) on the (E. I) of students while other constructs taken in the study show effects ranging from small (0.02) to strong effects (0.35). Insert Table 4

R2 is used to demonstrate the capacity of external influences to explain the endogenous variable. "R2 values of 0.75, 0.50, and 0.25 are substantial, moderate, and weak" (Hair et

al., 2019). The value of A. E (0.192) is below the acceptable limit of 0.25 weak and values for other constructs taken in the study are above 0.25 and below 0.50. Insert Table 5

HYPOTHESIS TESTING

Bootstrapping is extracting sub-samples from a large sample to compute the bootstrap standard error, which is used to calculate t-values for testing the path significance (Wong, 2013). P-values are used to test the proposed hypothesis by running the bootstrap procedure (Belkhir et al., 2015). This study determines the relationship between EI antecedents and the education that leads to EI development. Insert Figure 2

HYPOTHESIS TESTING

On testing the hypothesis by running the bootstrapping procedure in smart PLS it is found that P- values for the Hypothesis H1, H2, H3, H4, and H5 is below the acceptable level of 0.05 as given in the Table:-6 hence acceptable (Hair et al., 2019). Apart from these five Hypotheses only H6 (S. N \geq E. I) does not hold as the P-Value is 0.594 that is above the acceptable limit of 0.05. Insert Table 6

DISCUSSION

It is found that AE has a positive significant relationship with the EI of students taken in the study similarly PBC also shows a significant positive relationship with the EI that is well supported by the previous studies including (Al-Jubari, Hassan and Liñán, 2014; Yurtkoru, Kuşcu, and Doğanay, 2014; Mwiya et al., 2017; Zulfıqar et al., 2017). But in this study, it is found that "Subjective Norms" (SN) do

not have a positive significant relationship with the EI of students that contradicts the previous studies including (Soomro and Shah, 2014; Saraih et al., 2018; Al-Jubari, 2019).

Apart from verifying the TPB in the study undertaken an attempt has been made to establish the relationship between the education and the antecedents of the EI that adds up to the usage of TPB for entrepreneurship development as in previous studies it is found that there is a direct positive significant relationship between Education and "Entrepreneurial Intention" (E. I) (Passaro, Quinto, and Thomas, 2018; Kim et al., 2020; Tomy and Pardede, 2020).

The study depicts the indirect relationship between the "Education" and (E. I) of a student as given in Table: -7. Insert table 7

CONCLUSION

This study tests the TPB in the Indian context on the students belonging to all the specializations, including both management and non-management (Science, Commerce, Arts, and Technology) as students are the building blocks of any country. In this study, it is found that attitude towards entrepreneurship and PBC has a significant relationship with the EI of students that supports the "Theory of Planned Behavior" in the Indian context but it is found that SN does not have a significant positive relationship with "Entrepreneurial Intention". In the study, we have established the relationship between education with antecedents of EI, which suggests that there is an indirect relationship between the education of students and the "Entrepreneurial Intention" of students in India. The study helps in establishing the relationship of education with three antecedents of entrepreneurial intention.

LIMITATION & FUTURE SCOPE OF THE STUDY

In this study undertaken we have taken students from different specializations together due to which impact of specialization of education

on EI of students cannot be determined, in future researchers may segment the students into different specializations and analyze the role of specialization on EI of students.

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APPENDIX

Table 1: "Construct Reliability and Validity,"

Constructs	"Cronbach's," "Alpha"	"rho_A,"	"Composite" "Reliability,"	"Average Variance" "Extracted (AVE)"
A. E	0.846	0.852	0.883	0.521
Education	0.876	0.883	0.906	0.618
E. I	0.867	0.872	0.897	0.557
P.B. C	0.831	0.836	0.877	0.546
Subjective norms	0.808	0.818	0.862	0.513

Table 2: Inner VIF

"Constructs,"	Attitude Towards Entrepreneurship	Education	Entrepreneurial Intention	P.B. C	Subjective Norms
Attitude Towards Entrepreneurship			1.643		
Education	1.000			1.000	1.000
Entrepreneurial Intention					
P.B. C			1.869		
Subjective Norms			1.887		

Table 3: HTMT (Discriminant Validity)

	Attitude Towards Entrepreneurship	Education	Entrepreneurial Intention	P.B. C	Subjective Norms
Attitude Towards Entrepreneurship					
Education	0.502				
Entrepreneurial Intention	0.638	0.530			
P.B. C	0.660	0.714	0.787		
Subjective Norms	0.693	0.623	0.596	0.774	

Table 4: F2 (Effect Size)

	Attitude Towards Entrepreneurship	Education	Entrepreneurial Intention	P.B. C	Subjective Norms
Attitude Towards Entrepreneurship			0.076		
Education	0.238			0.604	0.398
Entrepreneurial Intention					
P.B. C			0.271		
Subjective Norms			0.002		

Table 5: R2 (Power of exogenous variables for explaining endogenous variables)

Constructs	R Square	R Square Adjusted
Attitude Towards Entrepreneurship	0.192	0.189
Entrepreneurial Intention	0.499	0.493
P.B. C	0.377	0.374
Subjective Norms	0.285	0.282

Table 6: (Hypothesis Testing)

"Constructs,"	" β "	"Standard Deviation (STDEV)"	"T Statistics"	"C. I 5%"	"C. I 95%"	"P-Values,"	"Decision,"
A. E -> E. I	0.250	0.076	3.299	0.130	0.381	0.001	Accepted
Education -> A. E	0.439	0.064	6.840	0.338	0.551	0.000	Accepted
Education -> P.B. C	0.614	0.046	13.368	0.540	0.691	0.000	Accepted
Education -> Subjective Norms	0.534	0.050	10.761	0.456	0.621	0.000	Accepted
P.B. C -> E. I	0.504	0.065	7.683	0.392	0.609	0.000	Accepted
S. N -> E. I	0.042	0.080	0.534	-0.087	0.180	0.594	Not-Accepted
P.B. C -> E. I	0.504	0.065	7.683	0.392	0.609	0.000	Accepted
S. N -> E. I	0.042	0.080	0.534	-0.087	0.180	0.594	Not-Accepted

Table 7

"Indirect Relationship,"	"Original Sample (O)"	"Sample Mean (M)"	"Standard Deviation (STDEV)/Error,"	"T Statistics (O/STDEV)"	"P Values,"
E > A. E -> E. I	0.119	0.123	0.037	3.235	0.001
E > P.B. C -> E. I	0.258	0.260	0.047	5.484	0.000
E -> S. N -> E. I	0.049	0.050	0.040	1.221	0.222

FIGURES

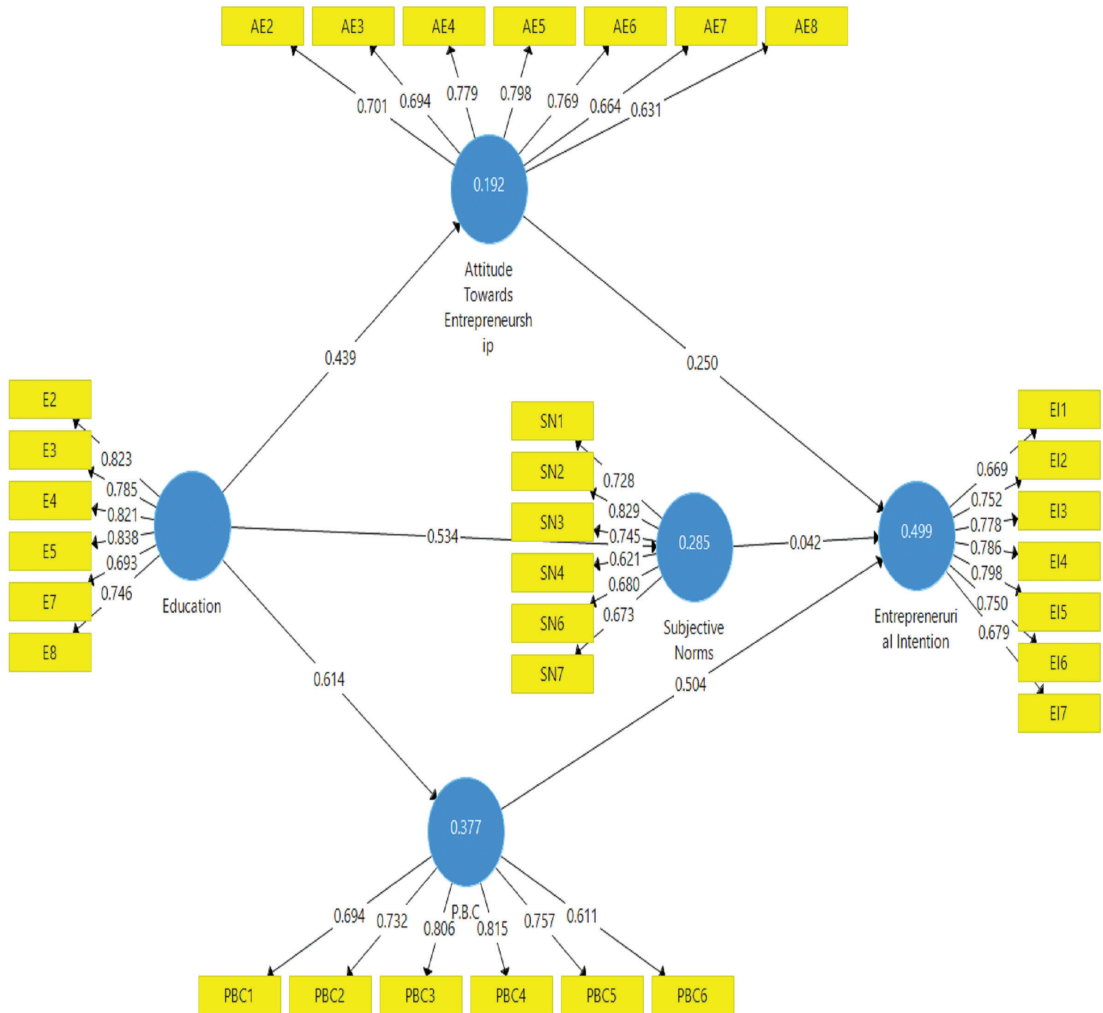


Figure 1: (Path Analysis)

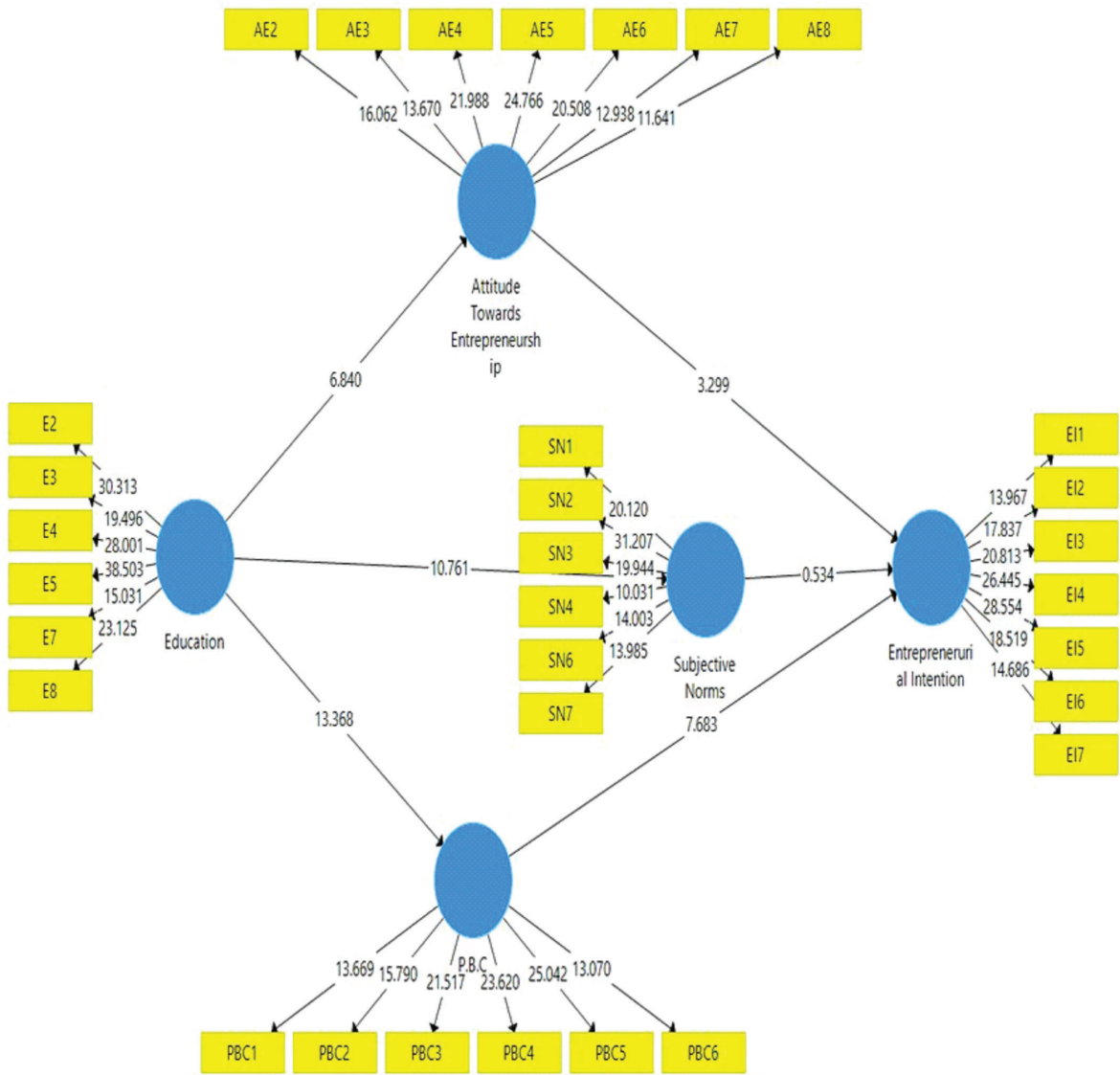


Figure 2: (Bootstrapping Model on 5000)