



## **EXPLORING ENTREPRENEURIAL ATTITUDES AND INTENTIONS AMONG STUDENTS: A COMPREHENSIVE REVIEW**

<sup>1</sup>Ms.Krupa Patel

,<sup>2</sup>Dr.Divya Gadaria

<sup>1</sup>Research Scholar y, <sup>2</sup>Associate Professor -Uka Tarsadia University

<sup>1</sup>SRIMCA-MBA,

<sup>1</sup>Uka Tarsadia University, Bardoli, India

**Abstract:** This review paper integrates current research on entrepreneurial attitudes and intentions among students, focusing on various theoretical models and empirical studies. The study's main objective is to explore variance theoretical models and empirical studies to understand the factors influencing entrepreneurship. It examines the (Jain, n.d.) Model of Attitude, highlighting its affective, behavioral, and cognitive components in shaping attitudes towards entrepreneurship. Additionally, studies by (Van Wyk & Boshoff, 2004) ,Chen & Lai (2010), Velusamy (n.d.), and others explore factors influencing entrepreneurial attitudes across different cultural and educational contexts, such as risk-taking propensity, family support, and educational experiences. Specific attention is given to (Soomro et al., 2021), whose study validates Thailand's Entrepreneurial Attitude Orientation (EAO) model. They find that achievement, personal control, and innovation significantly impact entrepreneurial attitudes among Thai university students, while self-esteem shows no significant effect. This underscores the role of educational interventions in fostering a favourable entrepreneurial mindset crucial for economic development. This review integrates current research on entrepreneurial attitudes and intentions among students to understand these factors better, emphasizing various theoretical models and empirical studies.

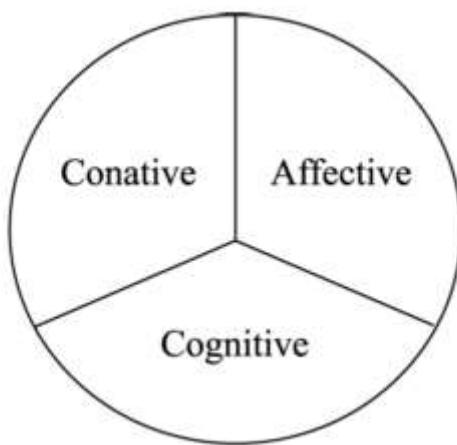
### **Index Terms - Entrepreneurship, Attitude, Intention**

**Introduction:** Entrepreneurial attitudes and intentions are influenced by various factors, including psychological, social, economic, and cultural variables. It has long been understood that innovation and growth in economies are driven by entrepreneurship. Many factors, such as psychological, social, economic, and cultural elements, have an impact on entrepreneurial attitudes and aspirations. It has long been understood that innovation and economic progress are driven by entrepreneurship. Globally, authorities, educational institutions, and business executives have

reemphasized the importance of encouraging an entrepreneurial culture and mindset, especially in young people (Gajda, 2016). As the upcoming generation of prospective entrepreneurs, university students have been the subject of many research that looks at their entrepreneurial attitudes, goals, and the factors affecting them (Bux & Honglin, 2015; Zakuan & Buang, 2022; Aloulou, 2016).

**Objective of the study:** To explore variance theoretical models and empirical studies to understand the factors influencing entrepreneurship

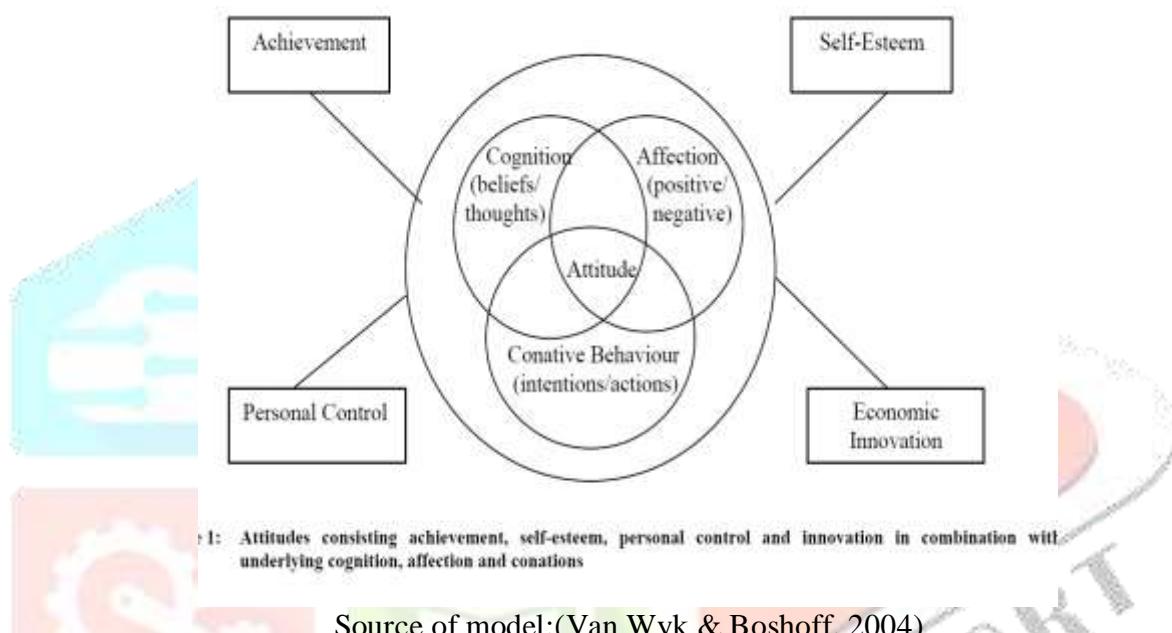
**Review of literature:** Vishal Jain's (Jain, n.d.)3D Model of Attitude, highlights its three components— affective, behavioural, and cognitive—and their significance in shaping human attitudes. This review aims to underscore the model's contributions and limitations by exploring the theoretical foundations and practical applications. He has analyzed 3D model of attitude as Affective Component (Feeling/Emotion): This component involves the emotions or feelings towards an object or situation, driving initial responses to stimuli. For example, feeling joy when thinking about a favorite hobby highlights the emotional impact on attitudes. Behavioural Component (Readiness/Action): This component pertains to the actions influenced by attitudes, translating them into observable behaviours. For instance, a positive attitude towards exercise may lead to regularly engaging in physical activities, showcasing the readiness to act. And Cognitive Component (Belief/Evaluation): This component involves the beliefs and thoughts about an attitude object, forming the rationale behind attitudes. Believing that exercise is beneficial for health shapes a positive attitude towards physical activity, illustrating the cognitive basis of attitudes.



Source of model:(Jain, n.d.; Van Wyk & Boshoff, 2004)

Jain's 3D Model of Attitude provides important insights into how attitudes are formed, maintained, and changed. It has practical applications in fields like education, marketing, and health. However, more research is needed to overcome challenges in measuring the components and to improve the model further as this is considered a basic model of attitude measurement.

The study by Van Wyk and Boshoff (2004), published in the South African Journal of Business Management, examines the differences in entrepreneurial attitudes between two distinct groups of professionals. They found that factors like how much risk people are willing to take, how innovative they are, and their business focus shape these attitudes. They used surveys and statistics to study how the work environment, education, and job experience affect these attitudes. This research suggests that customizing training programs in human resources can help develop entrepreneurial skills in different groups. It also gives ideas to policymakers on how to encourage entrepreneurship in various job sectors. The study highlights these differences in entrepreneurial mindsets and calls for more research to further explore other factors influencing these attitudes.



Source of model: (Van Wyk & Boshoff, 2004)

The paper by (Chen & Lai, 2010) examines the factors influencing the entrepreneurial attitude among Taiwanese tertiary-level business students. Chen and Lai investigate the entrepreneurial attitudes of Taiwanese business students, focusing on factors that shape their inclination towards entrepreneurship. The study emphasizes the role of education, personal background, and cultural influences in shaping entrepreneurial intentions. They employ a qualitative approach, utilizing interviews and surveys to gather insights. Findings suggest that cultural values, such as risk aversion and family expectations, significantly impact students' attitudes toward starting businesses. The study provides valuable insights into how educational institutions and cultural factors can nurture or inhibit entrepreneurial aspirations among Taiwanese youth.

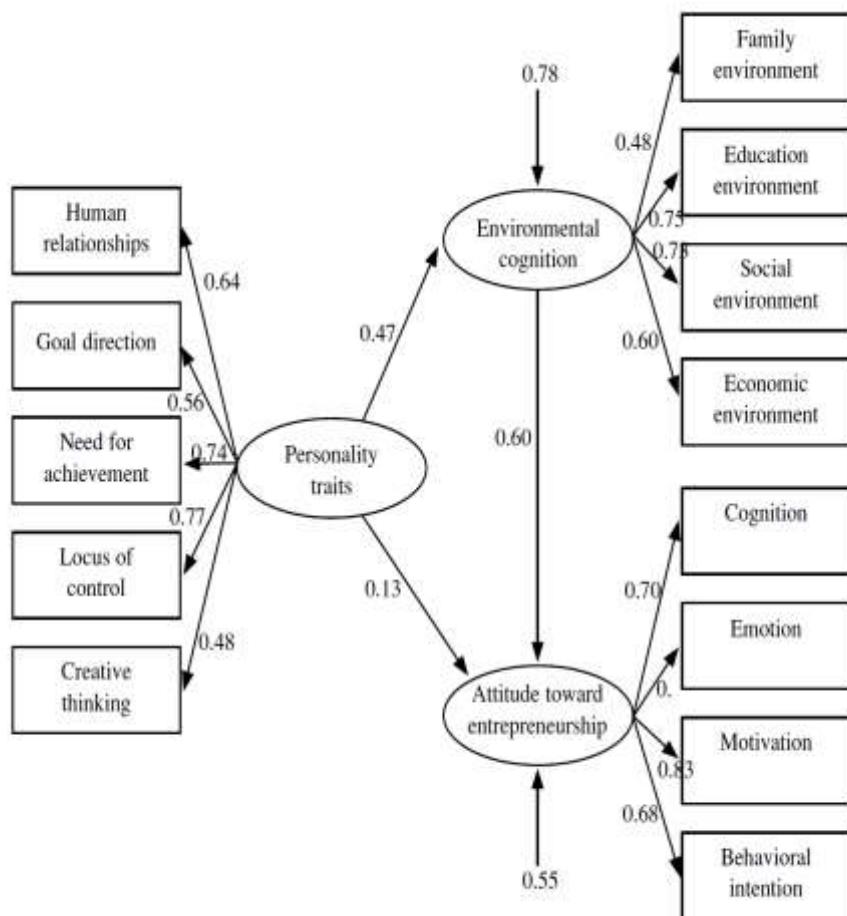


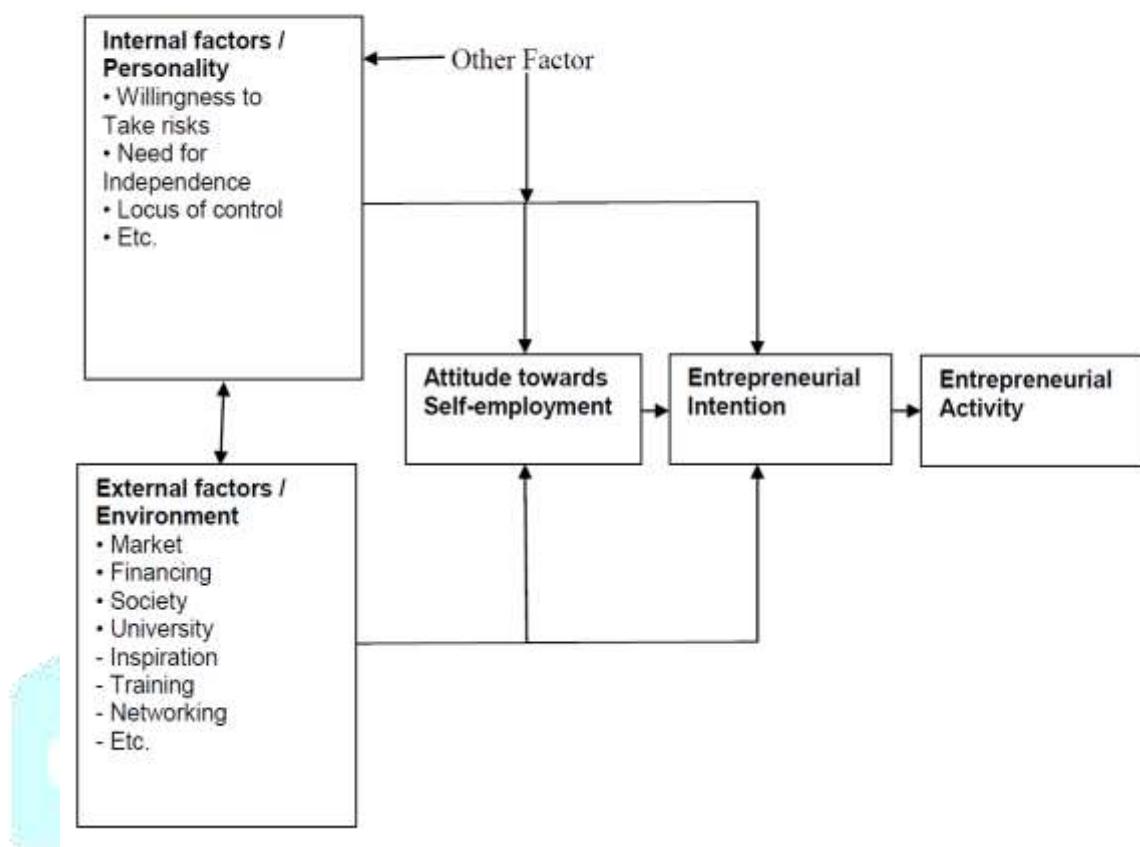
Figure 1. Structural Equation Model.

Source of Model:(Chen &amp; Lai, 2010)

The paper by (Velusamy, n.d.) from M.I.E.T Engineering College in April 2014 explores students' attitudes and intentions towards entrepreneurship in India. He used the below models to know the attitude of students towards entrepreneurship. Velusamy investigates how Indian students view and plan for entrepreneurship. He focuses on their attitudes, motivations, and the factors influencing their decisions to start businesses. The study employs surveys to collect data, providing insights into students' perceptions of entrepreneurship as a career choice. Findings indicate that factors such as educational background, family support, and societal values significantly shape students' intentions towards entrepreneurship. Velusamy's research underscores the importance of understanding cultural and educational influences in fostering entrepreneurial spirit among Indian youth. This paper summarizes Velusamy's exploration of entrepreneurial attitudes among Indian students, highlighting key findings and the relevance of cultural and educational contexts in shaping their aspirations.

## Factors which Impact Students' Entrepreneurial Intentions

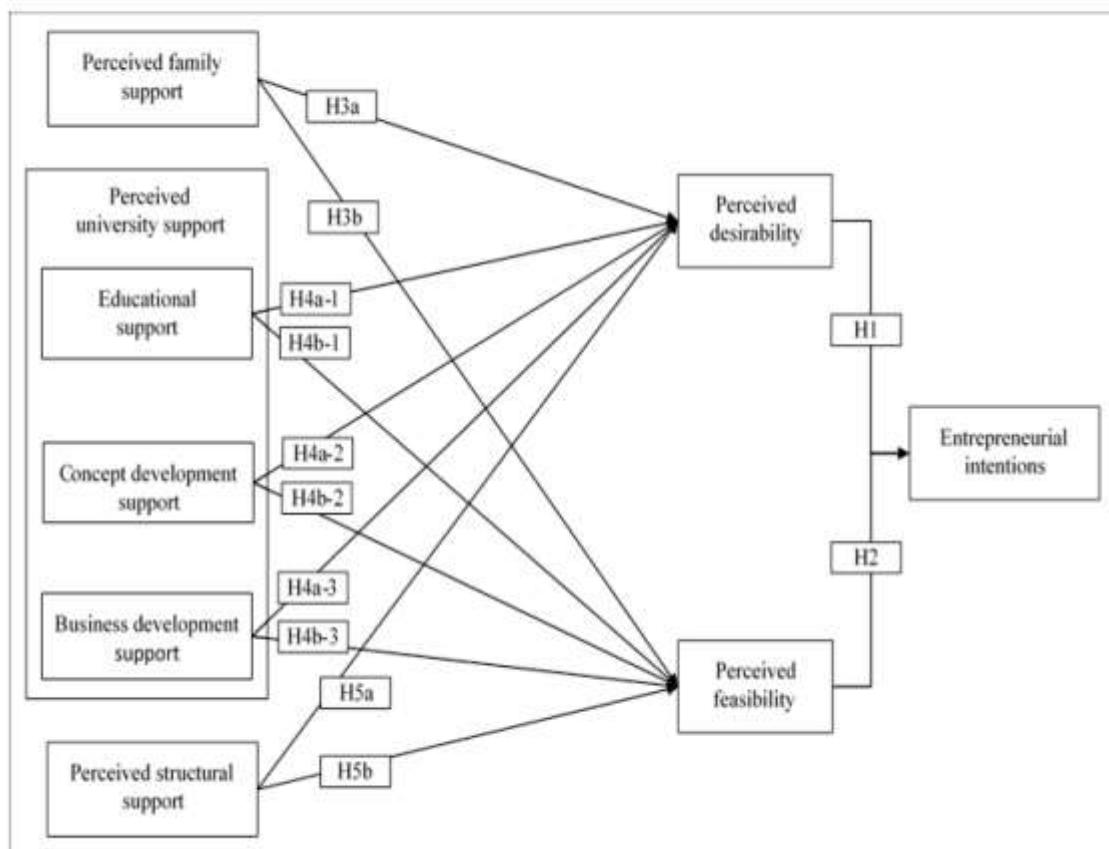
A conceptual model of the entrepreneurial decision process



Source of model:(Velusamy, n.d.)

The paper titled "Does family support matter? The influence of support factors on entrepreneurial attitudes and intentions of college students" published in the Academy of Entrepreneurship Journal in April 2017 aims to expand the understanding of what influences college students' attitudes towards entrepreneurship and their intentions to pursue it. The study tests a comprehensive model of entrepreneurial intentions, examining how various factors influence college students' attitudes towards starting businesses. It particularly investigates the impact of family support and entrepreneurship education on these attitudes and intentions. Through empirical research and data analysis, the authors find that family support significantly influences students' entrepreneurial attitudes and intentions. Additionally, they highlight the positive role of entrepreneurship education in shaping these attitudes. Overall, the paper underscores the importance of familial support and educational interventions in fostering entrepreneurial ambitions among college students. It contributes valuable insights into how support systems and educational programs can enhance entrepreneurial development among young adults.

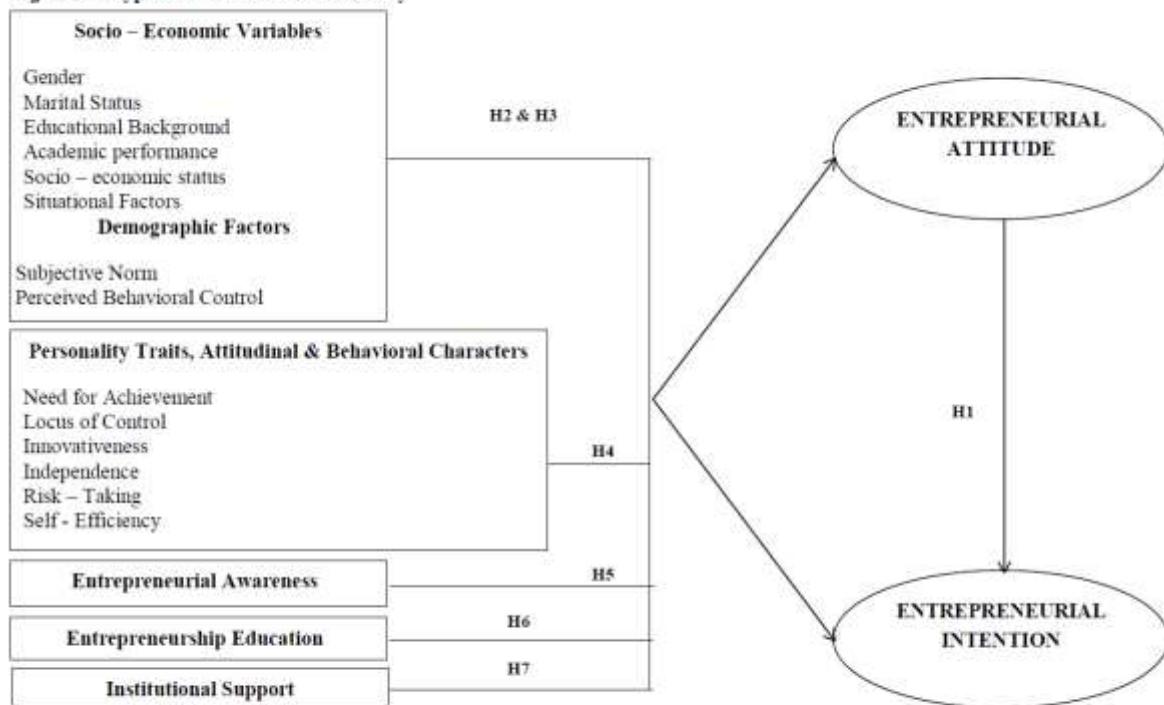
Figure 1. Conceptual Model



Source of Model:(Majumdar & Varadarajan, 2013)

Vineela, G., & Rao- "A comparison of entrepreneurial attitudes and intentions of MBA students in Andhra Pradesh compared how MBA students in Andhra Pradesh perceive and plan for entrepreneurship. The research examines their attitudes towards starting businesses and their intentions to pursue entrepreneurial careers. Using a comparative approach, the authors analyze data gathered through surveys to identify differences in attitudes based on factors like gender, educational background, Socioeconomic status, and prior entrepreneurial experience for attitude measurement and finding author used personality traits of entrepreneurship institution support, Findings reveal varying levels of entrepreneurial inclination among MBA students, influenced by personal aspirations, educational experiences, and perceived opportunities in the local business environment.

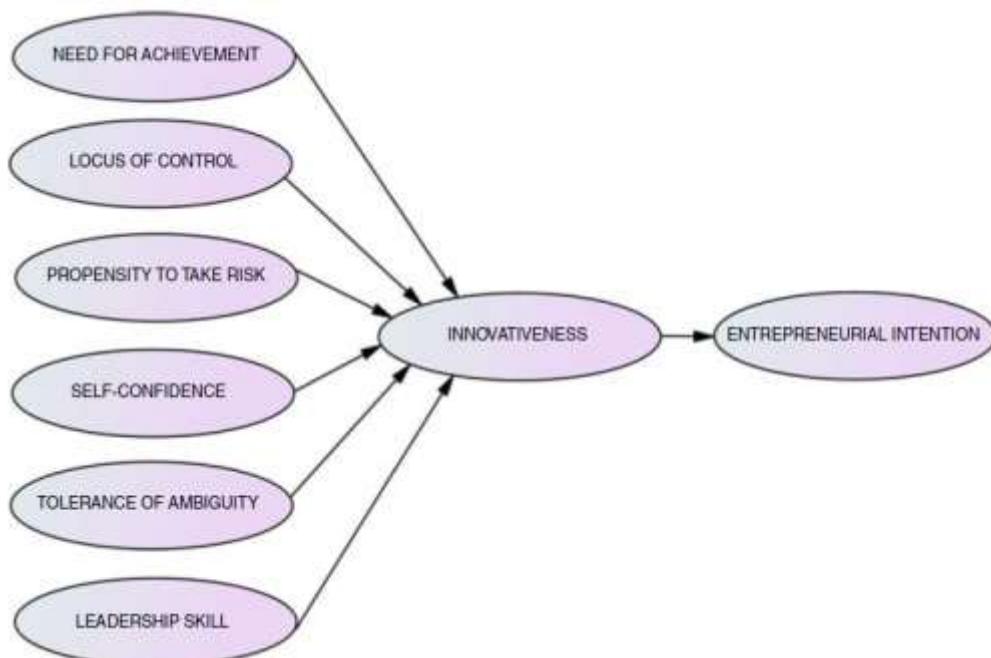
The paper provides valuable insights into the entrepreneurial mindset among MBA students in Andhra Pradesh, highlighting factors that impact their attitudes and intentions towards entrepreneurship. It contributes to understanding regional variations in entrepreneurial attitudes and serves as a basis for further research in fostering entrepreneurial development among management students.

**Figure 1.1 Hypothesized Model for the study**

Source: Developed for the research

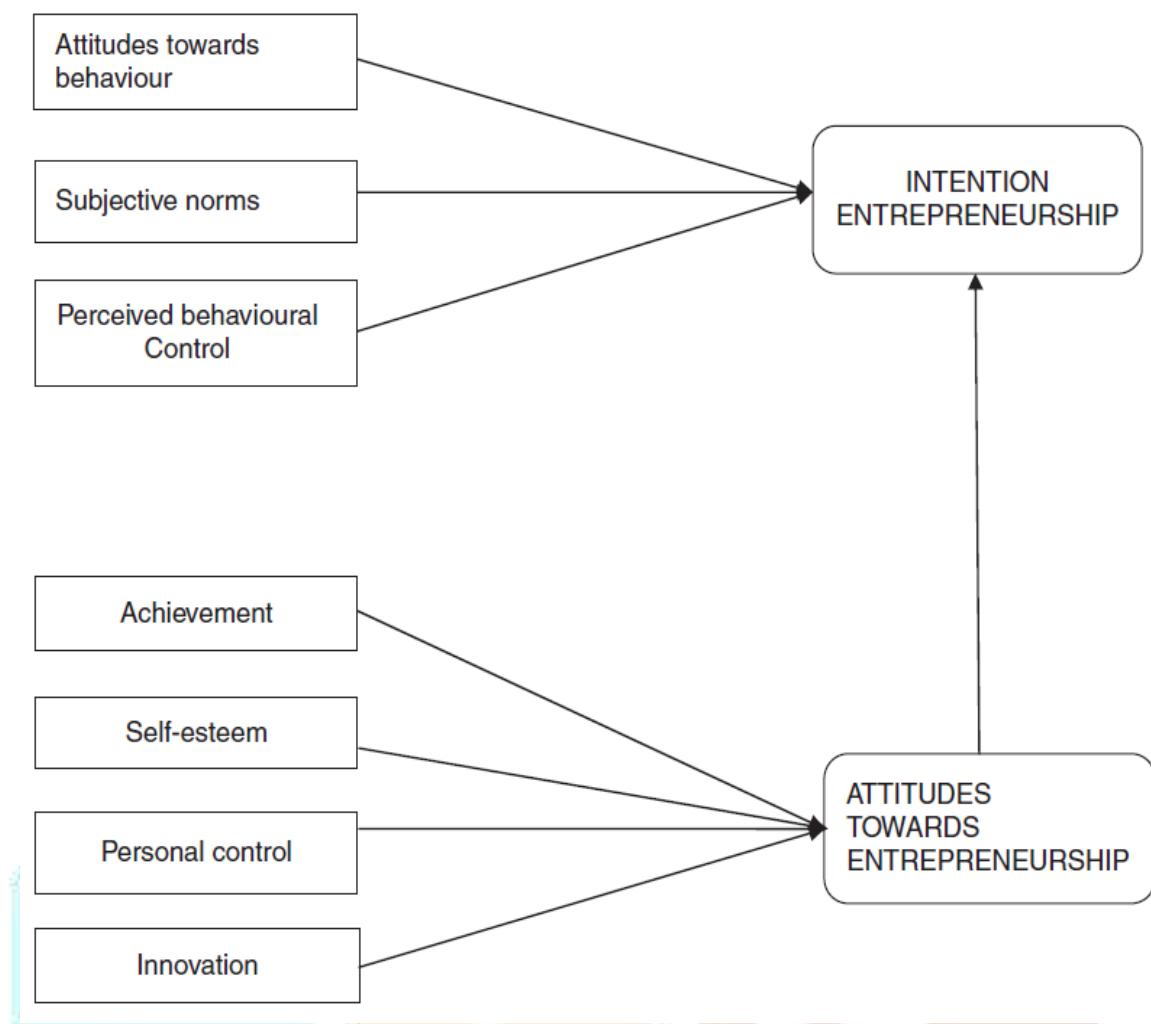
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(Che Embi et al., 2019) study delved into the psychological underpinnings of entrepreneurial intention among Malaysian students, uncovering several significant relationships. The research highlighted positive correlations between leadership skills, need for achievement, risk-taking propensity, tolerance of ambiguity, and entrepreneurial intention. Notably, it revealed negative associations with self-confidence and locus of control, findings that diverge from previous studies such as Karimi et al. (2015). The study also identified innovation as a crucial mediator in these relationships, underscoring its role in fostering entrepreneurial aspirations among students. However, the study's applicability beyond Malaysian cultural and economic contexts may be limited, posing challenges in generalizing its findings globally. Methodological considerations, including sample size, sampling methods, and measurement instruments, warrant scrutiny due to their potential impact on the study's reliability and validity. Furthermore, the dynamic nature of entrepreneurial intentions and psychological factors over time suggests a need for ongoing research to capture evolving trends and influences. Despite these limitations, Nor Azizan Che Embi's work offers valuable insights into understanding and supporting entrepreneurial motivation among Malaysian students, urging careful interpretation and application in broader international settings.



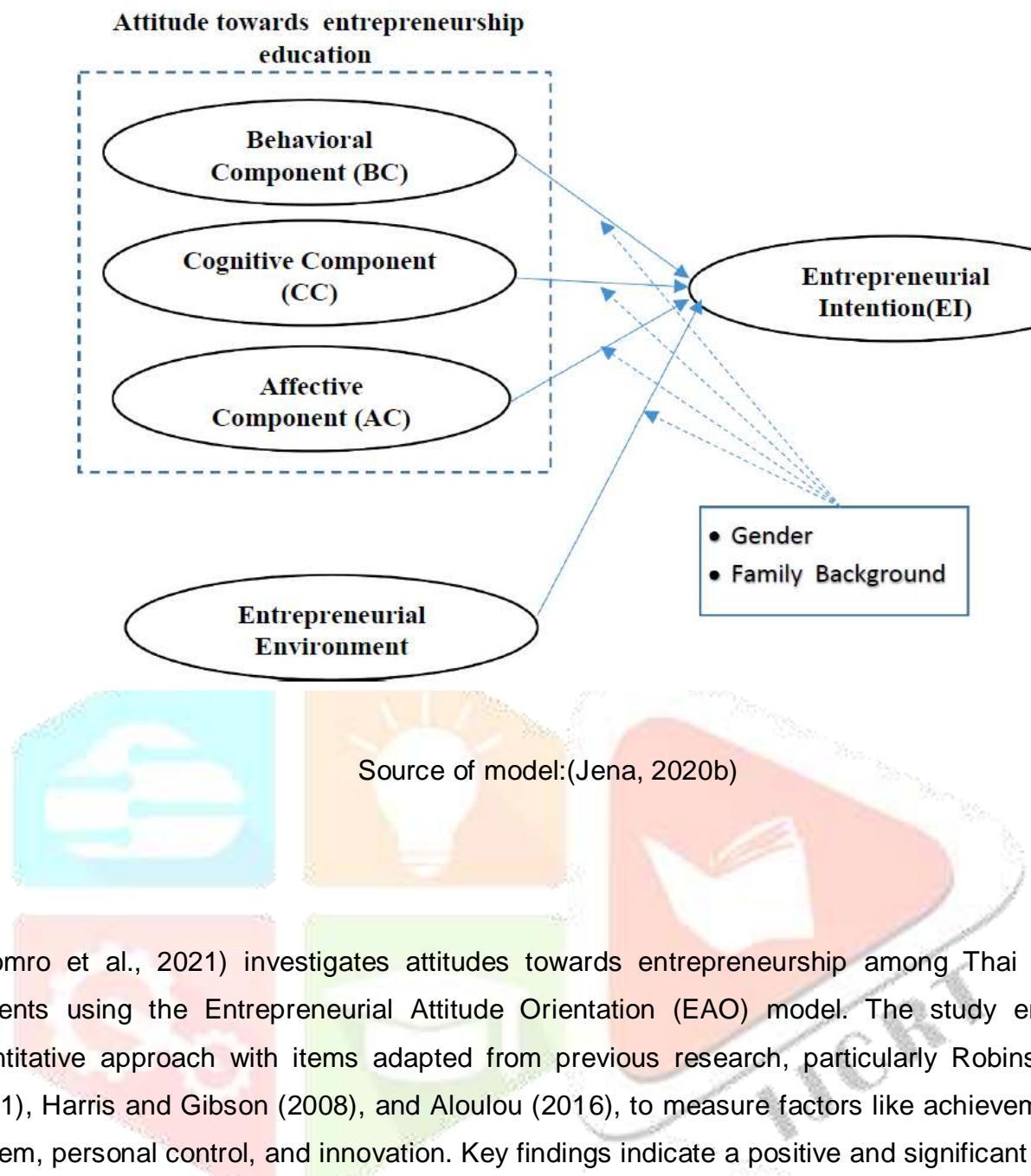
Source of model: (Che Embi et al., 2019)

(Soomro & Soo Shah, 2015) conducted a study involving 200 students from both public and private universities in Pakistan, aiming to understand attitudes and intentions towards entrepreneurship using the Theory of Planned Behaviour (TPB). The research focused on how individuals' attitudes influence their intentions to start a business, emphasizing the predictive power of these attitudes. The study employed several measures, including the Entrepreneurial Attitude Orientation (EAO) subscales, to gauge participants' attitudes toward entrepreneurial behaviour. In a second model, the researchers explored the influence of achievement, self-esteem, personal control, and innovation as independent variables on attitudes towards entrepreneurship as the dependent variable. Their findings indicated a positive and significant impact of achievement, self-esteem, personal control, and innovation on entrepreneurial attitudes. Overall, the model demonstrated a significant fit for the study, suggesting that these psychological factors play crucial roles in shaping positive attitudes towards entrepreneurship among Pakistani university students.

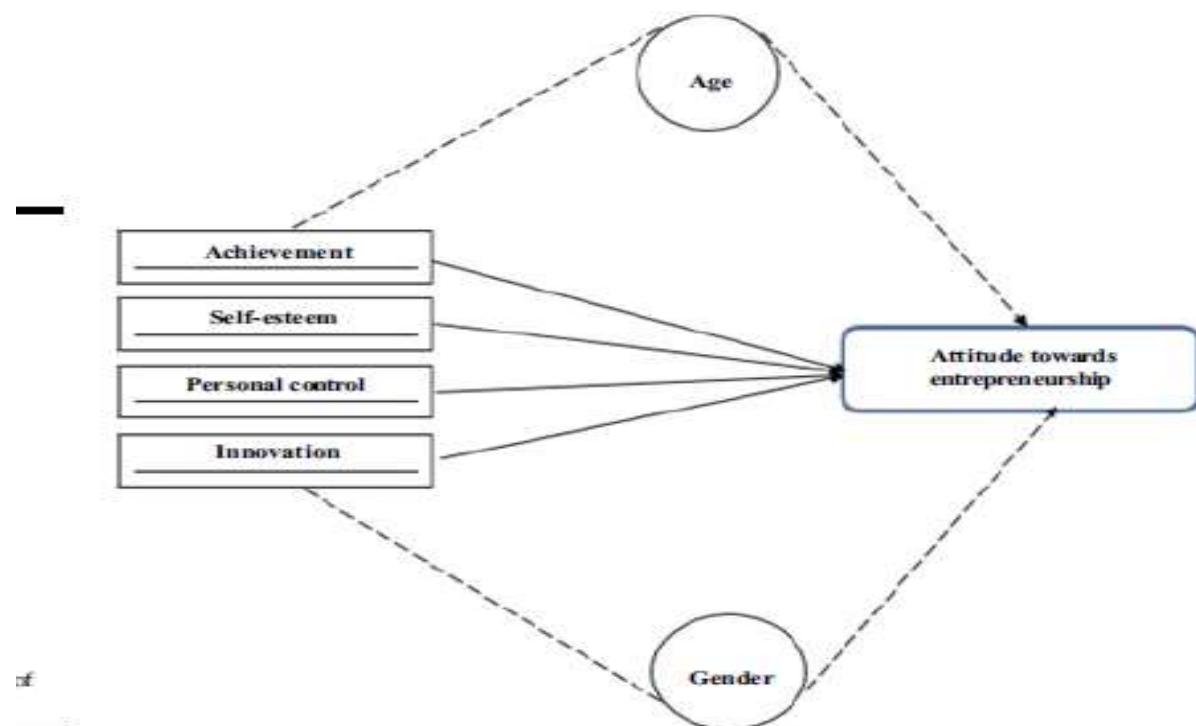


Source of model:(Soomro & Shah, 2015)

(Jena, 2020a) conducted a case study involving 950 business management students in Indian colleges to explore how their attitudes towards entrepreneurship education impact their entrepreneurial intentions. The study focused on cognitive, affective, and behavioural components of students' attitudes, using the Entrepreneurial Attitude Orientation (EAO) scale and questionnaire developed by Robinson (1991) to measure these dimensions. The research was stuck in the belief that attitudes, encompassing cognitive beliefs, affective responses, and behavioural tendencies towards entrepreneurship education, significantly influence entrepreneurial intentions. This perspective aligns with earlier studies such as Orpha et al. (2001), which emphasize how beliefs shape individual responses and actions towards entrepreneurial endeavors. The study provides valuable insights into fostering positive attitudes for entrepreneurial aspirations, its applicability may be limited outside Indian business education contexts. The findings highlight the need to address these attitude dimensions in educational settings to support entrepreneurial development effectively.

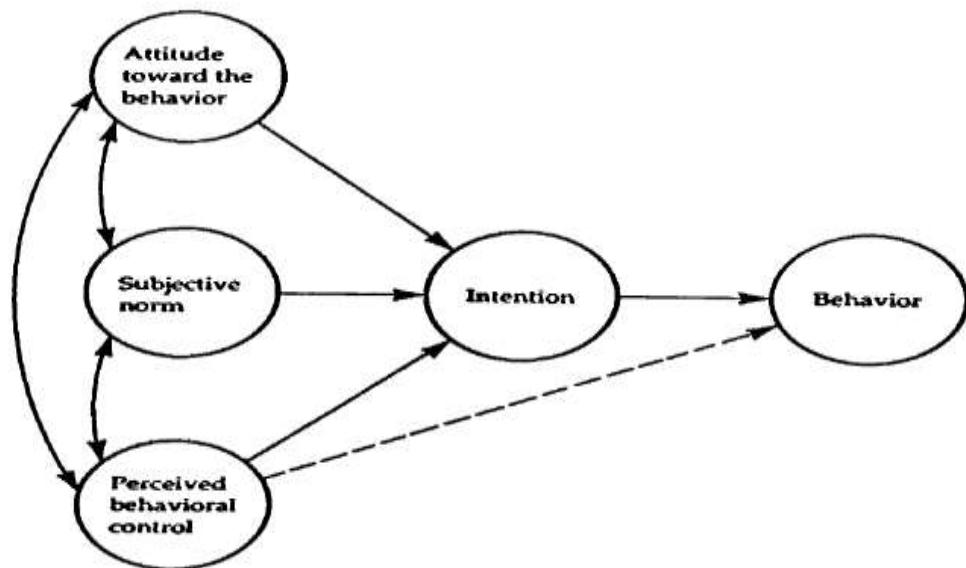


(Soomro et al., 2021) investigates attitudes towards entrepreneurship among Thai university students using the Entrepreneurial Attitude Orientation (EAO) model. The study employs a quantitative approach with items adapted from previous research, particularly Robinson et al. (1991), Harris and Gibson (2008), and Aloulou (2016), to measure factors like achievement, self-esteem, personal control, and innovation. Key findings indicate a positive and significant impact of achievement, personal control, and innovation on attitudes towards entrepreneurship among the students. Opposing to earlier studies, self-esteem did not show a significant impact. This suggests that while students in Thailand perceive themselves as capable of achieving and innovating in entrepreneurial ventures, their self-confidence may not strongly influence their intentions to pursue entrepreneurship. The study contributes methodologically by validating the EAO model in the Thai context and adds to the literature on entrepreneurship education and attitudes in Asian settings. Practical implications emphasize the role of educational interventions in fostering a favorable entrepreneurial mindset among students, which is crucial for economic development and job creation in Thailand.



Source of model:(Soomro et al., 2021)

The Theory of Planned Behaviour (TPB), introduced by Ajzen in 1991, provides a framework for understanding and predicting human behavior in various contexts. It includes three main components: attitude toward the behavior, subjective norm, and perceived behavioral control. Attitude reflects an individual's positive or negative evaluation of performing the behaviour, while subjective norm pertains to the perceived social pressure to perform or not perform the behaviour. Perceived behavioural control indicates the perceived ease or difficulty of performing the behaviour, considering past experiences and anticipated obstacles. The model predicts that intention, influenced by these three components, is the immediate antecedent of behaviour. A strong intention, in turn, increases the likelihood of actual behaviour. Positive attitudes and greater social pressure enhance intentions, and if individuals believe they can easily perform the behaviour, their intentions and actual performance are stronger. This model is widely used in fields like health psychology, marketing, and organizational behaviour to predict actions such as exercising, quitting smoking, or making purchasing decisions. In the context of entrepreneurial attitudes and intentions among students, TPB helps understand how their attitudes toward entrepreneurship, perceived social norms, and perceived control over starting a business influence their entrepreneurial intentions and actions.



Source of model:(Ajzen, 1991)

Comparison of TPB model and EAO model:

The Theory of Planned Behaviour (TPB) and the Entrepreneurship Attitude Orientation (EAO) model both address factors influencing behaviour, but they differ in focus, structure, and application. The TPB is a general model that aims to predict and understand various behaviours by focusing on intentions. It comprises components such as attitude toward the behaviour, which reflects an individual's positive or negative evaluation of performing the behaviour; subjective norm, which is the perceived social pressure to perform or not perform the behaviour; and perceived behavioural control, which indicates the perceived ease or difficulty of performing the behaviour. The TPB is applied in multiple contexts, including health, marketing, and organizational behaviour, to predict behaviours like exercising, smoking cessation, and purchasing decisions. Its primary outcome is behavioural prediction, aiming to forecast the likelihood of performing a specific behaviour based on intentions and perceived control.

In contrast, the EAO model specifically targets attitudes related to entrepreneurship and is used to assess individuals' predispositions towards entrepreneurial activities. Its components include achievement- which is the desire for success and personal achievement, Innovation- which is the propensity to innovate and take creative approaches, self-esteem-which is confidence in one's abilities and judgment; and personal control, which is the belief in controlling one's destiny and outcomes. The EAO model is designed to evaluate attitudes that influence entrepreneurial intentions and behaviours, often used in studies of entrepreneurial mindset and education. Its primary outcome is entrepreneurial orientation, aiming to measure and understand the attitudes that contribute to entrepreneurial intentions and success, rather than predicting specific behaviours.

Conclusion:

This review highlights the complexity and multi-layered nature of entrepreneurial attitudes and intentions among students as well as focuses on theoretical models and empirical studies. Jain's 3D Model of Attitude underscores the importance of the affective, behavioral, and cognitive

components in shaping attitudes, providing a foundational framework for understanding the interplay of emotions, actions, and beliefs in attitude formation. The studies by Van Wyk & Boshoff (2004) and Chen & Lai (2010) demonstrate the influence of factors such as risk-taking propensity, innovation, and cultural values on entrepreneurial attitudes. These studies emphasize the role of contextual variables like work environment, education, and family expectations in shaping entrepreneurial intentions. Velusamy's exploration of Indian students' entrepreneurial attitudes highlights the significant impact of educational background, family support, and societal values, reinforcing the need for culturally sensitive approaches to foster entrepreneurial spirit among students. Similarly, the study on family support published in the Academy of Entrepreneurship Journal (2017) validates the crucial role of family and educational support in shaping entrepreneurial attitudes and intentions. Vineela and Rao's comparative study on MBA students in Andhra Pradesh provides insights into how personal aspirations, educational experiences, and perceived opportunities influence entrepreneurial inclinations, adding depth to our understanding of demographic factors impacting entrepreneurial attitudes. Research by Soomro & Shah (2015) highlights the predictive power of attitudes on entrepreneurial intentions using the Theory of Planned Behaviour (TPB), emphasizing the importance of achievement, self-esteem, personal control, and innovation in fostering entrepreneurship. Jena's (2020) study on Indian business management students underscores the critical role of cognitive, affective, and behavioral components of attitudes towards entrepreneurship education in shaping entrepreneurial aspirations. Soomro et al.'s (2021) research on Thai university students demonstrates that achievement, personal control, and innovation positively influence entrepreneurial attitudes, while self-esteem does not, emphasizing the importance of validating models like the EAO in different cultural settings. These studies collectively underscore the significance of psychological, social, educational, and cultural factors in shaping entrepreneurial attitudes and intentions among students. The Theory of Planned Behavior (TPB) (Ajzen, 1991) and the Entrepreneurship Attitude Orientation (EAO) model (Mathew & Johnson, 2014; Robinson et al., 1991) while both addressing factors influencing behavior, differ significantly. Personalized educational interventions and supportive environments are essential for nurturing entrepreneurial potential and contributing to economic development and innovation. Future research should continue to explore these dynamics to inform effective policies and educational strategies that foster entrepreneurial mindsets globally.

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