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Personal Attitude, Subjective Norms and Self-efficacy as Predictors of Entrepreneurial Intentions: The Moderating Effect of Entrepreneurship Education

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Abstract

Purpose: *This study aims to examine how self-efficacy, subjective norms, and the predictive value of attitude affect the entrepreneurial intentions of graduate (master's) management students in the Butwal Sub-metropolitan area.*

Methods: *Convenience sampling was used to systematically gather data, with a focus on 253 Butwal Sub-metropolitan master's students studying management. A precise seven-point Likert scale was used in the study's adopted questionnaire. Similar to this, a descriptive and causal comparison study approach was employed, complemented by a variety of statistical measures that were carefully selected to enable reliable data analysis, including Mean, Standard Deviation, Correlation, and Regression.*

Results: *The results depict that the most significant influencing factor is personal attitude. People are more inclined to take the chance and launch their own company if they have a positive outlook on entrepreneurship and feel encouraged by their network.*

Conclusion: *This study concludes that academic intuitions should facilitate training and workshop among their students to develop positive attitudes so that they can be encouraged to set up their own entrepreneurial venture. Likewise, the social community should provide emotional support among students to develop entrepreneurial intention.*

Keywords: Predictive value of attitude, subjective norms, self-efficacy and entrepreneurial intentions.

I. Introduction

In Nepal, entrepreneurial intentions are deeply influenced by local economic, cultural, and social factors. With a large portion of the population in rural areas dependent on agriculture, many view entrepreneurships as a way to diversify income sources and improve livelihoods. Economic challenges, such as limited job opportunities and underdeveloped infrastructure, push many individuals, particularly youth, to consider starting their own businesses. While access to financial resources remains a barrier, the rise of digital platforms is offering new

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opportunities, especially in urban areas. Nepal's entrepreneurial landscape is also shaped by a strong desire for self-reliance and overcoming traditional employment limitations. Despite some social stigma around failure, initiatives like government support programs and growing awareness of entrepreneurship are helping to foster a more entrepreneurial mindset. The combination of these factors is gradually shifting Nepal toward a more innovation-driven economy.

Currently, Nepal is facing high amount of capital flight and brain drain for the sake of higher education and employment opportunities. Nowadays, students are willing for earning through learning. So, the economy of Nepal is in recession during these days. Similarly, the consumption and saving pattern of people is being decreased because of higher unemployment. There are various ways of minimizing unemployment rate among them. Entrepreneurship is considered as best method for minimizing unemployment throughout the world. Entrepreneurs are the building block of nation. Small and medium enterprises do significant contribution in the GDP of Nepal. The Schumpeter effect, which holds that higher rates of entrepreneurship result in increased employment and economic growth, is the foundation of Nepal's GDP (Baptista & Thurik, 2007: 76). Entrepreneurial intentions are influenced by a number of circumstances, either directly or indirectly. Among them, self-efficacy, subjective norms, and the predictive value of attitude are thought to be the most crucial components of entrepreneurial intents. There is significant relationship between self-efficacy and entrepreneurial intentions. Individuals with higher levels of self-efficacy are more likely to perceive entrepreneurial activities as feasible and attainable, thus fostering their intentions to engage in entrepreneurial behavior (Liñán & Chen, 2009). Research has consistently shown that subjective norms play a crucial role in shaping entrepreneurial intentions (Ajzen, 1991; Krueger et al., 2000).

People with a high risk aversion capacity and expertise in portfolio management are considered entrepreneurs. By diversifying assets to balance risk and return, Markowitz portfolio theory forms the efficient frontier for the best allocation techniques and maximizes investment portfolios. Numerous researchers have demonstrated that entrepreneurship education can serve as a moderator by amplifying the impact of self-efficacy, subjective norms, and the predictive value of attitude on students' aspirations to pursue entrepreneurship. Shapero and Sokol's (1982) Formation of Entrepreneurship Event and Ajzen's (1991) Theory of Planned Behavior are excellent at explaining the majority of social behaviors that result in students starting their own organizations.

In Nepal, many factors such as attitude, subjective norms, and self-efficacy are believed to influence the entrepreneurial intentions of individuals, especially among the youth. However, while these factors are often discussed in research, it remains unclear how entrepreneurship education affects these factors and whether it plays a role in enhancing or moderating their influence on entrepreneurial intentions. Entrepreneurship education has the potential to shape the way young people think about and approach entrepreneurship, but its exact impact in the Nepali context is not well understood. There is a need to explore how entrepreneurship education can influence attitudes towards entrepreneurship, social norms, and self-confidence, and how these influences ultimately contribute to the decision to pursue entrepreneurial ventures. This study aims to fill this gap by investigating how entrepreneurship education can help strengthen or alter the relationship between these factors and entrepreneurial intentions in Nepal. Understanding this relationship could provide valuable insights into how educational programs can better prepare young people for entrepreneurship and improve their chances of success in starting businesses.

Significance of the Study is to address the entrepreneurship gap, it's necessary to assess students' entrepreneurial intentions and create courses accordingly. This study aims to gather evidence of students' entrepreneurial intentions and establish guidelines for executing effective entrepreneurship programs to improve people's quality of life. The research on the moderating role of entrepreneurship education in the relationship between Predictive Value of Attitude, Subjective Norms and Self-efficacy and entrepreneurial intentions is crucial due to research gaps. Gaire and Upadhyaya (2023) is consistent with the Entrepreneurial intention

has significant relationship with perceived behavioral control, subjective norms and personal attitude. Firstly, latest literature considers only the effects of these variables on entrepreneurial intentions with ignoring of entrepreneurship education. The main motive behind conducting this research is to minimize the gap between theoretical aspect and practical implications in entrepreneurship development. The research is limited to understand the impact of entrepreneurship education. The objectives of the study are:

- To examine the effect of Predictive Value of Attitude, Subjective Norms and Self-efficacy on Entrepreneurial Intentions.
- To assess the moderating effect of entrepreneurship education in the relationship between Predictive Value of Attitude, Subjective Norms and Self-efficacy and Entrepreneurial Intentions.

II. Reviews

A literature review includes both theoretical and empirical reviews related to the current study. The theoretical review explains the existing theories, how they are connected, and helps to create new hypotheses for testing. The empirical review looks at past research, including its purpose, methods, and results. In summary, this section is organized into two parts: theoretical review and empirical review.

Theoretical Review

A popular tool for forecasting and comprehending human behavior is the Theory of Planned Behavior (TPB), which was created by Ajzen in 1985 as an expansion of the Theory of Reasoned Action (TRA). To overcome the shortcomings of TRA, especially in situations where behaviors are not fully under voluntary control, TPB adds a new element called perceived behavioral control. TPB holds that a person's intention, which is impacted by three main elements attitude toward the activity, subjective norms, and perceived behavioral control directs their behavior. This model is extensively used in fields such as health, education, marketing, and organizational behavior to explain decision-making processes and predict behavioral outcomes.

The first component, attitude toward the activity, is the extent to which a person considers the conduct to be either positive or negative. Their perceptions of the results of the behavior and their assessment of those results determine this. The perceived social pressure to engage in or refrain from engaging in a behavior is the subject of the second element, subjective norms. It is influenced by normative ideas, or what important people (such family, friends, or peers) think, as well as the drive to live up to their expectations. Perceived behavioral control, the third factor, sets TPB apart from TRA. It relates to a person's assessment of their capacity to carry out the conduct, taking into account both internal (such as abilities and confidence) and external (such as opportunities and resources) aspects.

A popular paradigm for comprehending entrepreneurial behavior is the Theory of Entrepreneurial Event (TEE), which was first presented by Shapero and Sokol in 1982. The transformation from prospective to actual entrepreneurs is the main subject of this idea. According to TEE, a particular entrepreneurial event that is brought on by modifications in a person's surroundings, viewpoints, or personal circumstances is what starts entrepreneurship. The model highlights the importance of three key factors that influence entrepreneurial intent: perceived desirability, perceived feasibility, and propensity to act. These factors, combined with life events or external triggers, drive an individual's decision to pursue entrepreneurship.

The first key factor, perceived desirability, refers to the individual's perception of whether entrepreneurship is an attractive or desirable option. This is influenced by personal attitudes, values, and social norms. The second factor, perceived feasibility, relates to the individual's confidence in their ability to successfully engage in entrepreneurial activities.

The third component, propensity to act, reflects the individual's willingness to take action when opportunities or triggers arise. The entrepreneurial event itself is often triggered by a significant life event or external change, such as job loss, dissatisfaction with current employment, or recognition of a market opportunity.

Albert Bandura created the Social Cognitive Theory (SCT) in 1986, and it is a popular framework in the social and behavioral sciences. It highlights how people, their surroundings, and their behavior interact dynamically. The foundation of SCT is the notion that learning happens not just via firsthand experience but also through social observation of others. This theory is very useful for understanding, forecasting, and influencing behavior in a variety of domains, including marketing, organizational studies, health promotion, and education. Reciprocal determinism, or the reciprocal link between three elements, is a key idea in SCT. personal factors (e.g., beliefs, attitudes, and emotions), environmental factors (e.g., social influences and physical surroundings), and behavior.

Observational learning, which describes how people learn by watching the actions and results of other people's behaviors, is one of the fundamental concepts of SCT. The role of outcome expectations a person's perception of the results of their actions is also taken into account by SCT. Behavior can be motivated by positive expectations, such as the notion that exercise will enhance one's health. In a similar vein, incentives and penalties, or reinforcements, influence behavior.

Empirical Review

Hasanah et al. (2023) focuses on management and business students and attempts to investigate the impact of personal attitude support and mediation on entrepreneurial inclinations. This study uses SEM-PLS with Smart-PLS 4.0 as a comprehensive tool for analysis and testing in order to demonstrate analytical abilities in a single analysis program and broaden the comprehension of all research factors. The study concluded that entrepreneurship intention is favorably and significantly impacted by personal views that provide encouragement. Despite the strong results, the study's findings suggest that personal views do not predominate as mediators. Personal attitudes, however, have the ability to independently impact entrepreneurial goals. As a result, this study makes a number of recommendations that can help students develop their entrepreneurial goals.

Tesfa et al. (2023) look at how final-year Ethiopian students' entrepreneurial intents are influenced by their perceived behavioral control, attitude, social norms, and individual originality. 257 graduating students provided data for the study using a self-assessment questionnaire, and data analysis was done using a structural equation modeling approach. According to the study, graduating students' entrepreneurial intents are positively and significantly impacted by their own inventiveness, perceived behavioral control, and attitude toward entrepreneurship.

Nursito et al. (2023) investigate how college students' aspirations to pursue entrepreneurship are influenced by their attitudes toward entrepreneurship, subjective norms, and behavioral control. 150 students from Widya Dharma University in Klaten participated in this survey, which used purposive sampling as a sample strategy. After the data was gathered, multiple linear regression analysis was used to examine it. The findings demonstrate that behavioral control, subjective norms, and attitudes toward entrepreneurship all significantly and favorably influence students' performance in terms of their entrepreneurial goals, partially and simultaneously.

Brobbey (2022) studied the entrepreneurial goals of university students including motivation, family background, entrepreneurship education, and external factors. The study's precise objectives were evaluated, and the four primary hypotheses were examined, using inferential statistical techniques such the Pearson Product-Moment correlation test, Multiple Regression, and Stepwise Regression Analysis. The findings showed that motivation is statistically significant when examining the elements that significantly affect students' entrepreneurial

ambitions, and that all variables except family background have a positive impact on students' entrepreneurial intents.

Understanding the impact of entrepreneurship education on students' entrepreneurial inclinations is the aim of this study. Data were gathered from treatment and control groups at many Nepali higher education institutions. To test theories, structural equation modeling was employed. The Partial Least Squares approach was used to estimate the statistical relationship between the modeled variables. The findings showed that self-efficacy, subjective norms, and attitude toward entrepreneurship are the main predictors of entrepreneurial inclinations (Shah et al., 2020).

According to Amofah et al. (2020), the study's goal is to determine how entrepreneurial intention is impacted by attitudes about entrepreneurship, subjective norms, locus of control, entrepreneurial self-efficacy, and environmental support. The structural equation modeling method was used to analyze the data. The findings indicate that students' entrepreneurial inclinations are highly impacted by every component except entrepreneurial self-efficacy.

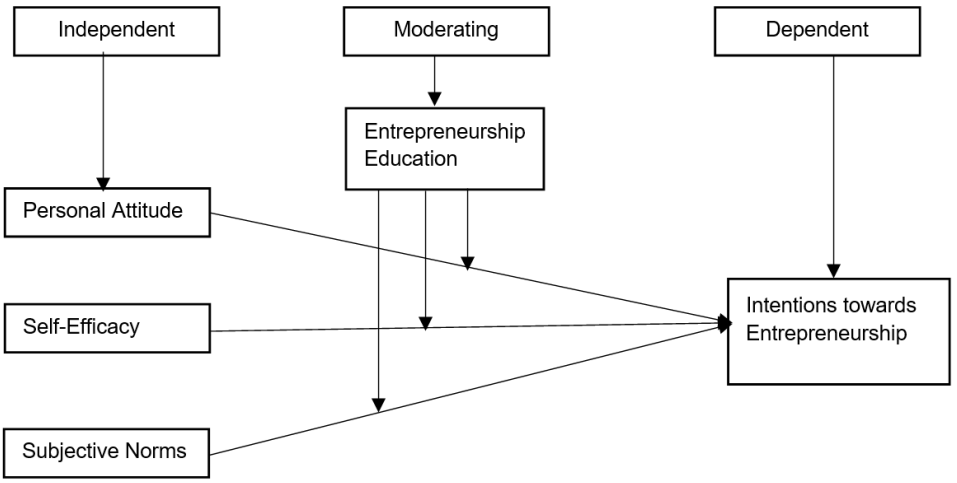
The entrepreneurial intention of management graduates was examined by Gaire et al. (2020). Furthermore, multiple regressions, one-way ANOVA, independent t-test, and descriptive statistics were used to examine the data. According to the study, management graduates' entrepreneurial intention was positively and significantly impacted by their personal attitudes, perceived behavioral control, and subjective norms.

According to Botsaris et al. (2014), the current study examined the relationships between the behavioral beliefs, attitude toward entrepreneurship, and entrepreneurial intention components. To examine data, a structural equation model is employed. Furthermore, the findings showed that the aspects of attitude toward entrepreneurship have a different effect on entrepreneurial intention, with affective attitude seemingly having a stronger relationship with intention than instrumental attitude, and that the intrinsic rewards of entrepreneurship are better predictors of entrepreneurial attitude than extrinsic rewards.

On the basis of above literature this study construct following research framework.

Figure 1

Research Framework



Note. Adopted from Shah et al. (2020)

Research Hypotheses

H1: There is significant impact of personal attitude to entrepreneurial intentions.

H2: There is significant impact of self-efficacy to entrepreneurial intentions.

H3: There is significant impact of subjective norms to entrepreneurial intentions.

H4: There is moderating effect of entrepreneurship education on the relationship between personal attitude and entrepreneurial intentions.

H5: There is moderating effect of entrepreneurship education on the relationship between self-efficacy and entrepreneurial intentions.

H6: There is moderating effect of entrepreneurship education on the relationship between subjective norms and entrepreneurial intentions.

III. Methodology

Research Design

The descriptive and casual comparative research designs were selected for this investigation. This research study includes all students who are pursuing Master of Management degree within Butwal Sub-Metropolitan. The total number of students in this category is 625, which forms the overall population of the study. In research, a population refers to the entire group of individuals relevant to a study, while a sample is a smaller portion or subset selected from that population for analysis. The sample size, represented by "n," is crucial for drawing meaningful conclusions without surveying the entire population.

To determine the appropriate sample size for this study, the Yamane (1967) formula has been used. This formula is specifically designed for cases where the total population size is known. By applying the Yamane formula, researchers can calculate an optimal sample size that ensures the study is both statistically reliable and manageable in terms of data collection. This approach helps maintain accuracy while reducing the effort and cost associated with studying the entire population.• n= N/1+Ne2

Where,

n= sample size,

N= Population size, and

e= Margin of error (MOE),

e=0.05 based on research condition

Thus, the sample size of the study is n = 253

The sampled respondent from total population has been approached through convenience sampling technique. A structured questionnaire that was taken from Shah et al. (Economic Structures, 2020, 9:19) was used in this study to collect quantitative data from primary sources. There were two sections in the questionnaire. Four questions concerning the respondents' gender, educational background, marital status, employment status, and desire to start their own business were included in the first segment, which concentrated on their demographic information. The study's primary factors, including independent, dependent, and moderating variables like self-efficacy, subjective norms, personal attitude, entrepreneurship education, and entrepreneurial ambitions, were all covered in the second section's questions.

To ensure honest responses and minimize bias, participants were assured that their answers would remain confidential and anonymous. A 7-point Likert scale was used to measure respondents' intentions toward entrepreneurship, with options ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).At the initial stage, key concepts and variables relevant to the study were identified. Three main variables were included in the research framework:

personal attitude as the independent variable, entrepreneurship education as the moderating variable, and entrepreneurial intention as the dependent variable. Based on these variables, a set of 25 questions was developed to measure them effectively.

Before conducting the full study, a pilot test was carried out by distributing the questionnaire to 30 respondents to identify and correct any errors or unclear questions. For the main study, 270 questionnaires were distributed to participants, out of which 253 were fully completed and returned, resulting in a high response rate of 93.70%. To evaluate the data gathered, the research study used LBC's SPSS version 20 registered software and Smart PLS. Depending on the suitability of the data, the study used a variety of statistical approaches in this regard. To examine and categorize student responses, descriptive statistics such as mean and standard deviation (SD) were calculated. To evaluate the study instrument's dependability, a reliability test was also carried out. The data's normal distribution was examined using a normality test, more precisely the K-S test. Parametric and non-parametric tests were used in inferential statistics after the data's normality was evaluated. Additionally, a regression tool was utilized to investigate the impact of independent factors on the dependent variable, and a correlation tool was utilized to quantify the association between variables. Additionally, in order to determine the moderating influence on the connection between the dependent and independent variables, a moderating analysis has been conducted.

IV. Results and Discussion

The analysis and findings of the dissertation are covered in this section. Several Smart PLS and SPSS software programs were used to evaluate the collected data, and the results are included in this chapter.

Table 1

Measurement Items and Construct Assessment/ Assessment of Survey Items

Variables	Items	Loadings	VIF	Mean	SD	Mean of Construct	SD of Construct
Entrepreneurial Intentions	EI1	0.872	3.205	5.668	1.392	5.271	1.617143
	EI2	0.873	3.654	5.170	1.675		
	EI3	0.713	2.330	4.996	1.748		
	EI4	0.820	2.541	5.146	1.833		
	EI5	0.835	2.663	5.609	1.417		
	EI6	0.723	1.818	4.806	1.663		
	EI7	0.836	2.497	5.502	1.592		
Personal Attitude	PA1	0.893	2.565	5.194	1.503	5.3565	1.527833
	PA2	0.893	3.321	5.194	1.503		
	PA3	0.762	2.098	4.767	1.773		
	PA4	0.807	2.354	5.170	1.474		
	PA5	0.826	3.225	5.893	1.480		
	PA6	0.842	2.963	5.921	1.434		

Self-Efficacy	SE1	0.762	2.675	4.443	1.944	4.015833	1.914667
	SE2	0.743	2.715	4.905	1.833		
	SE3	0.872	3.698	4.233	1.847		
	SE4	0.847	3.224	4.206	1.963		
	SE5	0.860	3.073	3.241	1.876		
	SE6	0.795	2.548	3.067	2.025		
Subjective Norms	SN1	0.899	3.382	4.759	1.876	4.347167	1.988667
	SN2	0.865	3.198	4.312	1.964		
	SN3	0.846	2.522	4.356	2.074		
	SN4	0.780	2.195	3.854	1.966		
	SN5	0.898	2.061	4.225	1.954		
	SN6	0.773	1.960	4.577	2.098		

Table 1 shows the measurements and validity for the outer model. It displays the outer model's mean, standard deviation (SD), variance inflation factor (VIF), and standardized outer loading. Four latent variables were evaluated using twenty-five scale items. All of the items' outer loading values are higher than the 0.70 threshold, indicating each item's absolute contribution to assessing the corresponding variable (Sarstedt et al., 2017). According to Hair et al. (2019), there is no multicollinearity across the scale items because all of the items' VIF values are less than 5. As a result, the items do not exhibit multicollinearity.The mean and standard deviation (SD) results of all the measurement items are in a good range on 7-point Likert scale data. Hence, the measurement items qualify for reliability and validity for further assessment.

Table 2

Construct Reliability and Validity Assessment

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Entrepreneurial Intentions	0.914	0.926	0.931	0.660
Personal Attitude	0.915	0.922	0.934	0.703
Subjective Norms	0.919	0.929	0.937	0.714
Self-Efficacy	0.902	0.935	0.922	0.664

Table 2 contains the internal reliability and validity of the constructs used in this study. All

of the constructs' Cronbach's Alpha values are higher than the conventional cutoff point of 0.705 (Bland & Altman, 1997), confirming the reliability of the scale employed to measure each construct and demonstrating the internal consistency of all the constructs. Additionally, construct validity and reliability are indicated by Composite Reliability (CR) rho_a and CR rho_c values exceeding 0.70 (Saari et al., 2021; Hair et al., 2022). All of the constructs appear to have established convergent validity, as indicated by the Average Variance Extracted (AVE) values being over the 0.50 threshold values (Hair et al., 2022). Therefore, all of the quality criteria measures are qualified by the outcomes of the preceding table.

Table 3

Correlation

	Personal Attitude	Subjective Norms	Self-Efficacy	Entrepreneurship Education	Entrepreneurial Intentions
Personal Attitude	1	.864**	-.368**	.644**	.444**
Subjective Norms		1	-.645**	.654**	.439**
Self-Efficacy			1	-.302**	-.215**
Entrepreneurship Education				1	.562**
Entrepreneurial Intentions					1

From Table 3, The correlation coefficient (r) between entrepreneurial goals and personal attitude is 0.444, suggesting a moderately good association between the two. In a similar vein, the alternative hypothesis is accepted at the 1 percent level of significance since the p-value of personal attitude in connection to entrepreneurial intention is less than 1 percent. Thus, it can be concluded that staying intention and environmental perception are significantly correlated. The correlation coefficient between Personal attitude and Entrepreneurial intention is 0.444 (0.444^2 = 0.666333), indicating a 66.63 percent positive relationship between Personal attitude and Entrepreneurial intention.

Table 4

Model Fit Assessment

Variables	F-Square Value	Results
Subjective Norms	0.027	Small Effect
Self-Efficacy	0.032	Medium Effect
Personal Attitude	0.745	Large Effect Size

From table 4, We examined the goodness-of-fit indices for the model. Specifically, the standardized root means square residual (SRMR) was utilized for this purpose. The SRMR

value is 0.045, less than the threshold value of 0.08. As noted by Hu and Bentler (1998), this suggests that the model has excellent explanatory power. The f-square values for subjective norms, self-efficacy, and personal attitude are 0.027, 0.745, and 0.032, respectively, for the variable entrepreneurial intentions. It demonstrates that the impact of subjective norms on entrepreneurial inclination is minimal. Likewise, the impact of self-efficacy on entrepreneurial intentions is moderate. Furthermore, a substantial effect size is shown by the Personal Attitude f-square value of 0.745 on the Entrepreneurial Intentions. Last but not least, personal attitude has a moderate predictive potential with an R-square value of 0.519 (Hair et al., 2013).

Table 5

Hypotheses Testing (Direct Effect)

Hypotheses	β	Mean	STDEV	T Stat	P values	Decision
H1: Personal Attitude -> Entrepreneurial Intentions	0.644	0.638	0.046	14.058	0	Accepted
H2: Self-Efficacy -> Entrepreneurial Intentions	0.098	0.097	0.089	1.101	0.271	Rejected
H3: Subjective Norms -> Entrepreneurial Intentions	0.247	0.246	0.094	2.626	0.009	Accepted

Table 5 show the boot-strapping results under 5000subsamples and decisions on hypotheses. Hypotheses H1, and H3 are accepted at significance level 0.05. Hence, there is a positive and significant impacts of personal attitude (β=0.644; $p<0.05$) on entrepreneurial intentions. Similarly, subjective norms (β=0.247; $p<0.05$) has positive and significant impact on entrepreneurial intentions. But, self-efficacy (β=0.098; $p>0.05$) has positive and insignificant impact on entrepreneurial intentions.

Table 6

Moderating Effect

Hypotheses	β	mean	(STDEV)	T Stat	P values	Decision
H4: Entrepreneurship Education -> Entrepreneurial Intentions	0.047	0.049	0.068	0.696	0.486	Rejected
H5: Entrepreneurship Education x Self-Efficacy ->Entrepreneurial Intentions	0.034	0.034	0.099	0.343	0.732	Rejected
H6: Entrepreneurship Education x Subjective Norms -> Entrepreneurial Intentions	-0.001	0.001	0.104	0.013	0.99	Rejected
H7: Entrepreneurship Education x Personal Attitude -> Entrepreneurial Intentions	-0.04	-0.042	0.06	0.655	0.512	Rejected

The table 6 indicates the bootstrapping results and the decision relating to the hypothesis with moderating effects. The moderating variable, entrepreneurship education, has a positive and negligible direct impact on entrepreneurial inclinations (β=0.047; $p>0.486$). In a similar vein, self-efficacy and entrepreneurial ambitions are positively and marginally moderated by

entrepreneurship education (β=0.034; p>0.486, p<0.05). Similarly, subjective norms and entrepreneurial inclinations are negatively and negligibly moderated by entrepreneurship education. Furthermore, personal attitude and entrepreneurial goals are negatively and negligibly moderated by entrepreneurship education.

Discussion

The findings from the analysis shows Subjective norms and personal attitude have a positive and significant association, which is supported by the results of Shi et al., (2020). According to Krithika and Venkatachalam (2014), entrepreneurial inclination is significantly influenced by subjective standards. Therefore, it can be concluded that earlier research supports the current finding, which also indicates a favorable correlation between entrepreneurial intention and subjective norms and personal attitude. In line with the findings of Chen et al., (1998), this study found no significant correlation between entrepreneurial education and entrepreneurial intention.

Moreover, according to certain study, there is a positive and substantial correlation between entrepreneurial education and entrepreneurial intention (Jones & Jones, 2014). The findings of this study, which show that subjective norms and individual attitudes have no discernible influence on entrepreneurial intention, are contradicted by Lim, Kim, and Kim (2021).

V. Conclusion and Implication

The author analyzed the connection and direct impact of self-efficacy, subjective norms, and personal attitude predictive values on entrepreneurial ambitions. Additionally, research has been done on the moderating impact of entrepreneurship education. The most significant influencing factor is personal attitude. But, the entrepreneurship education doesn't have any significant impact on entrepreneurial intentions. Hence, If people have a good attitude about entrepreneurship and feel supported by their network, they are more likely to take the risk and start their own business. Also, it is determined that different level of occupational status has different opinion with regard to entrepreneurial intentions. This highlights the influence of occupational roles on entrepreneurial attitudes and motivations.

This research suggests that academic institutions should facilitate training and workshop among their students to develop positive attitudes so that they can be encouraged to set up their own entrepreneurial venture. The social community should provide emotional support among students to develop entrepreneurial intention.

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