

The Influence of Self-Efficacy, Attitude, and Educational Interventions related to Entrepreneurship on the Entrepreneurial Intention

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Abstract

The objective of this study was to examine whether Self Efficacy, Attitude, and Entrepreneurship Education have an impact on Entrepreneurial Intentions. The research employed a survey method with a causality approach. The study included a population of 200 students, and data was collected through questionnaires. Data analysis was performed using SPSS software version 22. The findings indicated that each variable had a similar influence. Therefore, it can be inferred that high Entrepreneurial Intentions are associated with Self Efficacy, Attitude, and Entrepreneurship Education. A combination of positive Self Efficacy, Attitude, and comprehensive Entrepreneurship Education is likely to result in heightened Entrepreneurial Intentions. In summary, the description above demonstrates a significant and collective influence of Self Efficacy, Attitude, and Entrepreneurship Education.

Introduction

Entrepreneurship has gained significant attention as a catalyst for economic growth and innovation. Understanding the factors that influence individuals' intentions to become entrepreneurs is crucial for promoting entrepreneurial activities. This study examines the impact of self-efficacy, attitude, and entrepreneurship education on entrepreneurial intentions. Self-efficacy refers to an individual's belief in their ability to successfully perform entrepreneurial tasks. Attitude represents an individual's evaluation of entrepreneurship as a career choice. Entrepreneurship education encompasses programs and courses aimed at developing entrepreneurial knowledge, skills, and attitudes.

Through a comprehensive review of existing literature, it is evident that self-efficacy, attitude, and entrepreneurship education play critical roles in shaping entrepreneurial intentions. Research consistently demonstrates a positive relationship between self-efficacy and entrepreneurial intentions, suggesting that individuals who perceive themselves as capable of starting and managing a business are more likely to express intentions to become entrepreneurs. Attitude towards entrepreneurship also significantly influences entrepreneurial intentions. Positive attitudes, characterized by perceiving entrepreneurship as desirable and

attractive, are associated with higher intentions to pursue entrepreneurial activities. This highlights the importance of shaping favorable attitudes towards entrepreneurship to foster entrepreneurial intentions.

Furthermore, entrepreneurship education has been found to have a substantial impact on entrepreneurial intentions. By providing knowledge about business concepts, teaching relevant skills, and fostering positive attitudes, entrepreneurship education programs contribute to individuals' intention to pursue entrepreneurial careers.

The interplay among self-efficacy, attitude, and entrepreneurship education is evident, as higher self-efficacy often corresponds to more positive attitudes towards entrepreneurship. Entrepreneurship education programs can enhance both self-efficacy and attitudes, further strengthening the intention to become an entrepreneur. Understanding the impact of self-efficacy, attitude, and entrepreneurship education on entrepreneurial intentions has practical implications for policymakers, educators, and researchers. By designing effective entrepreneurship education programs that target self-efficacy, attitudes, and relevant knowledge and skills, stakeholders can better support aspiring entrepreneurs and encourage entrepreneurial activities.

Future research should explore additional factors that may influence entrepreneurial intentions and investigate the mechanisms through which self-efficacy, attitude, and entrepreneurship education exert their effects. This will contribute to a deeper understanding of the complexities involved in promoting entrepreneurship and help develop more targeted interventions and policies.

In today's era, the field of entrepreneurship is witnessing a surge in popularity, as more individuals recognize its potential and consider venturing into this realm of self-employment. Entrepreneurship has the capacity to bolster a country's economy, as exemplified by developed nations like Germany, which boasts a robust economy and a flourishing entrepreneurial landscape. Research conducted by Van Praag and Versloot (2007) has established a strong correlation between entrepreneurship and the stimulation of economic growth, innovation, employment, and the establishment of new businesses. Empirical evidence further supports the notion that entrepreneurial activity contributes positively to economic growth. Therefore, entrepreneurship serves as a significant factor that can propel a country's economic development. With a continuous rise in entrepreneurial intentions, the potential for economic growth becomes even more promising. As a result, sustained growth in entrepreneurial activities can be instrumental in fostering overall economic prosperity.

Dj. Ajike (Amaliawat, 2018) has also asserted that the presence of entrepreneurship education plays a significant role in influencing business performance by shaping entrepreneurial intentions. Moreover, Ana

Iolanda's research findings highlight the fundamental importance of entrepreneurship education in fostering the development of essential attributes such as abilities, skills, attitudes, and knowledge that are crucial for engaging in entrepreneurial activities.

This quantitative study employed an expansion design, gathering data through questionnaires and testing instruments. The research outcomes revealed notable variations concerning the impact of education and entrepreneurial self-efficacy (ESE) on entrepreneurial intentions across student population in Kerala, India. Notably, this study distinguishes itself from others by being the first of its kind conducted in Kerala, encompassing four variables: Self Efficacy, Attitude, and Entrepreneurial Education Intention.

Theoretical Background

Entrepreneurial intention

According to Ajzen (1991) and The Theory of Planned Behaviour, intentions refer to an individual's self-motivation, willingness to exert effort, and determination to work hard, which ultimately shape their behaviour. Fini (2009) defines Entrepreneurial Intention as a cognitive representation of the actions individuals intend to undertake in order to establish new independent ventures or create new value within existing companies. Buttar (2005) suggests that entrepreneurial intention, from a cognitive standpoint, is the most effective predictor for explaining the pursuit of an entrepreneurial career.

From a social perspective, Wang (2013) argues that Entrepreneurial Intentions reflect an individual's desires, perceptions, and self-efficacy in relation to entrepreneurship. Moreover, Nowiński (2017) conducted research indicating that entrepreneurship education influences entrepreneurial intentions, while gender also plays a role in influencing these intentions. However, this apparent contradiction can be explained by considering additional variables, such as entrepreneurial self-efficacy (ESE), which may impact the relationship between education, gender, and entrepreneurial intentions.

Intention refers to a future-oriented aspiration, ambition, or plan that an individual strives for. It involves the process of generating motivation and drive by considering various factors in order to pursue entrepreneurial behavior. Based on the insights provided by Caecilia Vemmy (2013) and other experts, it can be deduced that entrepreneurial intention denotes an individual's desire to initiate a new business venture, which is influenced by factors such as Self Efficacy, Attitude, and Entrepreneurship Education.

Self Efficacy

Self-efficacy, as introduced by Bandura (1986) in Social Learning Theory, is a fundamental concept for assessing one's belief in their own autonomy. It specifically pertains to an individual's self-confidence in their ability to successfully engage in entrepreneurial tasks. Among the various elements scrutinized to elucidate entrepreneurial intentions (Cardon and Kirk 2015; Karlsson and Moberg 2013; Wilson et al. 2007), entrepreneurial self-efficacy is frequently examined.

In a broader sense, self-efficacy can be categorized into two types: specific and general self-efficacy. According to Bandura (as cited in Luthans, 2008: 202), specific self-efficacy varies significantly depending on particular tasks and is processed cognitively by individuals before they undertake the task. On the other hand, general self-efficacy pertains to individuals' beliefs in their capacity to achieve success in various aspects of life. It is important to note that self-efficacy is task-specific and can be enhanced through training and personal development. It differs from aspirations or ideals, as ideals describe an idealized state to be attained, whereas efficacy pertains to the self-assessment of one's abilities. In accordance with this, self-efficacy can be understood as an individual's perception or belief in their ability to engage in entrepreneurial behavior. Experts concur that self-efficacy represents an individual's belief in their capability to achieve goals and solve problems in their life.

Attitude

Regarding attitude, Elfandi (2015) asserts that it refers to an individual's inclination to respond positively or negatively to a specific object, encompassing cognitive, affective, and conative components. Assael (2001) defines attitude as learned predispositions to consistently respond to objects or categories of objects with either liking or disliking. Gadaam (2008) suggests that attitudes involve affective reactions to the risks associated with business ventures. Ahmadi (2002) further explains that attitude represents a person's consistent readiness to respond positively or negatively to objects or situations. From the insights provided by these experts, it can be concluded that attitude signifies an individual's response in choosing positive or negative objects.

Entrepreneurship Education

Entrepreneurship education, as described by Enu (2012), is a form of education that aims to provide knowledge, skills, attitudes, and motivation to individuals for successful entrepreneurship. Dogan (2015) states that, the presence and number of successful entrepreneurs in a community are dependent on

prospective entrepreneurs who receive entrepreneurship education and have the desire to become entrepreneurs.

Similar to Dogan, Chilliya (2012) also emphasizes that receiving entrepreneurship education has a notable influence on the effectiveness of conducting a business. However, it is important to note that entrepreneurship education alone does not guarantee business success. Apart from acquiring skills and knowledge, having high entrepreneurial intentions is crucial for achieving success in entrepreneurship

Literature Review

Numerous studies have been conducted to explore the factors that impact entrepreneurial intentions, namely Self Efficacy, Attitude, and Entrepreneurship Education. In accordance with the findings of a study conducted by Fulu Xiao (2018), the empirical analysis reveals that each independent variable (learning theory, simulation, operations) exerts an influence on entrepreneurial intentions, and each factor demonstrates a significant positive effect.

Furthermore, other studies, such as the research conducted by Biraglia (2016), provide support for the influence of entrepreneurship education on entrepreneurial intentions. The results indicate a strong positive relationship between entrepreneurial creativity and entrepreneurial intentions, even when considering entrepreneurial self-efficacy as a mediator. Based on the insights provided by these experts, it can be concluded that entrepreneurship education serves as a form of educational intervention that aims to equip individuals with the necessary knowledge, skills, attitudes, and motivation to succeed in entrepreneurship. Entrepreneurship education not only fosters entrepreneurial intentions but also encourages individuals to initiate their own businesses.

On the other hand, the connection between creativity and entrepreneurial intentions is influenced by entrepreneurial self-efficacy, highlighting the importance of individuals feeling confident enough to pursue an entrepreneurial path. According to Hattab (2014) and Franke and Lutjhe (2004), entrepreneurship education plays a crucial role in fostering entrepreneurial intentions. This aligns with the perspective of Lestari and Wijaya (2012), who emphasize that entrepreneurship education has the capacity to shape individuals' mindsets, attitudes, and behaviors, guiding them towards a career as entrepreneurs. Furthermore, Alhaji (2015) states that entrepreneurship education serves as a significant component and provides motivation for individuals to consider entrepreneurship as a career choice, ultimately leading to the establishment of new businesses and contributing to economic growth.

The relationship between creativity and entrepreneurial intentions is mediated by an individual's entrepreneurial self-efficacy, underscoring the significance of individuals feeling capable and effective in pursuing an entrepreneurial path. Experts such as Hattab (2014) and Franke and Lutjhe (2004) assert that entrepreneurship education plays a pivotal role in nurturing entrepreneurial intentions. This viewpoint aligns with the perspective of Lestari and Wijaya (2012), who emphasize that entrepreneurship education has the ability to shape individuals' mind-sets, attitudes, and behaviors, guiding them towards choosing entrepreneurship as a career. Additionally, according to Alhaji (2015), entrepreneurship education is a vital component that provides stimulation and encouragement for individuals to embrace entrepreneurship as a career choice, leading to the establishment of new businesses and fostering economic growth.

Research Methodology

The objective of this study was to acquire reliable and relevant knowledge regarding the influence of Self Efficacy, Attitude, and Entrepreneurship Education on Entrepreneurial Intentions, based on the identified research problems. To ensure accuracy and obtain first-hand information, a survey method was employed, allowing for the collection of data directly from the source.

The study utilized a comparative approach to examine the presence or absence of an impact between the independent variables (Self Efficacy, Attitude, and Entrepreneurship Education) and the dependent variable (Entrepreneurial Intentions). Primary data was gathered to analyse the relationship between these variables.

Results and Discussions

Validity test

To assess the validity of this study, the researchers utilized SPSS software version 22. With a sample size of 200 respondents and a significance level of 5%, the critical value (r table) was determined to be 0.138. For the study results to be considered valid, the obtained validity scores needed to surpass the threshold of 0.138. Upon conducting the validity test with the 200 respondents, the results demonstrated validity, meeting the required criteria.

No.	R value	R table	Keterangan
Se_1	0.783	0.138	Valid
Se_2	0.797	0.138	Valid
Se_3	0.678	0.138	Valid
Se_4	0.738	0.138	Valid
Se_5	0.819	0.138	Valid
A_1	0.628	0.138	Valid

A_2	0.529	0.138	Valid
A_3	0.755	0.138	Valid
A_4	0.688	0.138	Valid
A_5	0.720	0.138	Valid
Ee_1	0.575	0.138	Valid
Ee_2	0.678	0.138	Valid
Ee_3	0.641	0.138	Valid
Ee_4	0.668	0.138	Valid
Ee_5	0.707	0.138	Valid
Ei_1	0.787	0.138	Valid
Ei_2	0.897	0.138	Valid
Ei_3	0.752	0.138	Valid
Ei_4	0.563	0.138	Valid
Ei_5	0.889	0.138	Valid

Based on the validity test results presented in the table, it is evident that the variables Self Efficacy, Attitude, Entrepreneurship Education, and Entrepreneurial Intentions exhibited Rhitung values higher than the Rtable. Therefore, it can be concluded that all the items included in this study's statements were deemed valid as they fulfilled the criteria of having r count greater than r table.

Reliability test

In this study, the reliability of the research instrument was evaluated using Cronbach's alpha. If the Cronbach's alpha value exceeds 0.600, it indicates that the research instrument is considered reliable. The findings indicate that three independent variables and one dependent variable exhibited reliability, as their Cronbach's alpha values surpassed the threshold.

Variable	Cronbach's Alpha
Self Efficacy	0.822
Attitude	0.679
Entrepreneurship Education	0.666
Entrepreneurial Intentions	0.840

Normality test

One sample Kolgomorov-Smirnov test

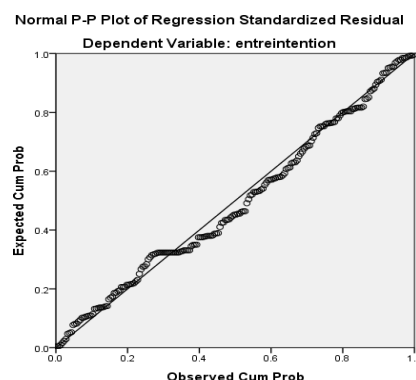
		Unstandardized Residual
N		200
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.51767201
Most Extreme Differences	Absolute	.066
	Positive	.066
	Negative	-.048
Test Statistic		.066
Asymp. Sig. (2-tailed)		.032 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

In research, the decision-making criterion for data distribution is often based on the significance value. If the significance value is greater than 0.05, it indicates that the data follows a normal distribution and is accepted. Conversely, if the significance value is less than 0.05, the data is considered not normally distributed and is not accepted. In this study, the obtained significance value of 0.32 is greater than 0.05, leading to the conclusion that the data is normally distributed and can be accepted.



Based on the provided image, it can be inferred that the data under study exhibits a normal distribution as indicated by the alignment of the data points along the diagonal line in the graph. Consequently, it can be concluded that the data conforms to a normal distribution pattern.

Linearity Test

ANOVA Table

				Sum of Squares	df	Mean Square	F	Sig.
Entrepreneur intention * Self efficacy	Between Groups	(Combined)		373.707	10	37.371	7.802	.000
		Linearity		353.426	1	353.426	73.784	.000
		Deviation from Linearity		20.281	9	2.253	.470	.893
	Within Groups			905.313	189	4.790		
	Total			1279.020	199			

The decision-making process in this research is based on the significance value. If the significance value is greater than 0.05, it suggests that there is a significant linear relationship between the variables. On the other hand, if the significance value is less than 0.05, it indicates that there is no significant linear relationship between the variables. In the provided output results, the significance value of 0.893 is greater than 0.05, indicating that the Self Efficacy variable has a significant effect on Entrepreneurial Intentions.

ANOVA Table

				Sum of Squares	df	Mean Square	F	Sig.
Entrepreneur intention attitude *	Between Groups	(Combined)		260.681	10	26.068	4.838	.000
		Linearity		189.363	1	189.363	35.145	.000
		Deviation from Linearity		71.318	9	7.924	1.471	.161
	Within Groups			1018.339	189	5.388		
	Total			1279.020	199			

The decision in this research is based on the significance value, where a value greater than 0.05 indicates a significant influence on the linear relationship, while a value less than 0.05 suggests no significant effect on the linear relationship. From the provided output results, the significance value for the Attitude variable is

0.161, which is greater than 0.05. This indicates that the Attitude variable has a significant effect on Entrepreneurial Intentions.

Similarly, for the Entrepreneurship Education variable, the significance value is 0.327, which is also greater than 0.05. Therefore, it can be concluded that the Entrepreneurship Education variable does not have a significant effect on Entrepreneurial Intentions based on the provided output results.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Entrepreneur intention * Entrepreneur education	Between Groups	(Combined)	803.334	9	89.259	35.652	.000
		Linearity	780.157	1	780.157	311.613	.000
		Deviation from Linearity	23.177	8	2.897	1.157	.327
	Within Groups		475.686	190	2.504		
	Total		1279.020	199			

Education has a variable effect on Entrepreneurial Intentions

Multicollinearity Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.827	1.304		.634	.527		
selfefficacy	.233	.060	.212	3.878	.000	.609	1.641
attitude	-.213	.074	-.161	-2.882	.004	.584	1.712
entrepreneur education	.974	.070	.758	13.922	.000	.617	1.621

a dependent variable: entrepreneurial intention

From the provided table, it can be observed that the tolerance values for the Self Efficacy, Attitude, and Entrepreneurship Education variables are all greater than 0.10. Specifically, the Self Efficacy variable has a tolerance value of 0.609, the Attitude variable has a tolerance value of 0.584, and the Entrepreneurship

Education variable has a tolerance value of 0.617. These results indicate that there is no multi-collinearity present in the regression model for these variables.

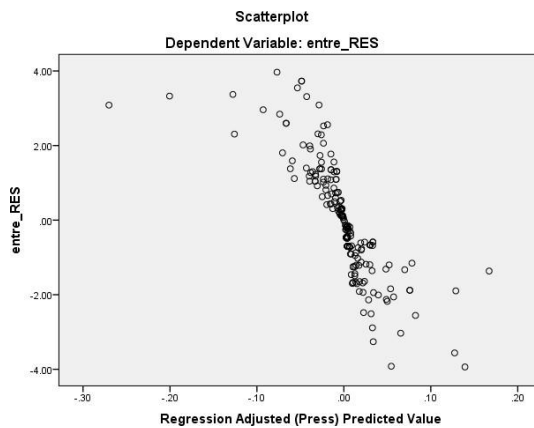
Furthermore, to reinforce these findings, the Variance Inflation Factor (VIF) values were examined. The VIF value for the Self Efficacy variable is 1.641, which is less than 10.0, indicating the absence of multi-collinearity. Similarly, the VIF value for the Attitude variable is 1.712, and for the Entrepreneurship Education variable, it is 1.621, both of which are below 10.0, further confirming the absence of multi-collinearity in the regression model for these variables.

Heteroscedasticity Test Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	7.883E-17	1.304			.000	1.000
selfefficacy	.000	.060	.000		.000	1.000
attitude	.000	.074	.000		.000	1.000
entrepreneureducation	.000	.070	.000		.000	1.000

^a Dependent Variable: entre_RES

The Self Efficacy variable exhibits a significance value of 1.00, which is greater than 0.05. This indicates that there are no heteroscedasticity symptoms present in relation to this variable. Similarly, the Attitude variable also shows a significant value of 1.00, which is greater than 0.05, suggesting the absence of heteroscedasticity. Furthermore, the Entrepreneurship Education variable displays a significant value of 1.00, again greater than 0.05, indicating the absence of heteroscedasticity symptoms in relation to this variable.



The scatterplot output reveals that the data points do not exhibit a distinct pattern but rather appear scattered. Therefore, it can be inferred that the assumptions regarding the independent variables are not violated.

DOUBLE REGRESSION TEST

Test F

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	820.658	3	273.553	116.974	.000 ^b
Residual	458.362	196	2.339		
Total	1279.020	199			

a. Dependent Variable: entrepreneurintention

b. Predictors: (Constant), entrepreneureducation, selfefficacy, attitude

The significant value for the independent variable is 0.00, which is less than 0.05. As a result, the hypothesis is accepted, indicating that the independent variable has an influence on the dependent variable. Additionally, the F statistic for the independent variable is 116.974, surpassing the critical value of 2.65. Therefore, the hypothesis is accepted, confirming that the independent variable has a significant impact on the dependent variable.

T Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.827	1.304		.634	.527
selfefficacy	.233	.060	.212	3.878	.000
attitude	.213	.074	.161	2.882	.004
entrepreneureducation	.974	.070	.758	13.922	.000

a. Dependent Variable: entrepreneur intention

The significant value for the Self Efficacy variable is 0.000, which is less than 0.05. As a result, the null hypothesis (H₀) is rejected, indicating that there is an influence between the independent variable and the dependent variable. Similarly, the Attitude variable has a significant value of 0.004, which is less than 0.05, leading to the rejection of H₀ and confirming the influence between the independent variable and the dependent variable. The Entrepreneurship Education variable also has a significant value of 0.000, indicating the rejection of H₀ and the presence of an influence between the independent variable and the dependent variable. Furthermore, the t-values support these findings, with the Self Efficacy variable having a t-value of 3.878 (>1.65), indicating its influence on the Entrepreneurial Intentions variable. Similarly, the Attitude variable has a t-value of 2.882 (>1.65), confirming its influence on the Entrepreneurial Intentions variable. Lastly, the Entrepreneurship Education variable has a t-value of 13.922 (>1.65), indicating its influence on the Entrepreneurial Intentions variable.

Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801 ^a	.642	.636	1.529

Predictors: (Constant), entreedu, selfefficacy, attitude

a. Dependent Variable: entreintention

The R Square value of 63.6% in the table indicates that the variables Self Efficacy, Attitude, and Entrepreneurship Education collectively have an impact on the regression model. This means that 63.6% of the variability in the dependent variable can be attributed to the influence of these independent variables. However, it is important to note that there are other factors not examined in this study that contribute to the remaining 36.4% of the variability in the dependent variable.

Conclusion

This study aims to examine the factors that influence Entrepreneurial Intentions. The sample used in this study amounted to 200 respondents. For data processing using SPSS 22.0. After the researchers conducted an analysis of The Influence of Self Efficacy, Attitude, and Entrepreneurship Education on Entrepreneurial Intentions., It can be concluded as follows:

H1 received. There is a significant effect of Self Efficacy on Entrepreneurial Intentions

H2 received. There is a significant effect of Attitude on Entrepreneurial Intentions

H3 received. There is a significant influence of Entrepreneurship Education on Entrepreneurial Intentions

H4 received. There is a significant influence between Self Efficacy, Attitude, and Entrepreneurship Education on Entrepreneurial Intentions

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