

The Effect of Student's Attitudes toward Entrepreneurship Education with Respect to the Moderating Role of Gender and Family Background

Seyedeh Masoumeh Ghamkhari^{1*}

1. Assistant Professor, Department of Business Management, Payame Noor University (PNU), Tehran, Iran.

Article type:

Research

Article history:

Received date: 2020/02/02

Review date: 2020/06/10

Accepted date: 2020/06/30

Keywords:

Attitude, Entrepreneurship
Education, Entrepreneurial
Environment, Entrepreneurial
.Intention

Abstract

Purpose: The aim of this study was to investigate the effect of students' attitudes toward entrepreneurship education and entrepreneurial environment on entrepreneurial intention with respect to the moderating role of gender and family background.

Methodology: The present study was applied in terms of purpose and quantitative research in terms of data collection. The statistical population included all business management students of Islamic Azad University, Science and Research Branch of Tehran in the academic year 2018-19 who had taken entrepreneurship courses as part of their curriculum. To determine the sample size, stratified random sampling was used and 297 people were selected using Morgan table. The data collection tool was the Jena Standard Questionnaire (2020) based on a 5-item scale. The validity of the questionnaire was confirmed in terms of form and content by several experts, the validity was confirmed by the calculation of the slope and the validity of the questionnaire was confirmed by the calculation of the square root of the AVE. The reliability of the questionnaire was obtained through Cronbach's alpha for the whole questionnaire of 0.968. For data analysis, Cronbach's alpha tests, orthodontics (AVE), AVE root matrix, Kolmogorov-Smirnov, confirmatory factor analysis were used.

Findings: The results showed that each of the components of attitude (emotional, behavioral and cognitive) and entrepreneurial environment has a significant effect on entrepreneurial intention. The results also confirmed the effect of control groups (gender and family history of the entrepreneur) on the relationship between entrepreneurial attitude and intention.

Conclusion: Entrepreneurship training programs increase the intentions and attitudes (behavioral, cognitive and emotional) of individuals and perceived environment, which motivates people to entrepreneurship.

Please cite this article as: Ghamkhari S M. (2020). The Effect of Student's Attitudes toward Entrepreneurship Education with Respect to the Moderating Role of Gender and Family Background. *Iranian Journal of Educational Sociology*. 3(3): 9-18.

* Corresponding author: masomeh.ghamkhari@gmail.com

1. Introduction

Entrepreneurship is a multifaceted phenomenon. In simple terms, an entrepreneur can be defined as "the person who creates and manages a business for profit and growth" (Smith et al. 2019). Entrepreneurship is more than just creating a business. Creating an entrepreneurial mindset among students through proper entrepreneurial education takes a lot of time. In the 21st century, entrepreneurship education is recognized as one of the key determinants that can influence students' career decisions (Xingjian et al, 2019; Fayolle et al, 2013). Introducing the concept of entrepreneurial and entrepreneurship approaches in higher education can affect students' understanding of entrepreneurship as well as their awareness of other employment options (Jena, 2020). Therefore, entrepreneurship education can affect the performance of entrepreneurs by increasing profitability, entrepreneurial spirit, entrepreneurial attitude and chance of survival (Ho et al, 2018). In addition, the importance of entrepreneurship education for the economy is also recognized to ensure rapid economic growth and a positive environment (Kassean, H et al, 2015; Warneck, 2013). Many countries are increasingly recognizing entrepreneurship as an effective tool for job creation. Increase productivity and competition; and improve the quality of life and achieve community goals. However, policymakers and educators need entrepreneurial education to succeed in a variety of alternative goals and objectives (Jena, 2020).

Reports and statistics show that graduates face many challenges after graduation and are virtually unable to enter the job market. The best option is to prepare the learners of the higher education system for employment in the labor market, self-employment and entrepreneurship education. Therefore, in such circumstances, higher education should take an approach that, while providing new knowledge also institutionalizes entrepreneurship and self-employment in students (Agahi, et al, 2016). Attitude is a state of mental and nervous readiness that is organized by experience and has a direct and dynamic effect on a person's reactions to all the phenomena and situations he deals with. As it prepares humans for specific behavioral reactions; therefore, if a person has a positive attitude towards a particular issue, he is ready to help, reward or support it, and conversely, if he has a negative attitude towards a particular issue, he is ready to harm it Agahi, et al (2016). As Karimi (2016) showed, the entrepreneurial intent of each individual can be influenced by his or her personal perceptions and perceptions of the environmental barriers and supports in starting a business. Entrepreneurial intention is a necessary prerequisite for entrepreneurial behaviors (Ajzen, 1999). Entrepreneurial intent predicts entrepreneurship better than personality traits; because serious intention leads to appropriate actions (Motaghed, 2019).

Entrepreneurship education is widespread in most universities around the world; More than 2,000 universities in the United States teach entrepreneurship, and dozens of prestigious international journals and hundreds of books on entrepreneurship are published. Entrepreneurship has flourished in the world of business and academia, and entrepreneurship courses, disciplines, and colleges are expanding day by day. The increasing importance of entrepreneurship education and related disciplines (small and family businesses, organizational entrepreneurship, etc.) can be seen in the increase in organizational positions allocated to organizations, universities (chairs or professors), related disciplines according to Observed the role and importance of entrepreneurs in creating jobs and welfare in society. Entrepreneurship education means that we have taken three theorems or assumptions for granted: The first assumption is that entrepreneurship can be learned and is not exclusively an inherent ability; Hypothesis 2: Entrepreneurship can be taught. In other words, learning can be achieved not only through experience in the field and entrepreneurial environment, but also through educational efforts, According to the third hypothesis: Entrepreneurship education can be done through courses offered by universities and higher education institutions (Clandet, 2006). Entrepreneurship education leads to the formation of some attitudes and behaviors in learners. According to Hannon and Scott (2006), the short-term and long-term outcomes of entrepreneurship education are: institutionalizing entrepreneurial values and beliefs, motivating and inspiring learners toward the entrepreneurial career path, developing key entrepreneurial skills, and

preparing for self-employment and work, Independent, using all individual skills and abilities, changing attitudes and creating entrepreneurial interests (Azizi & Taheri, 2013).

Attitudes are common ways of reacting to situations. The term "attitude" is generally applied to an idea that indicates a person's general inclination toward an object, idea, or institution. Attitudes can be positive, negative or neutral, as well as overt and covert. But in the field of entrepreneurship, attitude is defined as the degree of understanding of entrepreneurial behavior and its consequences as valuable, useful and desirable (Ajzen, 2002). Roberta Fenech et al (2019) identified four dimensions to the entrepreneurial attitude, including the need for achievement, personal control over behavior, innovation, and self-esteem. Personal control over entrepreneurial behavior is the control and perceived impact of individuals on the results of investing. Innovation is about thinking about new ideas, products, and so on. They measured each aspect of the entrepreneurial attitude in three dimensions, including love (feeling), cognition (thought and belief), and association (action and behavior). It was the combination of all these dimensions that created the general attitude of individuals towards entrepreneurial behavior. Therefore, important components of attitudes toward entrepreneurship education were cognitive, emotional and behavioral. Attitude toward entrepreneurial behavior refers to the extent to which a person evaluates their behavior as desirable or undesirable. Attitude to a behavior is derived from the experience and conclusion of the person from the action or his desire for that action; As a result, attitude is the result of a person's perceptions and experiences during his life (Entrialgo & Iglesias, 2018; Kerr & Mandor, 2015).

The cognitive component includes students' beliefs, ideas, and knowledge about an attitude (entrepreneurship education). Beliefs may be right or wrong. All that is needed is the existence of belief. Similarly, ideas are detailed thoughts that a person has about something. According to Orpha, et al (2001), belief represents a person's knowledge and evaluation of the object of attitude. Beliefs, feelings, and priorities accumulate about something. When one grows up, one communicates in the community or with a reference group. Each person learns and formulates beliefs according to their interaction in society. Beliefs are more influenced by the individual's social environment (family, reference group, etc.). The student's belief in the entrepreneurship training course can help him / her to create the desired component of this attitude over time. This is the students' reaction and feelings towards an attitude goal (entrepreneurship education). According to Kavazos-Arroyo, et al. (2017), perceived desirability of entrepreneurship and its training may be shaped by intuitive thinking. This means that the perceived value of entrepreneurship is constructed through effective attitude judgment. The phrase "I love entrepreneurship education" or "I hate entrepreneurship education" expresses the value of emotional evaluation of entrepreneurship education (Ibrahim Al-Jubari, et al, 2019). It was also observed that individuals assess the same feelings and emotions differently because of motivation, personality, past experience, reference group, and physical condition (Cavazos-Arroyo, et al. 2017). This means that some individuals / students may have positive feelings about entrepreneurship education, while others may respond with an adverse reaction.

This is how individuals / students respond to a particular set of attitudinal goals. The behavioral component indicates the tendency of students' behavioral goals in the form of goals, aspirations and expected responses to the subject of attitude (entrepreneurship education). For example, a student who intends to become an entrepreneur before graduation or after graduation may have a strong interest in entrepreneurship and education (Jena, 2020). Entrepreneurial event theory is one of the basic theories that has based entrepreneurial intention on three factors; Perceived utility, perceived willingness to act, and perceived feasibility. Ajzen's (1991) theory was also introduced several years later. He believed that conscious behaviors of individuals occur after making conscious decisions and that entrepreneurial intention is one of the most important determinants of entrepreneurial behavior (Ajzen, 1991). Linan (2008) model also defines entrepreneurial intention as individual awareness and belief to start a new and risky business. In his model, Linan examines the factors affecting entrepreneurial intention. His model is based on the combination of Shapiro's theory of entrepreneurial event theory and Ajzen's theory of programmed

behavior. According to Linan model, three components of entrepreneurial intention; it includes attitudes toward entrepreneurial behavior, social norms, and entrepreneurial self-esteem (Mirvahedi, et al. 2019).

The business environment in a general definition is a set of factors that affect the performance of the firm but the manager cannot easily change it. If an entrepreneur has sufficient and appropriate knowledge of the business environment, he will be able to start and run a business effectively, avoid risks and increase his success rate. Favorable entrepreneurial environment has a potential impact on the sustainable and long-term growth of a region. On the other hand, through research on the entrepreneurial environment, it is possible to understand why and how the entrepreneurial environment can affect the business (Rouhani & Modarressi, 2010). Safari Jafarloo, et al (2017), in a study entitled Modeling the Impact of Spiritual Intelligence and Attitude to Entrepreneurship on Entrepreneurship Intention in Sports Science Students, found that spiritual intelligence has a direct and indirect positive effect on entrepreneurship intention through attitude towards entrepreneurship. Also, the model of the effect of spiritual intelligence and attitudes toward entrepreneurship on entrepreneurial intention among sports science students had an acceptable fit. Karimi, et al (2016), in a study entitled The effect of entrepreneurship education and its usefulness on entrepreneurial intention of agricultural students in western universities found that the effect of entrepreneurship education on motivational factors (attitude, perceived behavioral control, mental norms) and entrepreneurial intention of students is positive and It was meaningful. The results also showed that in the benefits of the program (learning, inspiration and growth resources), only learning had a positive and significant relationship with changing attitudes and entrepreneurial intent. With the expansion of entrepreneurship education in universities, especially Tehran Azad University of Research Sciences, the fundamental question arises as to what is the status of these trainings and what effects has it had on the audience? Do the characteristics and desire for entrepreneurship in students change and increase? What is the attitude of students towards educational content and methods? Does the entrepreneurial environment affect entrepreneurial intent? This research seeks to answer the above questions.

2. Methodology

Considering that the present study investigated the effect of students' attitudes toward entrepreneurship education and entrepreneurial environment on entrepreneurial intention with regard to the moderating role of gender and family background in Tehran University of Science and Research, the research method was objective and the research method was descriptive. It was solidarity. The statistical population of the study included all business management students of Islamic Azad University, Tehran Science and Research Branch in the 2018-19 academic year, who as part of the curriculum of their course, have taken entrepreneurship courses, which was 1300 people. To determine the sample size, stratified random sampling was used and 297 people were selected using Morgan table. Data collection tools were Jena (2020) standard questionnaire including students' attitudes toward entrepreneurship education (behavioral component (8 items), cognitive (9 items) and emotional (4 items)), entrepreneurial environment (5 items) and entrepreneurial intention (7 items).) Was based on a 5-item scale. The validity of the questionnaire was confirmed in terms of form and content by several experts, the validity was confirmed by the calculation of the slope and the validity of the questionnaire was confirmed by the calculation of the square root of the AVE. The reliability of the questionnaire was obtained through Cronbach's alpha for the whole questionnaire of 0.968. Data were analyzed using Cronbach's alpha tests, orthodontics (AVE), AVE root matrix, Kolmogrofs-Smirnov test, confirmatory factor analysis and t-test bootstrap test using smartPLS software. Based on the obtained data, the reliability of the dimensions is confirmed because Cronbach's alpha and the combined reliability coefficient are above 0.7 and also $AVE > 0.5$. Convergent validity is confirmed because $CR > 0.7$; $CR > AVE$; $AVE > 0.5$ and divergent validity is also confirmed because $MSV < AVE$ and $ASV < AVE$.

3. Findings

In this section, quantitative data analysis is performed using SPSS and smartPLS software in two areas of analysis (descriptive and inferential) and interpretation of results. In this section and in the table below, demographic information is described as well as the description of research variables in terms of centrifugal indices, dispersion indices and distribution shape indices. According to the descriptive findings of the study, 39% of the subjects were female students and 61% were male students. Also, 14% had an entrepreneurial family history and 86% had no entrepreneurial family history. Mean and standard deviation of all components were given; Also, the findings from the previous table showed that the elongation statistic in all components is between 5 and 5; This means that the data distribution is normal in this respect and the distribution is not too flat or long; Also, the skewness statistic in all components is between 3, -3 and even between 2 and -2, meaning that the data distribution is normal in this respect and it can be said that the shape of the distribution does not have a positive or negative skewness. Also, according to the table above, due to the significant level higher than 0.05, it can be stated at the 95% confidence level that the assumption that the data is normal is accepted. The questions and objectives of the research were investigated using structural equation modeling by Smartpls software. Below is a conceptual model with standard and significant coefficients.

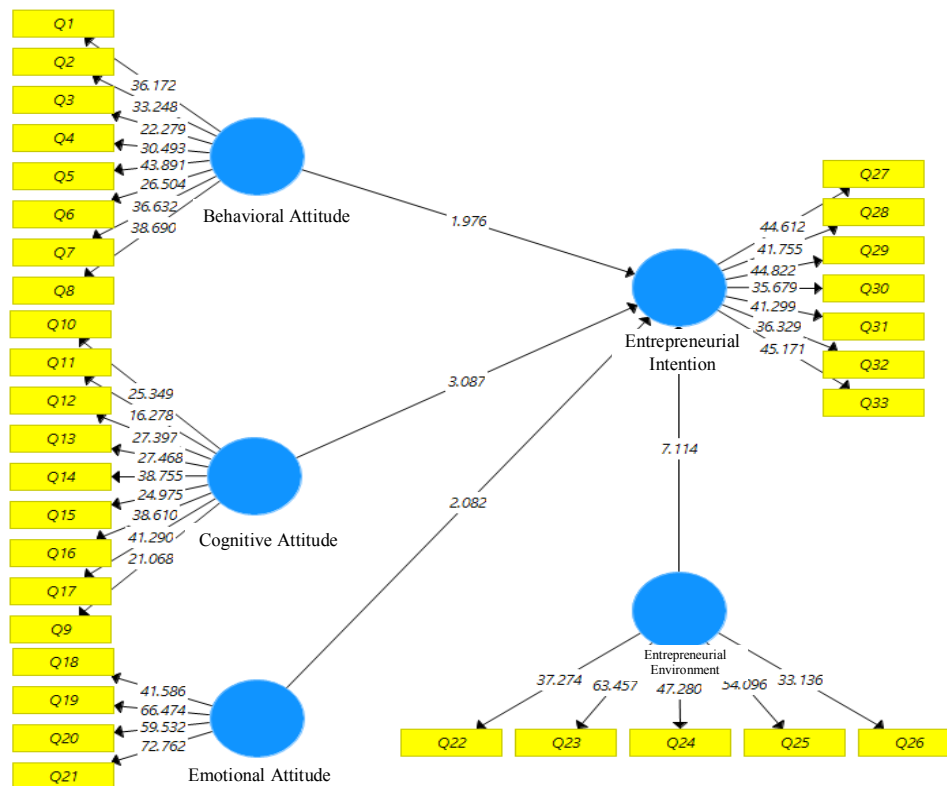


Figure1. Conceptual model of research in the significant state of coefficients

Confirmatory factor analysis test showed that the values of t-statistic obtained at the level of 0.05 in all components and indicators are greater than 1.96; therefore, there is a significant relationship between each of the components and indicators of organizational empowerment based on knowledge management as a general model. Also, the values obtained in the model fit indices in all components and indicators are in accordance with acceptable standards and it can be stated with confidence that the research model has a good fit.

The following table summarizes the results of the concept model:

Table1. Summary of test results of conceptual research model

theories	Standard coefficients	Significance factor	Result
The effect of behavioral component of attitude on entrepreneurial intention	0.117	1.976	the reception
The effect of cognitive component of attitude on entrepreneurial intention	0.225	3.087	the reception
The effect of the emotional component of attitude on entrepreneurial intention	0.138	2.082	the reception
The Impact of Entrepreneurial Environment on Entrepreneurial Intention	0.462	7.114	the reception

The model fits were then examined:

Table2. Reliability table and subscriptions

Dimensions and components	AVE	R ²	Shared reliability	Cronbach's alpha
Behavioral component of attitude	0.699		0.873	0.781
Cognitive component of attitude	0.692		0.871	0.778
The emotional component of attitude	0.681		0.895	0.843
Entrepreneurial environment	0.708		0.905	0.857
Entrepreneurial intention	0.725	0.769	0.887	0.810
Average	0.701	0.769	—	—

$$Gof1 = \sqrt{\text{communalities}} \times \sqrt{R^2} = \sqrt{0.701} \times \sqrt{0.769} = 0.614$$

Since the calculated GOF values obtained in both models are greater than 0.36, it indicates a good fit of the research models, also all the path coefficients are significant and the explained variance is acceptable and the internal consistency of the structures is above 0.05. Therefore, the conceptual model of the research has a good fit and is approved. Multi-group comparison was performed by comparing differences in the structural levels of research models. In particular, the path coefficients of the research models were examined based on different groups of participants (Hair et al. 2014). The purpose of path modeling with embedded structures is basically to estimate linear relationships between structures. The bootstrap t-test approach was used using a three-step method: (a) the entire data set is divided into groups. (B) The bootstrap instance is done with a replacement for each group. (C) The samples are compared by t-test according to the standard error estimation of the path coefficients.

Table 3 shows that there is no significant difference between the sexes in terms of path coefficients (effect of behavioral component of attitude on entrepreneurial intention, effect of cognitive component of attitude on entrepreneurial intention, effect of emotional component of attitude on entrepreneurial intention, effect of entrepreneurial environment on entrepreneurial intention). Therefore, gender did not matter in the path coefficients. This means that the student's gender does not affect the relationship between attitudes toward entrepreneurship education and entrepreneurial intent.

Table3. Comparison between male and female students (N = 297)

assumptions	Group of female students	Group of male students	t	df	p	Result
The effect of behavioral component of attitude on entrepreneurial intention	0.44	0.41	2.89	291	0.067	the reception
The effect of cognitive component of attitude on entrepreneurial intention	0.49	0.56	1.87	291	0.053	the reception
The effect of the emotional component of attitude on entrepreneurial intention	0.39	0.34	1.49	291	0.098	the reception
The Impact of Entrepreneurial Environment on Entrepreneurial Intention	0.47	0.56	2.39	291	0.10	Rejection

Table 4 shows that there is a significant difference between students with family history of entrepreneurship and no background of entrepreneurship in the path of the effect of behavioral, cognitive and emotional components of students' attitudes toward entrepreneurship on entrepreneurial intention in

terms of path coefficients. This result indicates that the behavioral, cognitive and emotional component of students' attitudes toward entrepreneurship increases the impact on entrepreneurial intention in students who have a family history of entrepreneurship than students who do not have a family history of entrepreneurship. But the family background of being an entrepreneur did not differ significantly in the impact of the entrepreneurial environment on entrepreneurial intention.

Table4. Comparison of family background (family with entrepreneurial business versus family without entrepreneurial business) (N = 297)

assumptions	With Business Entrepreneur	No Entrepreneur Business	t	df	p	Result
The effect of behavioral component of attitude on entrepreneurial intention	0.71	0.49	2.09	291	0.00	Rejection
The effect of cognitive component of attitude on entrepreneurial intention	0.53	0.41	1.97	291	0.01	Rejection
The effect of the emotional component of attitude on entrepreneurial intention	0.59	0.46	2.08	291	0.03	Rejection
The Impact of Entrepreneurial Environment on Entrepreneurial Intention	0.42	0.49	1.89	291	0.81	Rejection

4. Discussion

In the present study, the effect of students' attitudes toward entrepreneurship education and entrepreneurial environment with regard to the moderating role of gender and family background has an effect on the entrepreneurial intention of business students of Tehran University of Science and Research. Entrepreneurship literature in the past claimed that entrepreneurial activity is a clear example of planned behavior. As a result, it is possible to motivate people to become entrepreneurs with educational programs that increase intentions and are influenced by the attitudes (behavioral, cognitive, and emotional) of individuals and the perceived environment. The proposed framework tests the relationship between entrepreneurial attitude and entrepreneurial intention in the context of Tehran University of Science and Research. The results of this study showed that the effect of attitude towards entrepreneurial intention has a high explanatory power and is very important to increase the goal of entrepreneurship. The results obtained in this research have been confirmed not only in the field of traditional psychology (Ajzen, 1991) but also in the field of entrepreneurship.

According to the details, the results showed that each of the components of attitude (emotional, behavioral and cognitive) has a significant effect on entrepreneurial intention. The results of this study also justify and prove the model previously proposed by Ajzen (1991) and are used to explain the entrepreneurial activity of individuals. In addition, the findings of this study support the results of previous studies (Karimi, et al, 2016). Hence, this study provided evidence of a relationship between intention and attitude towards entrepreneurship education at the University of Science and Research. Looking at the results in detail, it was found that entrepreneurship education plays an important role in strengthening and promoting entrepreneurial activity. From a practical point of view, the knowledge gained from this research (ie, entrepreneurship education affects entrepreneurial intent) will help answer questions about the need for entrepreneurship programs, their structure, and teaching methods. The results also showed that entrepreneurs' support for the environment (evaluator, government and financial intuition) can affect entrepreneurial intent. This study also confirmed the effect of control groups (gender and family history of the entrepreneur) on the relationship between entrepreneurial attitude and intention. Further findings showed that gender had no effect on the relationship between attitude and intention. On the other hand, family background significantly influenced the relationship between attitude and intention. The last point is that the findings of this research can contribute to the creation of entrepreneurial mentality among the students of the University of Science and Research through the design and implementation of technology-

based entrepreneurship training kits at the higher education level. The main concern in this study was to strengthen the entrepreneurial goal by improving students' attitudes toward entrepreneurship education. From the results and analysis, it was obvious that the attitude towards education affects the intention. Therefore, to strengthen the attitude and participation of students towards entrepreneurship education, various curricula based on innovative technologies can be used at the higher education level. The findings of this study indicate theoretical importance. First, the attitude towards entrepreneurship education plays an important role in stimulating the entrepreneurial intention of university students. Previous models of entrepreneurial psychology focused mainly on the impact of intrinsic characteristics, level of education, family work experience, anticipation of entrepreneurial job expectation, and other aspects of entrepreneurial goal. However, this study has tested the effect of different dimensions of attitudes toward entrepreneurship education and the entrepreneurial environment as independent variables and gender and family background as control variables. This study has also been developed as an effective model for determining students' entrepreneurial intent. Then, the theory of planned behavior was tested and completed from a learning perspective. The findings of this study provide some empirical evidence to support existing theories and can serve as a valuable reference for future studies.

Entrepreneurship education offers students different ways of looking at the world, regardless of whether they decide to develop their personal careers or not. The main purpose of this study was to conduct a formal assessment of students' attitudes toward entrepreneurship education and its impact on entrepreneurial intent. In this study, the effect of entrepreneurial environment on entrepreneurial intention in the presence of a control variable was also investigated, for example, Gender and Entrepreneurial Family Background. All the hypotheses presented in this study are substantially supported. As a result, a positive and significant effect of attitude towards entrepreneurship education on entrepreneurial intention was observed. This study also showed that gender has no effect on the relationship between attitude and intention, but the background of family control variables significantly affects the relationship between attitude to entrepreneurship education and intention. Entrepreneurship instructors and instructors can use the model introduced in this study as a quantitative tool to determine the degree of stimulation of reason model variables. Managers and coaches can gain a better understanding of the key factors influencing entrepreneurial intent. Therefore, this model can have diagnostic assistance to develop an effective and efficient curriculum and technology-based educational information for the growth of entrepreneurial activities among students, especially in Tehran Azad University of Science and Research. In addition, improving the image of entrepreneurship as an acceptable career option can affect students' goals towards entrepreneurship. Universities should encourage entrepreneurship by participating in job roles, paint a positive image of entrepreneurship, and encourage students to pursue their careers as entrepreneurs. Facilitating interaction between experienced entrepreneurs and students in the higher education system is crucial to strengthening their intentions for entrepreneurship. The findings of this research can help develop entrepreneurship theories and be a valuable inspiration for students of management at Gholum University and research to choose entrepreneurship as a job. Findings of this study indicate that the attitude towards entrepreneurship education and entrepreneurial environment can effectively induce entrepreneurial motivation of students. Entrepreneurship is an activity that requires proper thinking and entrepreneurship education. Through appropriate training, university students can gain the knowledge, skills and practical experience necessary for the entrepreneurial process, which can further improve their entrepreneurial intentions. Stronger perceived entrepreneurship education can strengthen students' inherent entrepreneurial abilities, enhance their entrepreneurial potential, and inspire their entrepreneurial confidence and enthusiasm. Finally, it was suggested that universities and other relevant educational institutions should pay more attention to creating a suitable entrepreneurial environment to enrich the concept of entrepreneurship education and improve their effectiveness.

References

- Agahi H, Ghorbani Piralidehi F, Seymohammadi S. (2017) An Investigation of Postgraduate Students' Attitude toward Self-Employment (Case study of Campus of Agriculture and Natural Resources of Razi University in Kermanshah). *refahj.*; 16 (63): :281-313
- Ajzen I. (1999). The theory of planned behaviour. *Organizational Behaviour and Human Decision Processes*, 50: 179-211.
- Ajzen I. (2002). Perceived Behavioural Control, Self-Efficacy, And Locus of Control and The Theory of Planned Behaviour. *J. Applied Soc. Psychol*, 32: 665-683.
- Al-Jubari I, et all (2019). Examining Attitudinal Determinants of Startup Intention among University Students of Hospitality and Tourism, *International Journal of Human Potentials Management (IJHPM)*, 1(2): 33-42.
- Azizi, Mohammad; Taheri, Morteza (2013). The effect of entrepreneurship education on students' entrepreneurial intentions and characteristics. *Bi-Quarterly Journal of Innovation and Value Creation*, Second Year, No. 4, Fall and Winter 2013, pp. 71-82.
- Cavazos-Arroyo J, Puente-Díaz R, Agarwal N. (2017). An examination of certain antecedents of social entrepreneurial intentions among Mexico residents. *Revista Brasileira de Gestão de Negócios*, 19(64): 180-199.
- Chowdhury M. (2007). overcoming entrepreneurship development constraints: the case of Bangladesh. *Journal of Enterprising Communities: People and Places in the Global*, 1(3):240-251.
- Entrialgo M, Iglesias V. (2018). Are the Intentions to Entrepreneurship of Men and Women Shaped Differently? The Impact of Entrepreneurial Role-Model Exposure and Entrepreneurship Education. *Entrepreneurship Research Journal*, 8(1).
- Fayolle A. (2013). Personal views on the future of entrepreneurship education. *Entrepreneurship & Regional Development*, 25(7): 692-701
- Fenech R, Baguant P, Ivanov D. (2019). Enterepreneurial attitudes, self-efficacy and subjective norms amongst female Emirati Entrepreneurs, *International Journal of Entrepreneurship*, 23(1): 1-11.
- Global Entrepreneurship Monitor. (2015). Country Profiles Available at: <http://www.gemconsortium.org/country-profiles> (Accessed 9 June 2017).
- Hair JF, Hult GT, M, Ringle C, Sarstedt M. (2014). A primer on partial least squares structural equation modeling (PLS-SEM). Thousand Oaks: Sage
- Hannon P D, Scott JM, Sursani SR, Millman C. (2006). The state of education provision for enterprise and entrepreneurship: A mapping study of England's HEIs. *International Journal of Entrepreneurship Education*, 27(4): 41-72.
- Ho M-HR, Uy MA, Kang BNY and Chan K-Y (2018). Impact of Entrepreneurship Training on Entrepreneurial Efficacy and Alertness among Adolescent Youth. *Front. Educ.*, 3(13)
- Jena RK. (2020). Measuring the Impact of Business Management Student's Attitude towards Entrepreneurship Education on Entrepreneurial Intention: A Case Study, *Computers in Human Behavior*.
- Karimi S. (2016). The Impact of Entrepreneurship Education and Its Benefits on Entrepreneurial Intentions of Agricultural Students in West Iran Universities. *Journal of Agricultural Education Administration Research*, 8(38), 51-65.
- Kassean H, Vanevenhoven J, Liguori E, Winkel, D. (2015). Entrepreneurship education: a need for reflection, real-world experience and action. *Int. J. Entrep. Behav.*
- Kerr WR, Mandorff M. (2015). Social networks, ethnicity, and entrepreneurship (No. w21597). National Bureau of Economic Research.
- Klandt H, Volkmann C. (2006). Development and prospects of academic entrepreneurship education in Germany. *Higher Education in Europe*, 31(2): 195-208.
- Linan F. (2008). Skill and value perceptions: how do they affect entrepreneurial intentions? *International Entrepreneurship and Management Journal*, 4(3): 257-272.
- Mirvahedi S, Hoseinpour D, Soltan Mohammadlou E. (2019). The Role of Social Media on Entrepreneurship Intention. *IT Management Studies*, 8(29): 35-60.
- Motaghed M, Yaghoubi Farani A, Karimi S. (2019). The Influence of Environmental Factors on Digital Entrepreneurial Intentions among Computer Science Students (Case Study: Public Universities in Hamedan Province). *Higher Education Letter*, 12(46): 147-175.

- Newbery R, Lean J, Moizer J, Haddoud M. (2018). Entrepreneurial identity formation during the initial entrepreneurial experience: The influence of simulation feedback and existing identity. *Journal of Business Research*, 85: 51-59
- Orpha K. Duell and Marlene Schommer-Aikins. (2001). Measures of People's Beliefs about Knowledge and Learning. *Educational Psychology Review*, 13(4): 419-449.
- Rouhani A, Modarressi M. (2010). Investigating the Challenges of Iran's Entrepreneurial Environment Based on the GEM Model (Case Study: Entrepreneurs based in Science and Technology Park and Growth Center, University of Tehran). *First International Conference on Management and Innovation*.
- Safari Jafarloo H, Ghorbani M, Zareian H. (2018). Modeling the Effect of Spiritual Intelligence and Attitude toward Entrepreneurship on Entrepreneurial Intention among students of sport sciences. *Sport Management Studies*, 9(46): 213-230.
- Shane S, Venkataraman S. (2000). The promise of entrepreneurship as a field of research. *Academy of Management Review*, 25: 217-226
- Shane S. (2003). *A General Theory of Entrepreneurship. The Individual-Opportunity Nexus*. Edward Elgar, Cheltenham, UK.
- Smith S, Hamilton M, Fabian K. (2019). Entrepreneurial drivers, barriers and enablers of computing students: gendered perspectives from an Australian and UK university. *Studies in Higher Education*, 28: 1-14.
- Warnecke T. (2013). Entrepreneurship and gender: an institutional perspective. *Journal of Economic Issues*, 47(2): 455-464.
- Xingjian W, Xiaolang L, Jian SH. (2019). How Does the Entrepreneurship Education Influence the Students' Innovation? Testing on the Multiple Mediation Model, *Frontiers in Psychology*, 10.