

## Impact of Entrepreneurial Education, Motivation on Entrepreneurial Career Intention; Mediated By Entrepreneurial Attitude

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### Abstract

*The objective of this study was to investigate the impact of entrepreneurial education, entrepreneurial motivation on entrepreneurial career intention with the mediation role of entrepreneurial attitude. The nature of the study was case of Jiangsu University and quantitative data were used to test hypotheses. The sample size drained from population with the help of formula and 503 students were taken for investigation. The output of the study revealed that entrepreneurial education has significant impact on entrepreneurial career intention. The study suggested that entrepreneurial motivation has significant impact on entrepreneurial career intention. Moreover, results demonstrated that entrepreneurial attitude has positive and significant mediating role between entrepreneurial education, motivation and career intention of Jiangsu university students.*

**Keywords:** Entrepreneurial Education, Motivation, Career Intention, Jiangsu University, China

### 1.1 Introduction

Entrepreneurship flourishing all over the world, it enriches a nation economic development and growth. Entrepreneurship is very significant for creation of jobs, novelty and evolution worldwide. It is also an engine that boosts the economy of a nation. According to Barba Sánchez, & Atienza Sahuquillo (2018), entrepreneur is a person who wants to start a new business in the face of risk and uncertainty with the aim of earning money and advancement through exploring opportunities, collecting the necessary information and resources to take benefit and exploiting the recognized opportunities in the environment. Many studies investigated that more research works are needed in investigating the determinants of entrepreneurship and its intentions for students (Mahendra Djatmika, & Hermawan, 2017). According to Do, & Dadvari (2017), entrepreneurial education and motivation is not the same and exceptionally entrepreneurial traits for personality, they revealed that entrepreneurship education and motivation is vigorous area in entrepreneurship study is more needed for further investigation, there are little studies has been done in this area, because in the past many researchers (references) assumed that it was conceivable and necessary in explaining and identifying the personality traits of entrepreneurs (Gorgievski, Stephan, Laguna & Moriano 2018).

Entrepreneurship is playing vital role in the success of every country. Entrepreneurship education and motivation are necessary for students who want to become an entrepreneur (Biraglia & Kadile, 2017). Currently, China is more focusing on the development of entrepreneurial ideas and minimizes the number of unemployed people through proper implementation of entrepreneurship education from school to college and university level and enhance the entrepreneurial intention among them as well as creating jobs rather than looking for job (Teixeira & Forte 2017).

Entrepreneurship education is helpful to initiate new business ideas among students who have a spirit of entrepreneurship and entrepreneurial intentions, which can reduce the unemployment rate of graduate students in China. Basically entrepreneurship education provides proper guidance, making their minds towards business, develop their positive attitudes and behavior of entrepreneurs. Entrepreneurship education is related to the body of knowledge which has two extents business start-up and business growth which can create more productive activities among students (Obschonka, & Salmela-Aro, 2017). China is focusing on the smart and effective entrepreneurship courses and wants to improve the business facilities of Chinese universities, which refer to

provide best learning attitude among students of business. The method of teaching is delivered by using multimedia and two way learning interaction between students' motivation and students' participation in in-class activities to raise their entrepreneurial career development intentions (Ndofirepi & Rambe, 2017).

Entrepreneurial motivation is associated with the activities of individuals and encourages them to accomplishment of the desires, contributing towards satisfaction and reducing inequality by startup a new venture (Nabi, Liñán, Fayolle, Krueger, & Walmsley, 2017). Students who got entrepreneurship education have entrepreneurial motivation to become an entrepreneurs, but entrepreneurial attitude is an important character in individuals to respond readiness consistently in entrepreneurs (Vuorio, Puumalainen, & Fellnhofer, 2018). The entrepreneurial attitude of students affected by entrepreneurial education motivate them to do positive and productive work with enhancing their entrepreneurial skills and abilities, so entrepreneurial attitude is important charisma in prompting the mindset and behavior of people to show their entrepreneurial career intentions.

Research on the topic of entrepreneurial education and motivation is serving to gain the standards of Chinese people to diminish the unemployment by creating new jobs and startups, which can change the mindsets of students regarding job seekers to job creators. So this study will have a positive impact on the Chinese nation as well as next-generation movement. There are many steps involved in entrepreneurial career intentions, but first basic step is entrepreneurship education, which performs self-employment by generating new ventures or new startup businesses. Entrepreneurship education comes through different institutions, collecting appropriate learning materials, group discussions, networking of peoples, techniques of collaborating and creativity in students, individuals' personalities, skills and abilities as a union (Soria-Barreto et al., 2017). So the objective of the study is to explore the impact of entrepreneurial education, motivation on entrepreneurial career intention and mediated role of entrepreneurial attitude among Jiangsu University students in China.

## **2. Literature Review**

### **2.1 Entrepreneurial Education**

Ismail, Sawang, & Zolin (2018), found that there are four different kinds of entrepreneurship education programs. The first, "Entrepreneurial Awareness Education," aims to increase knowledge about entrepreneurship and to influence attitudes that may impact intentions. The second category is described as "Education for Start-Up." These programs are geared toward people who generally already have an entrepreneurial idea and need to solve practical questions about becoming self-employed. The third category, "Education for Entrepreneurial Dynamism," focuses on people who are already entrepreneurs and want to promote dynamic behaviors after the start-up phase. The last category "Continuing Education for Entrepreneurs" describes life-long learning programs and focuses on experienced entrepreneurs (Ferreira, Fernandes & Ratten, 2017).

Previous studies have been conducted by scholars in the area of entrepreneurship education. It is a study that aims to stimulate students' intentions as well as challenging students to establish new businesses as future career choices. Research findings Cho & Lee (2018) showed that participation in entrepreneurship education has a positive effect on students' entrepreneurial intentions. There is a significant relationship between entrepreneurial intention and entrepreneurship education (Mahendra, Djatmika, & Hermawan, 2017), through students' involvement in experiential and existential lifelong learning practices and through developing meaning of action, reflections, and experience. Moreover, the role of entrepreneurship education delivered to students is able to improve their achievement orientation, personal control, and self-esteem.

Entrepreneurship education is a process of instilling, growing, and forming students' entrepreneurial competence through improving knowledge obtained from and their experience and practical engagement in lectures. Knowledge learned and skills trained and developed during a semester taking the course is expected enable boosting students' motivation and attitude from inside becoming an entrepreneur (Hunady Orviska, & Pisar, 2018). The practicality of entrepreneurship education is able to improve students' entrepreneurial

competencies developed during taking the course and provide a positive impact on students' entrepreneurial motivation (Purwana, & Suhud, 2017). Previous research Egerová, Eger, & Mičík (2017), revealed that there are relationships among students' entrepreneurial motivation and attitudes, entrepreneurship learning process, and students' concern in entrepreneurship education.

## 2.2 Entrepreneurial Motivation

Bartha, Gubik, & Bereczk (2019), defined motivation as: "the dynamic and directional (i.e., selective and preferential) aspect of behavior. Traditionally, motives have been studied in order to answer three kinds of questions: (I) what activates a person, (II) what makes him chose one thing over another and (III) why do different people respond differently to the same stimuli. These questions give rise to three important aspects of motivation: activation, selection-direction, and preparedness of response (Mahto, & McDowell 2018).

Motivation is important in our daily lives. It is the core of biological, cognitive, and social regulation (Hailemariam, Brigitte, & Veldhoven 2017). This is because motivation involves energy, direction, perseverance and intention. Goals and motives play a role in predicting human behavior. This indicates a link exists between intentions, motivations, and behavior. Motivation drives us into actions. The reason behind such actions is the orientation of the motivation. In rediscovering motivation (McGee, & Peterson, 2019), reviewed that critique on entrepreneurship intentions, studies argued that there is a lack of basis to support on intention-action linkage although intentions have been centered as predictors of future action. The link has been used loosely as implied or assumed. They then argued that motivation provides the link between intension-action.

Fontana & Musa (2017), avers that motivations could be the stimulus to transform a latent intention that drives entrepreneurship and reiterated that it could be the missing link between intentions and action. It implies that the underlying attitudes and goals of entrepreneurial motivation should give rise to entrepreneurship intention. He further reiterated that there is a lacking of research in this area and more work is needed.

Entrepreneurial motivation is a self-encouragement as contribution of either internal or external factors that enable to grow entrepreneurial intentions. A study conducted by García-Rodríguez et al. (2017) revealed that intrinsic motivation and normative environment have positive impact on entrepreneurial intentions. Likewise, personal capacity and regulatory environment have positive impact on the feasibility of starting new businesses. This is relevant to the theory of planned behavior as mentioned by Miller (2017). An entrepreneur is a person who is attempting with resolution and drive of his/her business to grow.

## 2.3 Entrepreneurial Career Intention

Is entrepreneurship an attractive career option for graduate students? Entrepreneurship offers graduate self-employment opportunities. It is a career option for youth and graduates (Dendup & Acharja, (2017) by providing employability. It reduces social ills and public policymakers are emphasizing and engaging students of higher learning institutions in entrepreneurship to improve employability rate (Dzomonda, Fatoki, & Oni 2017). This has made research works on entrepreneurship phenomena very attractive, more so in how to attract graduate students towards entrepreneurship. Herdjiono et al., (2017), envisaged that entrepreneurial inclination could be better determine through entrepreneurship intention rather than personality traits, demographic characteristics, or situational factors.

Biraglia, & Kadile, (2017), in their study on investigating the motivators and obstacles to youth entrepreneurship with entrepreneurial intention of young entrepreneurs implies that youths who are really serious about starting and owning a business as would-be entrepreneurs can be identified and targeted to develop through government entrepreneurship interventions initiatives. In a 12-country evaluation of Ajzen's model of planned behavior, Gorgievski, Stephan, Laguna, & Moriano (2018) found out social norm as strong and consistent predictor of intentions within all countries of the study. They found that attitude toward the

behavior, subjective norm, and perceived behavioral control significantly increased the likelihood of students reporting the formation of entrepreneurial intentions.

Obschonka et al., (2017), suggested that policymakers and educators should consider the factors influencing the desirability of self-employment to energize one's intention towards self-employment. Barba-Sánchez & Atienza-Sahuquillo (2018), reported that a person's perceived desirability and perceived feasibility had a negative interaction effect in the formation of entrepreneurial intentions. In line with a prevention-focused orientation, they suggest that situational factors may induce individuals involved in the process of forming entrepreneurial intentions to adopt a prevention focus.

## 2.4 Hypotheses Development

### 2.4.1 EE and ECI

Research found that entrepreneurial education can affect students' intentions toward entrepreneurship. A study conducted by Nowiński et al. (2019), found that students who participated in entrepreneurship programs were more likely to start their own business than other students. Nabi et al., (2018), have also concluded that university students within the business field whose primary discipline is management have been shown to possess a more favorable view of careers in the small business arena, particularly since the working environment allows them to play a greater role in decision making. In addition, Obschonka et al. (2017) revealed that participation in an entrepreneurship program significantly increased perceived feasibility of starting a business. Biraglia, & Kadile, (2017), also confirmed that entrepreneurship graduates were more likely to launch businesses and had a higher level of intention and more developed perception of self-efficacy.

At the same time, Herman, & Stefanescu (2017), suggested that entrepreneurial training can add real value by increasing the success probabilities of new ventures. Correspondingly, Chou et al., (2017), found that entrepreneurial education and university support of entrepreneurship had a positive impact on entrepreneurial intentions and also suggested that lack of entrepreneurial education leads to low level of entrepreneurial intentions of students. The entrepreneurial education program is source of entrepreneurial attitude and overall intentions to become future entrepreneur.

There are a variety of learning activities in entrepreneurship courses designed to encourage formation of business ventures such as business plans and action programs. This enables students in entrepreneurship courses to learn through creating business plans that incorporate case studies. In this research we draw on Oguntimehin's (2018), study which found that individual attitudes towards venture creation can change over a four-month entrepreneurship course. Another study by Singh, Verma, & Rao, (2017), found similar results over a one-year academic period, which indicated that there is a positive affect towards venture creation from entrepreneurship courses. Other research by Fietze & Boyd (2017), has also found that the way to measure whether entrepreneurship education has been successful is to evaluate start-up rates. Despite the increasing use of entrepreneurship education sometimes it is hard to assess actual behavior because of the delay, so intentions are often used as a proxy.

***H1: EE is positively associated with the ECI***

### 2.4.2 EM and ECI

Biraglia, & Kadile (2017), has successfully used the TPB model to examine entrepreneurship intention of students study in a South African rural university and reported that most of the students intend to start a business in the future. Hence, the relevant embedded theory underlying the research work on entrepreneurship intention is the planned behavior (Ridha & Wahyu, 2017). TPB model is a useful framework for intervening and guiding behavioral changes through evaluating the effectiveness of such behavioral performance. In recent years, researchers have popularly use the theory of planned behavior to examine and conduct research works on

motivation and predicting entrepreneurial intentions under various contexts (Liguori, Bendickson & McDowell 2018).

**H2: EM is positively associated with the ECI**

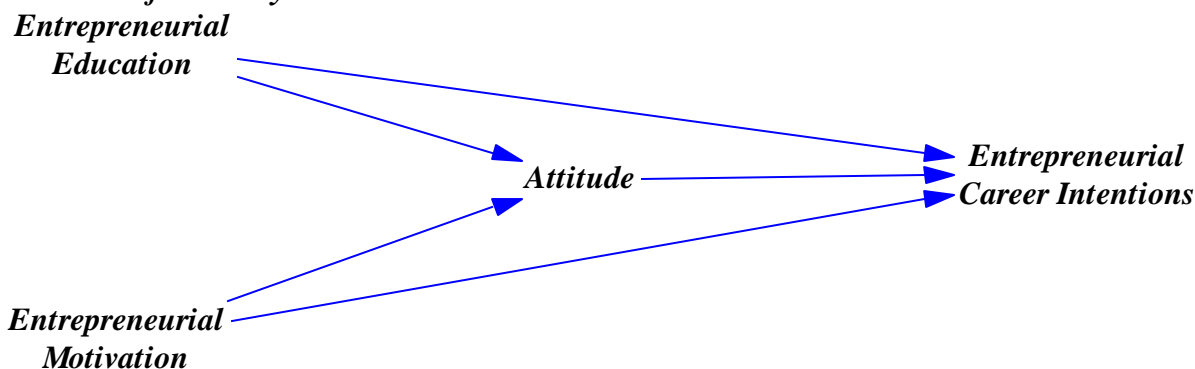
### 2.4.3 EA and ECI

An entrepreneurial attitude is considered as one of antecedents to achieving entrepreneurial intention as supported in previous studies (Gorgievski, Stephan, Laguna, & Moriano 2018). Most of previous research positioned Ajzen's Theory of Planned Behavior (TPB) as a foundation in developing conceptual framework, and empirically the use of TPB has positive support. Likewise, previous research findings (Fietze & Boyd 2017; Vuorio, Puumalainen, & Fellnhofer 2018) . revealed that entrepreneurial attitude and ability of a person found to be connected with entrepreneurial intentions of individual. Besides, cross-cultural differences were also found as determinant of differences in entrepreneurial attitudes and intentions. Herman & Stefanescu (2017), also uncovered that entrepreneurship education in higher education has a direct impact on forming students' attitudes in taking risks for the establishment of new businesses. In spite of this, research finding (Law & Breznik 2017), revealed that entrepreneurial attitude mediates the relationship between entrepreneurship education and entrepreneurial intention.

Farrukh et al., (2017), explored some strong relationship between entrepreneurial orientation and the personal attitudes of potential entrepreneurs. A strong entrepreneurial Orientation will ultimately lead to increase entrepreneurship and global competitiveness (Do & Dadvari 2017). Personality traits and parenting styles may also affect entrepreneurial competence (EC) and entrepreneurial interests (Feder & Nițu-Antonie, 2017). A study on Romanian students confirms that self-efficacy and the desirability associated with creating a venture were positively related to entrepreneurial intent (Jabeen, Faisal, & Katsioloudes, 2017).

**H3: EA mediate the positive association between EE, EM and ECI**

#### Conceptual Model of the study



### 3. Research Methodology

The present study nature was exploratory and conducted on the Jiangsu University in China. In Jiangsu University more than 40 thousand students were studying in different disciplines. We gathered primary data from the school of management and finance students who have intention to start their own business. This study used quantitative method for data collection. Data was cross sectional and researcher interference was minimal. Data were collected through personal visits, online surveys from Jiangsu University students to identify the entrepreneurial career intentions to start a business after completing their studies. Entrepreneurial education instrument has seven items which were adapted and modified from the study of (Nowiński et al., 2019). An entrepreneurial motivation instrument consists of seven scale items that were adapted from the study (Biraglia & Kadile 2017). The entrepreneurial attitude instrument consists of five scale items that were adapted from the study of (Farrukh et al., 2017). Entrepreneurial career intentions instrument consists of five scale items and adapted from the study of (Feder & Nițu-Antonie, 2017). All the instrument items were measured by the five

point Likert scales, which start from strongly disagree to agree strongly. The population of the study was infinite, so according to the previous study of Krejcie & Morgan (1970), the sample size of study was 503 students taken from Jiangu University China. A structured random sampling technique was used for data collection from management sciences department as well as students who are enrolled in learning process of entrepreneurial education at Jiangu University.

**Table 1 Sample description and statistics distribution**

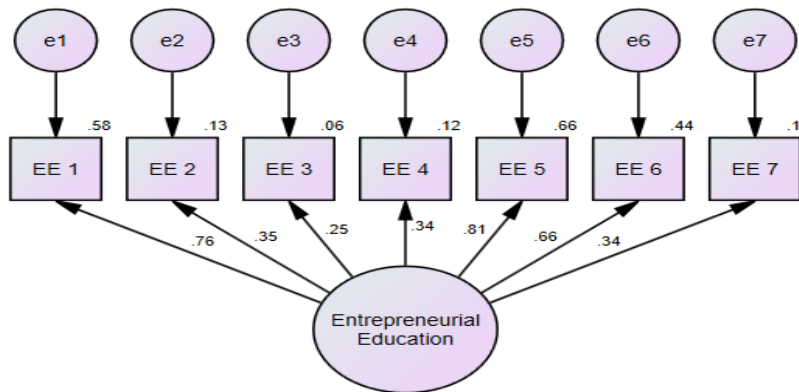
Variable	Items	Frequency	Percentage
Gender	Male	329	65.4
	Female	174	34.6
Age	15-20	236	46.9
	21-25	249	49.5
	26-30	18	3.6
	Undergraduate	102	20.3
Education	Graduate	288	57.3
	Masters	113	22.5
Faculty/Major	Management	308	61.2
	Finance	145	28.8
	Public Administration	50	9.9

**4. Results**

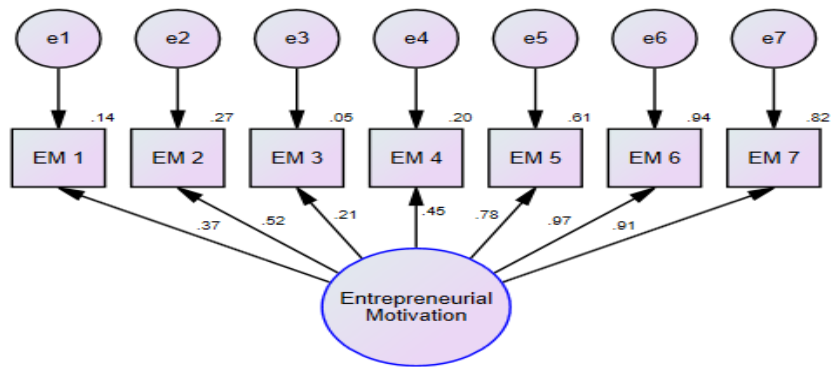
The study applied manifold statistical tools to test the reliability and validity of the construct variables to identify the casual effect of independent and dependent variables. We used SEM (Structural Equation Modeling) technique though SPSS AMOS software to evaluate the relationship between observed and latent variables. In this study, we used two steps SEM technique; step one is CFA confirmatory factor analysis technique to measure the reliability and discriminant validity of the individual contracts. In second step we used SEM model to identify the estimation of path coefficient for hypothetical relationship between the variables.

**Measurement Model Validity**

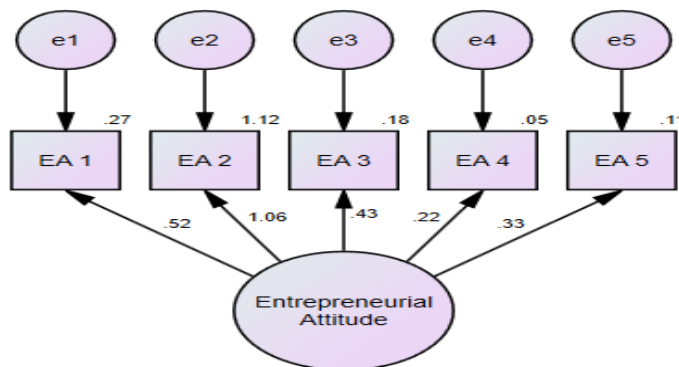
The result of the CFA constructs variable entrepreneurial education explained that goodness-of- fit indexes: ( $\chi^2$ df= 57.2; goodness of fitness indexes (GFI) = 0.366; comparative fit index (CFI) = 0.441; normed fit index (NFI) = 0.439; root mean square of approximation (RMSEA) = 0.335 which is P<0.05.



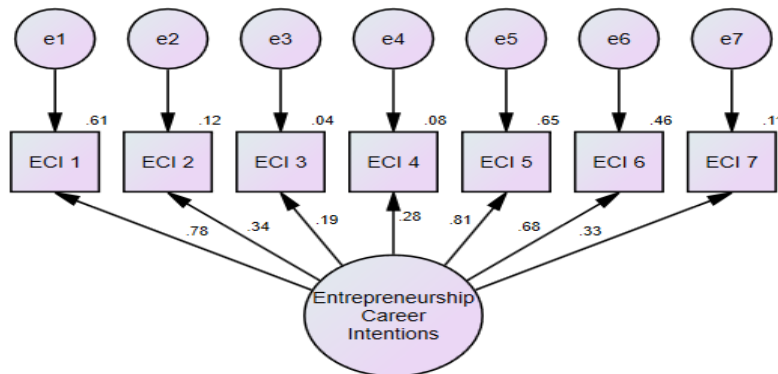
The result of the CFA constructs variable entrepreneurial motivation explained that goodness-of- fit indexes: ( $\chi^2$ df= 53.9; goodness of fitness indexes (GFI) = 0.46; comparative fit index (CFI) = 0.673; normed fit index (NFI) = 0.670; root mean square of approximation (RMSEA) = 0.325 which is P<0.05.



The result of the CFA constructs variable entrepreneurial attitude explained that goodness-of-fit indexes: ( $\chi^2$ df= 55.4; goodness of fitness indexes (GFI) = 0.280; comparative fit index (CFI) = 0.587; normed fit index (NFI) = 0.586; root mean square of approximation (RMSEA) = 0.329 which is  $P < 0.05$ .

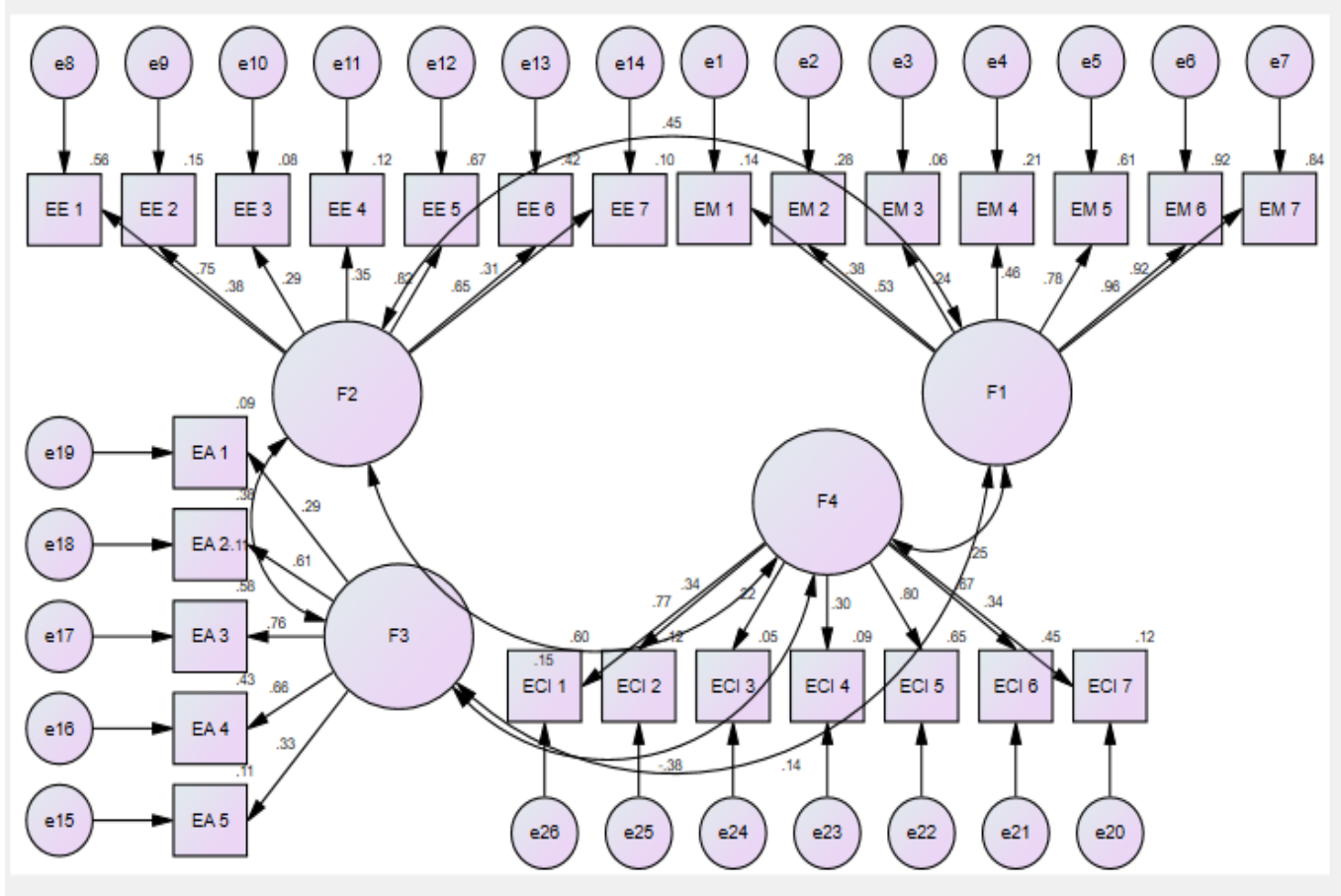


The result of the CFA constructs variable entrepreneurial career intentions explained that goodness-of-fit indexes: ( $\chi^2$ df= 57.5; goodness of fitness indexes (GFI) = 0.394; comparative fit index (CFI) = 0.436; normed fit index (NFI) = 0.434; root mean square of approximation (RMSEA) = 0.336 which is  $P < 0.05$ .



**Testing of Hypothesis**

Confirmatory factor analysis results are already showed the goodness of the constructs measures. We used SEM technique to investigate the impact of entrepreneurial education, entrepreneurial motivation with the mediate effect of entrepreneurial attitude towards entrepreneurial career intentions.



The result of the CFA construct variables entrepreneurial education, entrepreneurial motivation, entrepreneurial attitude and entrepreneurial career intentions explained that goodness-of-fit indexes: ( $\chi^2/df = 16.5$ ; goodness of fitness indexes (GFI) = 0.378; comparative fit index (CFI) = 0.418; normed fit index (NFI) = 0.406; root mean square of approximation (RMSEA) = 0.177 which is  $P < 0.05$ .

**Direct Effect of EE, EM on ECI**

**Table 2 Path Coefficient for Direct Effect**

		Estimate	S.E.	C.R.	P
EE	→ ECI	.468	.075	7.82	***
EM	→ ECI	.390	.034	4.390	***

Note: \*\*\*shows the probability value at 1% level of significance.

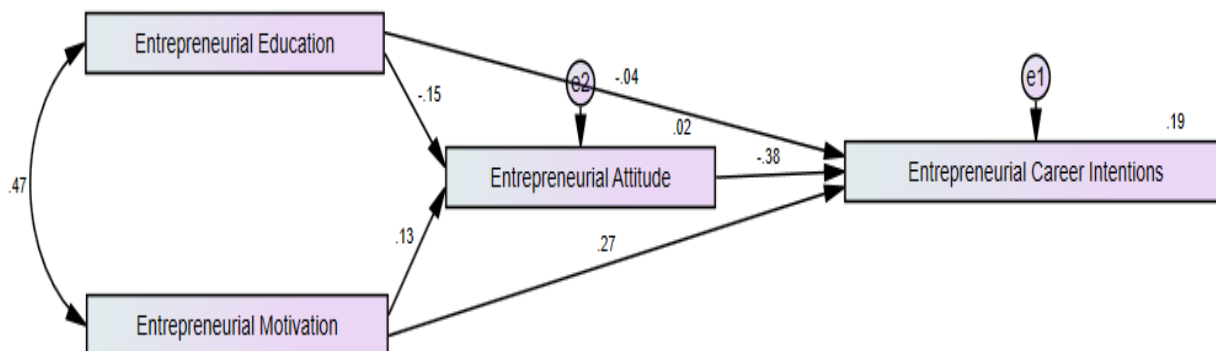
**Mediation Effect of EA between the relationships of EE, EM and ECI**

**Table 3 Path Coefficient for Mediation Effect**

		Estimate	S.E.	C.R.	P
EE	→ EA	.274	.260	2.904	***
EM	→ EA	.208	.200	2.620	***
EE	→ ECI	.339	.330	4.853	***
EM	→ ECI	.182	.031	5.805	***
EA	→ ECI	-.313	.034	-9.322	***

Note: \*\*\*shows the probability value at 1% level of significance.





Note:

Comparative fit index (CFI) = 0.412; normed fit index (NFI) = 0.408; root mean square of approximation (RMSEA) = 0.087 which is  $P < 0.01$ .

The present study was conducted with the impact of entrepreneurial education and entrepreneurial motivation on entrepreneurial career intentions of Jiangsu Province university students. The study also analyzed the mediation effect of entrepreneurial attitude between entrepreneurial education, entrepreneurial motivation and entrepreneurial career intentions. The study chooses 503 respondents from different universities of Jiangsu Province and used structured random sampling technique was used for data collection. The reliability and validity test measured through CFA confirmatory factor analysis and Cronbach Alpha. Further SEM technique is used through AMOS software and path coefficient analysis has been analyzed. The output of the study revealed that H1: entrepreneurial education is significantly and positively impact on the entrepreneurial career intentions with the  $\beta = 0.468$ , which shows that entrepreneurial education explained the 46% variation between entrepreneurial career intentions of students during the study at university level. The output of the study revealed that H2: entrepreneurial motivation is significantly and positively impact on the entrepreneurial career intentions with the  $\beta = 0.390$ , which shows that entrepreneurial motivation explained the 39% variation between entrepreneurial career intentions to motivate students to start their own business rather after their graduation. The output of the study revealed that H3: mediation effect of entrepreneurial attitude between entrepreneurial education, entrepreneurial motivation and entrepreneurial career intentions. The results show that entrepreneurial attitude has mediating effect on entrepreneurial education with the  $\beta = 0.274$ , entrepreneurial attitude has also mediating effect on entrepreneurial motivation with the  $\beta = 0.208$ , entrepreneurial attitude has direct mediating impact on the entrepreneurial education, entrepreneurial motivation and entrepreneurial career intentions.

## Discussion and Conclusion

Entrepreneurship is crucial to new business start-ups, developing existing businesses, job creation and economic growth. Higher learning institutions are integrating entrepreneurship skills, knowledge and behaviors across its curriculum. Path and mediation analysis showed that strength of motivation in choosing entrepreneurship as a career option among the students is related to entrepreneurship intention. Statistically, students' strength of entrepreneurial motivation and education is significantly and positively related. The entrepreneurial motivation and education affecting career intention to be an entrepreneur are made up of social norms (individual perception of the significance of how others value and support the establishment of a new business), subjective norm (individual perceptions of their abilities and tolerance to perform entrepreneurial tasks), and attitude towards behavior (individual awareness of the importance and value of entrepreneurship) entrepreneurial motivations. Subjective norm (tolerance for risk) and attitude (desirability) of self-employment are significantly related to student immediate and future intention to be an entrepreneur. Universities like Jiangsu University

have put much effort into raising the profile of graduate entrepreneurship and to attract graduate student to seriously engage in entrepreneurship. The antecedents of entrepreneurship intention should be embedded into entrepreneurship strategy. Entrepreneurship is the central to future career and social development. Creating an opportunity for practice of key entrepreneurial behaviors is seen as crucial in cultivating entrepreneurial behaviors. This study also supported the call that those youths who are really serious about starting and owning a business as would-be entrepreneurs are identified and targeted to develop through entrepreneurship intervention initiatives.

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