



Entrepreneurial Attitude and Intentions Among Management Students: An Investigation

¹Dr. Rafiya Banu, ²Mr. Mohammed Sherfuddin, ³Mrs. Farzana, ⁴Dr. I. Siddiq, ⁵Mrs. S. Sameena, ⁶Mr. C. N. Rajendra Prasad & ⁷V. Kaavya

¹Assistant Professor, Department of Commerce, B. S. Abdur Rahman Crescent Institute of Science and Technology, Chennai. Email: dr.rafiyasyed@gmail.com

²Assistant Professor, Department of Computer Science and Engineering, B. S. Abdur Rahman Crescent Institute of Science and Technology, Chennai. Email: drabdulmajeed6240@gmail.com

³Assistant Professor, Department of Commerce, B. S. Abdur Rahman Crescent Institute of Science and Technology, Chennai. Email: farzana@crescent.education

⁴Associate Professor and Head, School of Commerce, Sree Saraswathi Thyagaraja College, Pollachi, Chennai. Email: siddiqibrahim1974@gmail.com

⁵Assistant Professor, Department of Commerce, Justice Basheer Ahmed Sayeed College for Women, Chennai. Email: ashrafsameena@gmail.com

⁶Assistant Professor, Department of Commerce, B. S. Abdur Rahman Crescent Institute of Science and Technology, Chennai.

⁷Undergraduate Student, Department of Commerce, B. S. Abdur Rahman Crescent Institute of Science and Technology, Chennai. Email: kaavyavikraman@gmail.com & nashreen1033@gmail.com

ABSTRACT

Due to its significant contribution to the improvement of product quality and inventiveness, the expansion and improvement of the economy depend heavily on entrepreneurship. Increasing entrepreneurship, in short, this study assesses the students' intents relative to their attitudes because choosing an entrepreneurial profession is strongly influenced by their entrepreneurial ambition. Every person must first develop a positive entrepreneurial mentality, which leads to a positive intention a crucial intellectual process in sequence to start a new business. Since entrepreneurship is the driving force behind any country's rapid economic progress. For a nation like India, it is necessary. Even the Indian government and state governments are adopting a number of actions to promote entrepreneurship.

Keywords: Entrepreneurial attitude, entrepreneurial intentions, Innovation and College students

INTRODUCTION

Due to its significant contribution to the improvement of product quality and inventiveness, entrepreneurship is crucial for the growth and growth of the financial system. The growth of entrepreneurship has the potential to improve capital formation, create additional job possibilities, support regional development that is balanced, and achieve optimal capital and talent use. The

creation of jobs is the primary goal of entrepreneurship promotion. By transforming individuals into business owners, entrepreneurship both directly and indirectly produces jobs for those in the surrounding community. Students should be encouraged to pursue entrepreneurship through developing their entrepreneurial abilities since it is a way to foster diversity, innovation, and the growth of independence among society's members. In short, this

study assesses the students' intents relative to their attitudes because choosing an entrepreneurial profession is strongly influenced by their entrepreneurial ambition.

REVIEW OF LITERATURE

Boonsiritomachai, W. and Sud-On, P. (2022)An intriguing study was conducted to learn the relationships among entry-level employees' job engagement, organisational commitment, and entrepreneurial attitude. It also sought to learn how to retain entrepreneurial workers in the workplace. The researchers used empirical research and covariance-based underlying equation modelling to test the predicted connections by surveying 416 employees. The findings show that an entrepreneurial mindset considerably and favourably influences work engagement, even though it may cause employees to lose focus on their degree of dedication. The study came to the conclusion that even extremely entrepreneurial employees will commit to an organisation if they had interacted with it.

Wibowo, A et al., (2021) attempted to look at how entrepreneurial motivation and attitudes might act as a moderator in the connection between Islamic principles and business aim among Islamic students. The empirical evidence shows that the estimates are based on first-hand information gathered from a sample of 381 Indonesian Islamic boarding students, together with entrepreneurial activities and instruction. To address the questions posed by the research, structural equation modelling has also been included. The researcher confirmed and agreed that Islamic

principles have an impact on students' entrepreneurial intents both directly and indirectly through inspiration and motivation. The findings show that Islamic beliefs play a significant contextual role on the entrepreneurial intentions of Islamic boarding school pupils.

Soomro, B.A., et al., (2021) study is designed to identify predicts attitude towards The entrepreneurial mindset orientationn paradigm promotes entrepreneurship among Thai students. Before contacting students at random to ask them to participate in the survey, the researchers utilised a quantitative technique based on cross-sectional data from Thai public sector universities. There were 392 complete surveys returned, which provided information for analysis. The study found that factors including financial independence, creative freedom, and the willingness to take risks all had positive effects on participants' views of entrepreneurship. Since there is an urgent need to encourage more students to pursue entrepreneurship, the study's findings are useful for university policymakers who wish to learn more about students' entrepreneurial mindsets.

Researchers **Aljaouni, N.W., et al., (2020)** looked at the impact of moderators such students' perceptions of their instructors' opinions on their own entrepreneurial inclinations. The researchers have adjusted and used a survey to collect data, and we used a hierarchical regression analysis to test our hypotheses. Our hypothesised increase in students' entrepreneurial consciousness was confirmed among those who had completed the FLP compared to those who had not. The results of the study indicated that the new literacy effort in

Jordan had a significant effect on the views of entrepreneurialism held by students in secondary education.

STATEMENT OF THE PROBLEM

Many entrepreneurship academics have looked at the literature in an effort to understand why some people are interested in establishing their own business, while others are not, and why some individuals with a positive entrepreneurial attitude have unfavourable entrepreneurial intentions. Every person must first develop a positive entrepreneurial mentality, which leads to a positive intention—a crucial intellectual process—in order to start a new business. These attitudes and purposes are dependent on awareness, which creates a solid strategic foundation for new business development and formulates numerous strategies that can assist educational institutions in changing this situation and developing entrepreneurial awareness, skills, and capabilities that create a positive entrepreneurial attitude and intention that can lead to a decline in unemployment and an increase in standard of living. This makes it possible for someone to understand how attitude and intention are related.

OBJECTIVES OF THE STUDY

1. To investigate the socioeconomic and demographic composition of the management student population in Chennai.

2. To deconstruct the components of the Entrepreneurial Attitude (EA) Variables.
3. To analyse the correlation between IF and the other factors considered.

RESEARCH METHODOLOGY

The current study is a quantitative survey, and 160 questionnaires were distributed in and around Universities in Chennai, India, sampled at random to gather primary data. A response rate of almost 93.1 percent was revealed by the 149 that were returned. Seven of them were unsuitable for the study because of excessive values, and 15 of them had incomplete questionnaires. Finally, 127 more samples were collected for the investigation. Percentages, tests of normality, factors, and regressions were all performed using SPSS 21.0, the Statistical Package for the Social Sciences.

RESULT AND DISCUSSION

PERSONAL PROFILE OF COLLEGE STUDENTS

The significance of the respondent's background in relation to the study's topic cannot be overstated. Primary data in this study were collected from respondents and include gender, age, marital status, level of education, monthly family income, occupation, and family type. The percentage breakdown of the demographic variables is shown below.

**TABLE – 1
PERSONAL PROFILE OF COLLEGE STUDENTS**

Demographic Profile (N=127)		Frequency	Percentage (%)
Gender	Male	73	57.5
	Female	54	42.5

Age	17-20 Years	53	41.7
	21-24 Years	44	34.6
	Above 24 Years	30	23.6
Marital Status	Single	105	82.7
	Married	22	17.3
Educational Qualification	UG	73	57.5
	PG	54	42.5
Family Monthly Income	Below 20,000	53	41.7
	20,000 - 40,000	34	26.8
	40,000 - 60,000	20	15.7
	Above 60,000	20	15.7
Family Occupation	Business	21	16.5
	Government	18	14.2
	Private	54	42.5
	Agriculture	24	18.9
	Others	10	7.9
Family Type	Nuclear Family	93	73.2
	Joint Family	34	26.8

According to Table 1, the bulk of responders (57.5%) are men, then women (42.5 percent). most responders (41.7%) are between the ages of 17 and 20. (34.6% are between the ages of 21 and 24. (23.6 percent). The majority of responders (82.7 percent) are single, followed by married people (17.3 percent).majority of the responders are UG (57.5%) followed by PG (42.5%). majority of the respondents

are Below 20,000 (41.7%) followed by 20,000 - 40,000 (26.8%), 40,000 - 60,000 (15.7%) and above 60,000 (15.7%). majority of the respondents are private (42.5%) followed by agriculture (18.9%), business (16.5%), government (14.2%) and others (7.9%). majority of the respondents are nuclear family (73.2%) followed by joint family (26.8%).

TABLE – 2
AN ANALYSIS OF EXPLORATORY FACTORS - ENTREPRENEURIAL ATTITUDE (ENTAT)

Items	Mean	SD	Communalities	Variance (Eigen Value)	Loadings	Cronbach's Alpha
IMPROVEMENT FACTOR (IF)						
ENTAT (09)	3.961	0.946	0.792	17.395 (3.653)	0.831	0.853
ENTAT (08)	3.795	0.946	0.692		0.772	
ENTAT (19)	3.740	0.994	0.689		0.715	
ENTAT (11)	3.874	1.047	0.726		0.710	
ENTAT (14)	4.031	0.899	0.786		0.568	
RISK FACTOR (RF)						
ENTAT (21)	4.047	0.825	0.713		0.735	0.787

ENTAT (07)	4.110	0.875	0.785	12.900 (2.709)	0.726	
ENTAT (18)	3.921	0.948	0.641		0.658	
ENTAT (20)	4.150	0.865	0.568		0.620	
SELF ESTEEM FACTOR (SEF)						
ENTAT (15)	3.953	0.862	0.721	10.874 (2.284)	0.733	0.722
ENTAT (16)	4.024	0.831	0.689		0.725	
ENTAT (17)	3.748	0.968	0.706		0.643	
COMMITMENT FACTOR (CF)						
ENTAT (12)	4.031	0.835	0.757	10.403 (2.185)	0.828	0.701
ENTAT (03)	3.827	0.837	0.549		0.599	
ENTAT (10)	3.984	0.873	0.691		0.528	
ENTAT (13)	4.008	0.868	0.500		0.418	
CONVENIENT FACTOR (COF)						
ENTAT (04)	3.913	0.968	0.720	10.019 (2.104)	0.724	0.691
ENTAT (05)	3.984	0.943	0.799		0.709	
ENTAT (06)	4.016	0.882	0.591		0.564	
TECHNOLOGY FACTOR (TF)						
ENTAT (01)	4.016	0.926	0.685	7.546 (1.585)	0.735	0.503
ENTAT (02)	3.984	0.984	0.716		0.624	
Total Variance = 69.137% and Cronbach's Alpha = 0.897 for 21 itmes						
Test of KMO and Bartlett						
The Kaiser-Meyer-Olkin Measure of Sampling Adequacy is equal to 0.809 (Bartlett's Test of Sphericity Approximate Chi-Square = 1322.497; df = 210; Sig. = 0.000).						

Kaiser-Meyer-Olkin Index of Sampling Adequacy is 0.809, Bartlett's Test of Sphericity has a 5 percent level statistical significance of 0.000, df = 210, and p = 0.000, according to Table 2. Therefore, it is adequate for exploratory factor analysis, and the communalities variances for the 21 items range from 0.500 to 0.799.

Additionally, the 21 variables are condensed into 6 groupings that predominate. The variable displays a total variance of 69.137 percent, it is discovered.

High Mean value of internet banking was recorded for the variable, mean and lowest standard deviation followed by

VARIABLE	MEAN	LOWEST STANDARD DEVIATION S. D
ENTAT (20)	Mean = (4.150)	S. D = (0.865)
ENTAT (07)	Mean = (4.110)	S.D = (0.875)
ENTAT (21)	Mean = (4.047)	S.D = (0.825)
ENTAT (14)	Mean = (4.031)	S.D = (0.899)
ENTAT (12)	Mean = (4.031)	S.D = (0.835)

ENTAT (16)	Mean = (4.024)	S.D = (0.831)
ENTAT (06)	Mean = (4.016)	S.D = (0.882)
ENTAT (01)	Mean = (4.016)	S.D = (0.926)
ENTAT (13)	Mean = (4.008)	S.D = (0.868)
ENTAT (10)	Mean = (3.984)	S.D = (0.873)
ENTAT (05)	Mean = (3.984)	S.D = (0.943)
ENTAT (02)	Mean = (3.984)	S.D = (0.984)
ENTAT (09)	Mean = (3.961)	S.D = (0.946)
ENTAT (15)	Mean = (3.953),	S.D = (0.862)
ENTAT (18)	Mean = (3.921),	S.D = (0.948)
ENTAT (04)	Mean = (3.913),	S.D = (0.968);
ENTAT (11)	Mean = (3.874),	S.D = (1.047)
ENTAT (03)	Mean = (3.827)	S.D = (0.837)
ENTAT (08)	Mean = (3.795)	S.D = (0.946)
ENTAT (17)	Mean = (3.748)	S.D = (0.968)
ENTAT (19)	Mean = (3.740)	S.D = (0.994)

The most significant factor is factor 1, which has five variables related to the entrepreneurial mindset, including "ENTAT (09), ENTAT (08), ENTAT (19), ENTAT (11) and ENTAT (14)" with a described variance of 17.395 and an Eigen value of 3.653. It has been labelled as "**Improvement Factor (IF)**"

The second dominating factor, factor 2, has four variables related to the entrepreneurial attitude items: ENTAT (21), ENTAT (07), ENTAT (18), and ENTAT (20), and its reported variance is 12.900 with an Eigen value of 2.709. It has been labelled as "**Risk Factor (RF)**"

The next dominant component is factor 3, which has an Eigen value of 2.284, a reported variance of 10.874, and three variables related to the items measuring

entrepreneurial attitude: "ENTAT (15), "ENTAT (16), and "ENTAT (17)". It has been labelled as "**Self Esteem Factor (SEF)**"

The next dominant component is factor 4, which has an Eigen value of 2.185 and a described variance of 10.403 for the entrepreneurial attitude items. Its four linked variables are ENTAT (12), ENTAT (03), ENTAT (10) and ENTAT (13). It has been labelled as "**Commitment Factor (CF)**"

The next dominant component is factor 5, which has an estimated variance of 10.019 and an Eigen value of 2.104. It has three variables related to the entrepreneurial attitude items, ENTAT (04), ENTAT (05), and ENTAT (06). It has

been labelled as “**Convenient Factor (COF)**”

The next dominant factor is factor 6, which has two variables related to the

entrepreneurial attitude items, ENTAT (01) and ENTAT (02), and a reported variance of 7.546 and an Eigen value of 1.585. It has been labelled as “**Technology Factor (TF)**”

TABLE - 3

TEST OF NORMALITY AND DESCRIPTIVE STATISTICS

ENTAT	Mean	SD	Variance	Skewness	Kurtosis	Kolmogorov-Smirnova		Shapiro-Wilk	
						Statistic (df = 127)	Sig.	Statistic (df = 127)	Sig.
IF	19.402	3.839	14.734	-1.502	2.880	0.223	0.000	0.846	0.000
RF	16.228	2.746	7.543	-1.091	2.154	0.160	0.000	0.915	0.000
SEF	11.724	2.137	4.566	-0.675	0.538	0.158	0.000	0.936	0.000
CF	15.850	2.479	6.144	-0.687	0.791	0.185	0.000	0.942	0.000
COF	11.913	2.197	4.826	-0.536	0.153	0.154	0.000	0.939	0.000
TF	8.000	1.558	2.429	-0.690	0.136	0.240	0.000	0.898	0.000
Lilliefors Significance Correction									

Table 3 as shown in Stronger descriptive statistics, have higher mean values and lower standard deviation values, which show that the data are normally distributed throughout the entrepreneurial attitude of management students in the research region. To show that the data are

normally distributed and appropriate for higher-order multivariate analysis, the Kolmogorov-Smirnova and Shapiro-Wilk normality tests are performed. The entrepreneurial attitude parameters' Mean, Standard Deviation, Variance, Skewness, and Kurtosis can be used to determine their normal distribution and reliability.

TABLE - 4

REGRESSION ANALYSIS OF ENTREPRENEURIAL ATTITUDE (ENTAT)

Dependent Variable	Significant Predictors	Mean (SD)	F-Value	R	R ²	Adjusted R ²	β (t-Value)	Sig.

IF		19.401 (3.838)	19.467	0.668	0.446	0.423		
	RF	16.228 (2.746)					0.244 (2.786)	0.006*
	SEF	11.724 (2.136)					-0.044 (-0.508)	0.612
	CF	15.850 (2.478)					0.213 (2.335)	0.021*
	COF	11.913 (2.196)					0.198 (2.326)	0.022*
	TF	8.000 (1.558)					0.293 (4.055)	0.000*
P Value of >0.05* - (F2, F4,F5 and F6 Factor significantly influencing the F1)								
Notes: *Significant @ 5% Level.								

R = 0.668, R Square = 0.446, and Adjusted R Square = 0.423 are the results, as shown in Table - 4. The following table shows that at the 5% level, there is a statistically significant relationship between the independent variables of RF, SEF, CF, COF, and TF and the dependent variable of IF of entrepreneurial attitude for college students. The F-value for this relationship is 19.467, and the P-value is 0.000. The IF is found to be sufficiently exploratory and entrepreneurial when controlled for relevant independent variables. A tight regression fit suggests that there is significant individual influence on the dependent variables. According to the table, the t-values, beta-values, and p-values for the RF (t = 2.786, p= 0.006), CF (t = 2.335, p=0.021), COF (t = 2.326, p=0.022), and TF (t = 4.055, p= 0.000) coefficients are all statistically significant at the 5% level. Therefore, it is concluded that the RF, CF, COF, and TF have a positive and significant influence on

entrepreneurship among college students IF.

CONCLUSION

According to a study on management students' entrepreneurial intentions and attitudes, students generally have a good view of entrepreneurship. In general, it is believed that management students are primarily concerned with finding employment, but the survey has shown that this perception is changing and that many students are expressing interest in starting their own businesses, which is encouraging. Due to exposure to entrepreneurship courses and entrepreneurial engagement, the study discovered a substantial difference in entrepreneurial views. Significant differences in entrepreneurial intent were also observed between genders, as well as across exposure to entrepreneurship courses and activities. For educational institutions, this has ramifications. The

educational system might do more to motivate pupils to choose entrepreneurship as a profession. Since entrepreneurship is the driving force behind any country's rapid economic progress. For a nation like India, it is necessary. Even the Indian government and state governments are implementing a number of initiatives to encourage entrepreneurship.

REFERENCE

- Boonsiritomachai, W. and Sud-On, P. (2022), "The moderation effect of work engagement on entrepreneurial attitude and organizational commitment: evidence from Thailand's entry-level employees during the COVID-19 pandemic", *Asia-Pacific Journal of Business Administration*, Vol. 14 No. 1, pp. 50-71.
- Wibowo, A., Widjaja, S.U.M., Utomo, S.H., Kusumojanto, D.D., Wardoyo, C., Wardana, L.W. and Narmaditya, B.S. (2022), "Does Islamic values matter for Indonesian students' entrepreneurial intention? The mediating role of entrepreneurial inspiration and attitude", *Journal of Islamic Accounting and Business Research*, Vol. 13 No. 2, pp. 242-263.
- Soomro, B.A., Memon, M. and Shah, N. (2021), "Attitudes towards entrepreneurship among the students of Thailand: an entrepreneurial attitude orientation approach", *Education + Training*, Vol. 63 No. 2, pp. 239-255.
- Aljaouni, N.W., Alserhan, B., Gleason, K. and Zeqiri, J. (2020), "Financial literacy programs and youth entrepreneurial attitudes: some insights from the Jordanian community", *Journal of Enterprising Communities: People and Places in the Global Economy*, Vol. 14 No. 5, pp. 787-810.
- Dr. N. Kesavan, "Exports and Imports Stagnation in India During Covid-19- A Review" *GIS Business* (ISSN: 1430-3663 Vol-15-Issue-4-April-2020).
- Dr. D.Paul Dhinakaran, "Customers Delight towards Service Excellence in Indian Overseas Bank Chennai" *International Journal of Business Education and Management Studies* (IJBEMS), ISSN:2941- 9638, (Vol.3.Issue 1. 2020 (March)).
- Dr. M. Surekha, "A study on utilization and convenient of credit card" *Journal of Positive School Psychology*, <http://journalppw.com>, 2022, Vol. 6, No. 4, 5635–5645.
- Dr.M.Rajrajn "Bus Operations of Service Quality in Tamil Nadu State Transport Corporation Limited, Kumbakonam" *Asian Journal of Management*, (A and V Publication), (ISSN:0976 – 495X), Volume: 4, Issue: 1, May, 2013.
- Dr.Umesh U, "Impact Of Human Resource Management (HRM)Practices On Employee Performance" *International Journal of Early Childhood Special Education* (INT-JECSE), ISSN: 1308-5581 Vol 14, Issue 03 2022.
- M.Rajalakshmi "Current Trends in Cryptocurrency" *Journal of Information and Computational Science*, ISSN: 1548-7741, Volume 13 Issue 3 – 2023.

- Dr.M. Mohana Krishanan “Consumer Purchase Behavior Towards Patanjali Products in Chennai” Infokara Research, ISSN NO: 1021-9056, Volume 12, Issue 3, 2023.
- Dr. Malathi, “Impact of Covid-19 on Indian Pharmaceutical Industry” Annals of R.S.C.B., ISSN:1583-6258, Vol. 25, Issue 6, 2021, Pages. 11155 – 11159.
- Dr.C. Vijai, “Mobile Banking in India: A Customer Experience Perspective” Journal of Contemporary Issues in Business and Government Vol. 27, No. 3, 2021, P-ISSN: 2204-1990; E-ISSN: 1323-6903.
- D.Paul Dhinakaran Community Relations of Tamilnadu State Transport Corporation Ltd, International Journal of Research and Analytical ..., 2019
- Maneesh P, “Barriers to Healthcare for Sri Lankan Tamil Refugees in Tamil Nadu, India” Turkish Journal of Computer and Mathematics Education, Vol.12 No.12 (2021), 4075-4083.
- B. Lakshmi, “Rural Entrepreneurship in India: An Overview” Eur. Chem. Bull. 2023,12(Special Issue 4), 1180-1187.
- Dr.C. Paramasivan “Perceptions On Banking Service in Rural India: An Empirical Study” Eur. Chem. Bull. 2023,12(Special Issue 4), 1188-1201
- Dr G.S. Jayesh “Virtual Reality and Augmented Reality Applications: A Literature Review” A Journal for New Zealand Herpetology, ISSN NO: 2230-5807, Vol 12 Issue 02 2023.
- Dr.S. Umamaheswari, “Role of Artificial Intelligence in The Banking Sector” Journal of Survey in Fisheries Sciences 10(4S) 2841-2849, 2023.
- S Kalaiselvi “Green Marketing: A Study of Consumers Attitude towards Eco-Friendly Products in Thiruvallur District” Annals of the Romanian Society for Cell Biology. 2021/4/15.
- Dr. D.Paul Dhinakaran, “Impact of Fintech on the Profitability of Public and Private Banks in India” Annals of the Romanian Society for Cell Biology, 2021
- Dr. Yabesh Abraham Durairaj Isravel, “Analysis of Ethical Aspects Among Bank Employees with Relation to Job Stratification Level” Eur. Chem. Bull. 2023, 12(Special Issue 4), 3970-3976.
- Dr. Sajan M. George “Stress Management Among Employees in Life Insurance Corporation of India” Eur. Chem. Bull. 2023, 12(Special Issue 4), 4031-4045.
- Dr. Rohit Markan “E-Recruitment: An Exploratory Research Study of Paradigm Shift in Recruitment Process” Eur. Chem. Bull. 2023, 12(Special Issue 4), 4005-4013
- Zabelina, E., Deyneka, O. and Tsiring, D. (2019), "Entrepreneurial attitudes in the structure of students' economic minds", International Journal of Entrepreneurial Behavior & Research, Vol. 25 No. 8, pp. 1621-1633.
- Reyad, S.M.R., Musleh Al-Sartawi, A., Badawi, S. and Hamdan, A.

- (2019), "Do entrepreneurial skills affect entrepreneurship attitudes in accounting education?", *Higher Education, Skills and Work-Based Learning*, Vol. 9 No. 4, pp. 739-757.
- Baluku, M.M., Löser, D., Otto, K. and Schummer, S.E. (2018), "Career mobility in young professionals: How a protean career personality and attitude shapes international mobility and entrepreneurial intentions", *Journal of Global Mobility*, Vol. 6 No. 1, pp. 102-122.
 - SakariSoininen, J., Puumalainen, K., Sjögrén, H., Syrjä, P. and Durst, S. (2013), "Entrepreneurial orientation in small firms – values-attitudes-behavior approach", *International Journal of Entrepreneurial Behavior & Research*, Vol. 19 No. 6, pp. 611-632.
 - Fahmi, F.Z. and Savira, M. (2021), "Digitalization and rural entrepreneurial attitude in Indonesia: a capability approach", *Journal of Enterprising Communities: People and Places in the Global Economy*, Vol. ahead-of-print No. ahead-of-print.
 - Pihie, Z. A. L., & Bagheri, A. (2010). Entrepreneurial attitude and entrepreneurial efficacy of technical secondary school students. *Journal of Vocational Education and Training*, 62(3), 351-366.
 - Chen, Y. F., & Lai, M. C. (2010). Factors influencing the entrepreneurial attitude of Taiwanese tertiary-level business students. *Social Behavior and Personality: an international journal*, 38(1), 1-12.
 - Mohseni, A., Mousavi, S. H., & Jamali, M. (2013). The role of entrepreneurship training on students' entrepreneurial attitude and general self-efficacy beliefs. *Quarterly Journal of Research and Planning in Higher Education*, 19(3), 63-80.
 - Kusumojanto, D. D., Wibowo, A., Kustiandi, J., & Narmaditya, B. S. (2021). Do entrepreneurship education and environment promote students' entrepreneurial intention? the role of entrepreneurial attitude. *Cogent Education*, 8(1), 1948660.
 - Shani, N. (2011). A study on entrepreneurial attitude among technical graduates. *Prabandhan: Indian journal of management*, 4(7), 27-31.
 - Kim, Y. T. (2017). The effects of entrepreneurship education, entrepreneurial competence and attitude on undergraduate entrepreneurial intention. *Asia-Pacific Journal of Business Venturing and Entrepreneurship*, 12(2), 13-20.
 - Rodrigues, M., Silva, R., & Franco, M. (2021). Entrepreneurial Attitude and Intention in Higher Education Students: What Factors Matter?. *Entrepreneurship Research Journal*.
 - Kisubi, M. K., & Korir, M. (2021). Entrepreneurial training and entrepreneurial intentions: A mediated mediation analysis of entrepreneurial self-efficacy and attitude of undergraduate finalists in

Uganda. SEISENSE Journal of Management, 4(3), 73-84.

- Duyan, K. R. M. (2021). Indigenous Entrepreneurial Attitude of Students in Kalinga State University. Journal of Entrepreneurship Education, 24, 1-20.
- Wardana, L. W., Narmaditya, B. S., Wibowo, A., Saraswati, T. T., & Indriani, R. (2021). Drivers of entrepreneurial intention among economics students in Indonesia. Entrepreneurial Business and Economics Review, 9(1), 61-74.