

Designing an Entrepreneurial Attitude Model Effective on Students' Entrepreneurial Intention with an Emphasis on Entrepreneurship Education

(Case study: Islamic Azad University - Central Tehran branch)

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Abstract

Universities are one of the most important centers for training entrepreneurial skills and encouraging students towards entrepreneurial attitudes. The aim of the research is to design an entrepreneurial attitude model effective on the entrepreneurial intention of students with an emphasis on entrepreneurship education. This research is applied in terms of purpose and in terms of method it is of mixed qualitative and quantitative type. The qualitative research community consists of 10 university professors and experts, and in the quantitative part, 122 master's and doctoral students. For qualitative data analysis, we have used the qualitative method of theme analysis and Maxqda software, and for quantitative data analysis, structural equation method and Pls software have been used to test the hypotheses, and the obtained variables have been prioritized with the interpretive structural modeling method of Ism. The findings showed that we achieved a total of 5 components and 15 indicators, which are: creativity with 3 components (ability to generate ideas, experience, knowledge acquisition), innovation with 4 components (absorption and development of new technologies, innovative human resources, knowledge and market analysis, competitiveness), self-esteem with 3 components (self-knowledge, self-confidence, improvement of psychological characteristics), risk-taking with 3 components (conditions of uncertainty, risk-taking strategic measures, financial support) and perceived behavior control with 2 components (behavior control perceived internal, perceived external behavior control). The results of the hypotheses test showed that the research hypotheses are confirmed and as a result of the prioritization, risk-taking was placed as the first priority. The researcher suggests to university managers and lecturers to strengthen the spirit of risk-taking in students in order to create an entrepreneurial attitude in them.

Keywords: entrepreneurial attitude; entrepreneurial intention; entrepreneurship education; Islamic Azad University; central Tehran branch.

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Introduction

Today, one of the most important missions of universities is to cultivate specialized human resources needed by the society. Universities should teach students the necessary skills and lead them towards the intention of entrepreneurship and creating a business for themselves so that they do not remain unemployed after graduation, and this It is necessary to create an entrepreneurial attitude in them. One of the best ways to create an entrepreneurial attitude for the intention of entrepreneurship in students is to teach them entrepreneurship. Entrepreneurship training is an activity that is used to transfer the knowledge and information needed to start and run a business, and it will increase, improve and develop the attitudes, skills and abilities of non-entrepreneurs (Zabihi and Moghadisi, 2015).). Creating an entrepreneurial attitude in people is a necessary condition for the emergence of the behavior of their main entrepreneurs, and in order to achieve this, the centers where people are engaged in activities play an important role in the development of the capabilities and attitude of the entrepreneurs in them. Three aspects of emotions (feelings and emotions), cognition (thoughts and opinions) and behavior (action) are needed to become an entrepreneur (LopePihie & Bagheri, 2011). Entrepreneurship education affects the level of entrepreneurial tendencies, activities and enthusiasm, and this in turn is effective on the development of new businesses in the economy (Zali et al., 2019). Entrepreneurial intention is a rapidly emerging field of research, and few studies use entrepreneurial intention as a powerful scientific framework in academic circles. Knowing the effective factors in a person's entrepreneurial intention is of great importance in showing a person's interest in starting a company. Intention leads to actions, that is, if there is no intention, there is no action (Eswarappa and Goyal, 2020). Entrepreneurship education should be such that it creates a sense of need for success, independence, autonomy, self-esteem, and self-belief in students, and the beginning of the course should be designed in such a way that it has knowledge and skills related to entrepreneurship. In fact, managers, officials and teachers should pay attention to the factors that create entrepreneurial attitude in students, now in this research we are looking for these factors and we want to present these factors in the form of an entrepreneurial attitude model effective on the entrepreneurial intention of students with an emphasis on entrepreneurship education.

Entrepreneurship

Entrepreneurship is actually a process. This process includes all the activities, functions and actions related to the perception of opportunities and the creation of organizations following it. The entrepreneurial process is inherently complex. This complexity is due to the uncertainty that results from how to choose the best method to develop a business concept, obtain the necessary resources and make effective decisions (Rasmussen, 2011).

Operationally, the Global Watch of Entrepreneurship considers entrepreneurship as any attempt to create or manage a new business (even self-employment) or the development of an existing business by an individual or group or organization (World Watch of Entrepreneurship, 2012).

Entrepreneurship is an important process in creating and expanding economic activities, which is a mixture of high-risk, creative, and innovative activities in management, which is established among companies and newly established economic enterprises. Entrepreneurship is a kind of continuous reconstruction and revision of entrepreneurial experiences in the direction of continuous business growth and development. Cantillon, using the word entrepreneurship in economic literature, introduces it as a person who steps into risky and unknown conditions (Fros and Klein, 2006).

Entrepreneurship means how or with what patterns, opportunities, to produce new goods and services, are discovered or created, evaluated and exploited by entrepreneurs (individuals and organizations) in the light of society's values (Mohammadi Eliasi, 2007).

Based on the conceptual definition of Shin and Venkatraman (2000), entrepreneurship is "an activity involving, discovering, evaluating, and exploiting opportunities to introduce new goods and services, organizational methods, markets, processes, and new raw materials through new organization and An original that did not exist before. (Nasiri Sawadkahi and Zarifi, 2015).

Attitude

Attitude can be considered as a relatively permanent desire of each person to feel and behave in a certain way towards a certain subject or phenomenon. The attitudes of the people of an organization are actually cognitive and complex processes that, while being complex, also have three characteristics: First, the person's attitudes are relatively permanent, unless an action is taken to change them. Another thing is that a person's attitudes can be on a spectrum and change from very favorable to very unfavorable. The third characteristic of attitudes is that they focus on an object or a phenomenon towards which a person has certain feelings and opinions. Attitudes arise as a result of a person's beliefs. A person's beliefs are also formed based on his past experiences, the information he has access to, and his generalization of conclusions. Attitudes are learned, and people in any organization acquire their attitudes based on previous experiences in life, working with colleagues, membership in work groups, and the effects that family and friends have had on them (Saatchi, 2001). In the definition of attitude, it is stated that attitude is the tendency to react or respond to an appropriate or inappropriate behavior (Noel, 2005). Attitude is the degree to which a person evaluates the desirable or undesirable behavior from his point of view. The use of this factor in entrepreneurial intentions is to determine how interesting it is to start a business from a person's point of view, which confirms the effect of attitude on the intention to start an entrepreneurial business. In general, people have a positive attitude towards someone and what other people consider those businesses to be important. Family background, exposure to other

people's business and previous experience in the field of entrepreneurship will be influential in people's attitude towards the development of entrepreneurship. Therefore, no matter how many people have a positive attitude towards entrepreneurial activities, without a doubt, they understand entrepreneurship as something that can be done and possible, and the probability of their success increases (Carr and Sequira, 2007).

Entrepreneurial attitude

Entrepreneurial attitude literature tries to identify the characteristics and skills that are effective in entrepreneurship and distinguishing him from others (Colamant and Matina, 2008). Entrepreneurial attitude can be defined as personal orientations towards value-adding activities in defined the future and self-employment in small businesses (Burger and Mahades, 2005). In fact, entrepreneurial attitude engages a person in entrepreneurship (Sharif and Saud, 2009) and separates entrepreneurs from non-entrepreneurs (Lindsay and Jordaan, 2009). Entrepreneurial attitude is a function of all three types of reactions (cognitive, emotional and behavioral) to a specific entrepreneurial issue (Robinson & et al., 1991). In general, entrepreneurial attitude is a state in which a person shows a desire to show entrepreneurial behavior in an independent business or organization (Amiri and Moradi, 2017).

Entrepreneurial attitude is an attitude that has the motivational components of progress, internal control center, self-esteem and creativity in a combination with the three dimensions of attitude (cognitive, emotional and behavioral) (Moshaf, 2006).

Considering Robinson, Stimpson, Hafner and Hunt's attitude and perspective theory (Robinson et al., 1991). Regarding the entrepreneurial attitude, it is considered an entrepreneurial attitude that includes the components of motivation to progress, internal control, self-esteem and creativity in a combination with the three dimensions of attitude (performance, feeling and behavior) (Moshaf, 2005).

Entrepreneurial attitudes are measured by seeking success, innovation, independence, self-confidence (self-esteem and opportunity recognition) (Noel, 2005).

Attitudes are made up of three dimensions, cognition (beliefs and thoughts), emotions (positive and negative) and behavior (intention, intention and action) in confirmation of these dimensions, "Robinson and others" (1991) believe that four important entrepreneurial attitudes are: From: achievement seeking, self-confidence, independence seeking and creativity, which is used to measure these attitudes from the tool (EA0) (Vanmyk & Boshoff, 2004).

Entrepreneurial attitudes are a state based on which a person shows a desire to develop entrepreneurial behavior in an independent business or organization (Amiri and Moradi, 2017).

Considering the attitude theory and the view of Robinson, Stimpson, Hafner and Hunt (1991) regarding the entrepreneurial attitude, it is considered an entrepreneurial attitude that includes the components of progress motivation, internal control center, self-esteem and creativity in

combination with the three dimensions of attitude (cognition , feeling and behavior) (Moshah, 2005). Entrepreneurial attitudes are measured by success-seeking, innovation, independence-seeking, self-confidence (self-esteem) and opportunity recognition (Noel, 2005).

Robinson and his colleagues (1991) used the concept of attitude with the same name and based on the three-part concept of attitude that includes cognition, behavior and emotion in the study of entrepreneurship. By studying previous researches on the distinction between entrepreneurs and other people, they identified the personality traits of entrepreneurs and by stating that their research is only a starting point for the attitudinal approach and provides a complete list of attitudes related to entrepreneurship, four dimensions (personality) as subscales related to entrepreneurial attitude for their entrepreneurial attitude model, which includes the following four dimensions:

1. Success in business
2. Perceived personal control in business
3. Innovation in business
4. Perceived self-esteem in business

Atide (2009) based on the "Robinson" model, designed another model to measure the entrepreneurial ability of students, which he called ATE (attitude towards starting an entrepreneurial business). He did not consider risk-taking and self-esteem in the entrepreneurial ability model of students, he states that the attempt to measure risk-taking and self-esteem in entrepreneurs has had multiple results. Based on this, five dimensions were selected based on the inherent entrepreneurial ability of students, which were: success seeking, personal control, creativity, leadership and intuition.

Tom (2009) investigated the effect of entrepreneurship education on the entrepreneurial attitudes of students and considered the entrepreneurial attitude as an operational variable. The results of his research indicate that entrepreneurship education has an effect on increasing the entrepreneurial attitude and a significant change in the entrepreneurial attitude of students. was observed.

Lampkin and Des (1996) believe that the five characteristics of innovation, risk-taking, pioneering, aggressive competition and work independence of managers of organizations are indicators of entrepreneurial attitude (Lampkin and Des, 1996).

According to the presented theories and the factors that influence the entrepreneurial attitude, and according to the theory of "Robinson and his colleagues", four factors of achievement seeking, personal control, innovation and self-esteem were evaluated. Next, we have discussed the definitions of these four factors:

1- The need for success

The need for success refers to a person's desire to be better and to be better than past performance based on a set of standards (Moghimi, 2013). Therefore, the high level of need for success in people makes personal success more important than material rewards. Therefore, in this behavioral trend,

people with a high level of need for success always seek self-actualization, growth, excellence, superiority, progress, and responsibility (Albarracin & Hart, 2009).

According to Rogers, the need for success is a social value that emphasizes people's desire to achieve excellence and perfection in life. He believes in the influence of environmental factors in cultivating this need (Ezkiya, 2004).

The concept of need for success was developed by Tekinson. He not only addressed the need for success but also the other side of the coin, the fear of failure. The general theory is that people who have a high need for success should bring Roman tasks that are moderately difficult and avoid activities that are too easy or too difficult. Easy activities are not considered a struggle for them, and competition with such easy standards does not motivate. Even though very difficult activities create many challenges, success in them is very unlikely, so they are not motivating. People who have a high fear of failure either turn to very easy activities in which the probability of success is very high, or they turn to very difficult activities in which they can use their difficulty as an excuse for not succeeding (Shackleton and Fletcher, 2014).).

Bernard Vanier and his colleagues concluded that the inference that people have about the cause of their success and failure is an important factor in determining their success-oriented behavior and their future expectations of their performance. If people feel that their success or failure is controlled from within, they are more likely to try to succeed, as long as they feel that external factors such as luck or other people's reactions control their actions (Ganji, 2008). .

McClelland proposes a theory whose axis is the spirit of seeking success and the need for progress. It is considered as a factor of modernization and development. According to Makkale Land, in some cultures, there is more help to cultivate the spirit of success (Sae, 2014). He believes that the need for success is based on the expectation of doing better and faster things than others or doing the best things compared to the past. Yan considers the mental virus (need for success) to be a special way of thinking that is relatively rare, but when it occurs in a person, it forces him to persevere in a special way. In this person's mind, this mental virus is a diagram of thoughts that are related to doing something better than in the past. In his opinion, the need for success should not be considered only as a factor of modernization, but it should be considered as a key factor (Shafiizadeh and Shojaei, 2007).

McClelland came to the conclusion that the need for success as an aspect of human personality to achieve more success leads to the development of the economy (Imani Rad, 2016). It is, but in fact it is not a completely psychological phenomenon; Rather, this phenomenon is formed by some social conditions that cause different degrees of this motivation in people (Shafiizadeh and Shojaei, 2007).

2. Personal control

Rutter defines personal (internal) control as opposed to external control as follows: the degree to which a person expects the outcome of his behavior to be dependent on his own behavior or

characteristics, as opposed to the degree to which a person expects the outcome of his behavior to be a function of chance, chance, Destiny is under the control of others or unpredictable (Carton & Nowicki, 1994).

Personal control occurs when a person, with authority and awareness, assesses and corrects his performance in the form of specific standards and in the direction of desirable goals (Kaur & Scheier, 2010). A person's belief that he is under the control of external and internal events is called the locus of control (Ahmadpour, 2007).

3. Innovation

Schumpeter considers innovation as creating a new business using new materials or parts, providing new processes, creating new markets or using new organizational structures (Ahmadi Moghim, 2017).

Innovation is the process by which entrepreneurs transform opportunities into marketable ideas. It is with the help of this tool that they accelerate the changes (Saidi Kia, 2016).

Innovation is the process of implementing creativity or, in other words, realizing and operationalizing new ideas and generally turning creativity into an objective result (Golestan Hashemi, 2010).

Innovation is the process of creating anything new that is of significant value to an individual, group, organization, industry, or society. In other words, applying mental abilities to create a thought, offering a new product or service is innovation (Ahmadi and Darwish, 2017).

Innovation is the application of new ideas resulting from creativity. In fact, the implementation of an idea resulting from creativity that is presented as a new product or service is called innovation. Innovation is the creation, approval and application of certain and new services, ideas and ways in the implementation of affairs in the public sector in order to improve and reform it. (Glover, 2000).

One definition of innovation is the correct implementation of creative ideas (Gaspersz, 2007). Innovation is choosing the right ideas and correctly implementing the process of transforming them into products, services, and processes in order to achieve profit and growth. If an investor wants to increase his innovation capacity, a high level of creativity is required (Cohen & Levinthal, 1990).

A new idea refers to understanding a new customer need or a new production method and is developed through gathering information with an entrepreneurial perspective. In the process of applying a new idea, in the form of a product, process or service, attention should be paid to reducing costs and increasing productivity (Urabe, 1988).

Innovation occurs when an idea in the form of a product, process, or service from the technology cycle and stream of innovation can reach the points obtained with the help of continuous transformations in the organization (Rezainejad, 1378). In fact, in a world that is rapidly changing is change, the necessity of innovation increases (Urabe, 2005).

Therefore, innovation is necessary to grow, stay competitive, and adapt to changing customer needs (Hovgaard & Hansen, 1999).

Innovation is a vital element for the long-term growth of organizations (Baloundi and Zardashtian, 2018) and a key activity that not only affects the survival of a company, but also causes extensive social and economic changes. Innovation is very important in today's organizations to compete and stay in the cycle of evolution (Eidi et al., 2018) and the ability to be innovative is necessary to maintain a competitive advantage (Santos et al., 2014).

Schumpeter (1934) classifies innovation into two basic and incremental categories. Radical innovations are those that originate from the process of creative destruction and mean moving towards something completely new that can be realized through the provision of a completely new product or process. On the other hand, incremental changes are related to the process of continuous improvement, which is aimed at stabilizing the fundamental changes and in order to strengthen the company's competitive position. In other words, it can be said that fundamental changes are related to the exploratory activities of the company in order to identify knowledge and new markets, while incremental changes are related to the exploitation of existing knowledge and markets (same source).

4. Self-esteem

Cooper Smith has introduced self-esteem as an individual evaluation that is usually maintained with respect to oneself. In this way, self-esteem is an individual judgment of competence, which is a general characteristic of personality, not a momentary attitude or specific to specific situations (Sulimian and Kazemnejad Lili, 2013).

important dimensions of entrepreneurial attitude

1. Seeking success
2. Confidence
3. Seeking independence

Creativity (Vanwyk & Boshoff, 2004).

Method

The research method is, in fact, a strategy that includes the philosophical assumptions of the research plan as well as the method of data collection. In this research, due to the adoption of a multi-faceted approach to the entrepreneurial attitude model, which is effective on the entrepreneurial intention of students, with an emphasis on entrepreneurship education and trying to understand how to explain the phenomenon in the real context, it is necessary to follow the qualitative paradigm. A mixed method will be used to solve the research problem, that is, to develop a model to help understand the dimensions of entrepreneurial attitude that are effective on students' entrepreneurial intention, with an emphasis on entrepreneurship education. Since the research deals with the development of applied knowledge in the field of understanding the dimensions of entrepreneurial attitude affecting students' entrepreneurial intention with emphasis on entrepreneurship education, as a result, the present research is in the scope of applied research.

Population

Statistical population and sampling method Statistical population refers to a collection of people, objects or generally phenomena that the researcher can generalize the results of his study to all of them and the members of the statistical population have common characteristics that distinguish them from other phenomena outside of defines the territory of the statistical society, these characteristics are called common characteristics of the statistical society (Metani, 2016). The research community in the qualitative part is 10 professors and experts of Islamic Azad University, Central Tehran branch, and the quantitative part is 122 master's and doctoral students in the fields of entrepreneurial management in the Faculty of Management.

Method of collecting information (field, library, etc.)

The most important methods of data collection in this research are as follows:

Library method:

Through this type of study, secondary data are obtained, which are examined by the researcher before starting the research. Library studies method (English and Persian books and articles, theses, internet sites) has been used to collect information related to the literature of this research and theoretical topics related to the subject.

Field method:

Another method that is used in this research is the field method using a questionnaire. In this research, interviews and researcher-made questionnaires were used to collect information.

data gathering tools

One of the most important stages of research is gathering information. The information required for research can be collected in different ways. There are various tools such as interviews, questionnaires, documents, etc. to obtain data. Each of these tools has advantages and disadvantages that should be considered when using them so that the validity of the research is not damaged and on the other hand the strengths of the tool are strengthened. Each researcher should choose one or more tools according to the nature of the problem and the designed hypotheses, and after obtaining the necessary conditions regarding the validity of these tools, use them to collect data, and finally, through the processing and analysis of these data, Be able to judge hypotheses. The choice of tools should be such that the researcher can defend the way of choosing his tools and in this way validate his research achievements (Nick Gohar, 2010). In this research, interview and questionnaire collection tools will be used.

1-Interview: The interview has been used to obtain answers to qualitative questions by professors and experts.

2-Questionnaire: A questionnaire was designed by the researcher according to the up-to-date components and indicators, and after the review and approval of the professors and experts, it will

be distributed among the statistical population, which is 122 students of master's and doctoral degrees in entrepreneurial management in the Faculty of Management.

Qualitative

1. **How is creativity effective on students' entrepreneurial intention with an emphasis on entrepreneurship education?**

The first stage: getting to know the data: the researcher, in order to get to know the depth and scope of the content of the data related to creativity on entrepreneurial intention with an emphasis on entrepreneurship education, it is necessary to immerse himself in them to some extent. Immersion in data usually involves "repeatedly reading the data" and actively reading the data (looking for meanings and patterns).

The second stage: creating initial conceptual codes: The second stage begins when the researcher has read the data and familiarized himself with them. This step involves creating initial conceptual codes from the data. Codes introduce features of the data that the analyst finds interesting. These codes may be directly and explicitly present in the text or hidden, which can be identified through common and equivalent characteristics of these types of characteristics. In this research question, which is "How does creativity affect the entrepreneurial intention of students with an emphasis on entrepreneurship education?" we use open coding to extract primary data, which is shown in Table (1-4).

Evaluation of the measurement model (external model)

In examining the external model of the research, first the reliability and then the validity of the internal model are examined.

External model reliability

Cronbach's alpha coefficient and combined reliability criterion (CR) were used to check the reliability of the external model.

A) Cronbach's alpha coefficient

Cronbach's alpha coefficient is another factor whose value varies from 0 to 1. Cronbach's alpha value higher than 0.7 (Cronbach, 1951) is an acceptable reliability indicator. Of course, Moss et al. (1998) have introduced the value of 0.6 as the limit of Cronbach's alpha coefficient in the case of variables with a small number of questions.

findings

Findings of the qualitative section

Answer to the first question: What are the components of the entrepreneurial attitude that are effective on the entrepreneurial intention of students with an emphasis on entrepreneurship education?

Investigations and analyzes of qualitative data using the theme analysis method showed that the effective factors of entrepreneurial attitude with emphasis on the role of entrepreneurship education include 5 components and 15 indicators, which are: creativity with 3 components (idea generation ability, experience acquisition, knowledge acquisition), innovation with 4 components (absorption and development of new technologies, innovative human resources, market recognition and analysis, competitiveness), self-esteem with 3 components (self-knowledge, self-confidence, improvement of psychological characteristics), risk-taking with 3 components (conditions of uncertainty, strategic actions) risk taking, financial support) and perceived behavior control with 2 components (perceived internal behavior control, perceived external behavior control).

Suggestions for the second hypothesis:

Innovation has a significant impact on students' entrepreneurial intention.

1. By absorbing and developing new technologies in university education, make students interested in innovation.
2. To cultivate innovative human resources by holding courses on problem solving skills with innovative approaches.
3. By encouraging students to know and analyze new markets, push them towards innovation.
4. To increase the sense of competitiveness and success by team building to present superior projects among students.

Proposals of the third hypothesis

Self-esteem has a significant effect on the entrepreneurial intention of students.

1. Students with self-awareness can identify their inner motivations for progress and perfection, which can lead to their independence and entrepreneurship.
2. By creating a spirit of self-belief in students, they can be given self-confidence to better develop their talents and skills.
3. One of the most important factors affecting students' entrepreneurial intention is to improve their psychological characteristics, including (honesty, behavior control, adaptability, social communication, responsibility, etc.) and these factors should be strengthened in students.

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