

UNCOVERING THE FACTORS INFLUENCING ENTREPRENEURIAL INTENTIONS OF UNIVERSITY STUDENTS: AN APPLICATION OF SHAPERO'S MODEL

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ABSTRACT

Entrepreneurial intention (EI) is regarded as one of the most important indicators of entrepreneurial activities and behaviors, including the process of launching a new enterprise. While research on entrepreneurial intention has increased globally in recent years, there has been little research on the entrepreneurial intentions of university students in the Kurdistan Region of Iraq (KRI). This study examines the factors influencing entrepreneurial intentions among university students in the KRI, concentrating on perceived desirability, perceived feasibility, and propensity to act. A survey involving 213 business students from two universities in the cities of Erbil and Sulaimaniyah was conducted, and the collected data were analyzed using descriptive statistics, correlation analysis, and multiple linear regression analysis in SPSS. The findings demonstrated a positive correlation between the perceived desirability and the business student's entrepreneurial intentions but no significant connection with perceived feasibility. These results indicate that students' choice to pursue entrepreneurship is mainly driven by their willingness and interest in the field, highlighting the significance of the psychological elements in Shapero and Sokol's model for enhancing students' entrepreneurial intentions. The study adds to the existing literature on factors influencing entrepreneurial intentions among university students in developing countries, providing valuable insights for university administration and educators in developing curricula and programs that align with students' goals in shaping their future endeavours, as well as for policymakers seeking to promote an entrepreneurial culture among university students in the KRI region.

KEYWORDS: entrepreneurial intention, university students, shapero and sokol's model, Kurdistan Region of Iraq (KRI), Iraq, developing countries

JEL CLASSIFICATION: M13, I23, J24

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INTRODUCTION

The study of entrepreneurship is well-established within the field of development economics (Adusei, 2016; Carree & Thurik, 2003; Gungah & Jaunky, 2017; Kritikos, 2015; Stam & van Stel, 2009). Further, entrepreneurship has been recognized as an important driver of economic growth and job creation, particularly in developing countries (Acs et al., 2008; Barba-Sánchez et al., 2022; Dragin et al., 2022; Mohammadali & Abdulkhaliq, 2019; Rodríguez & Muñoz-Fernández, 2022; Zanabazar & Jigjiddorj, 2021). Therefore, understanding the factors influencing university students' entrepreneurial intentions is crucial for promoting entrepreneurship and fostering a culture of innovation and creativity.

Entrepreneurship has attracted many broad and specific definitions and is researched from different perspectives, including economic, social, psychological, behavioural, managerial, and anthropological dimensions. As a result, entrepreneurship is often considered a multidimensional concept, with a

somewhat different definition depending on the research's type and focus area (Verheul et al., 2002). Schumpeter (1934), one of the first scholars that studied entrepreneurship, defined it as an innovative activity in which the development of a new good or service, the development of a new method of production, the development of a new market, the development of a new source of supply of raw material and the development of a new organization (Bosma et al., 2018; de Jong & Marsili, 2010; Dorin & Alexandru, 2014; Mbhele, 2012; Mokaya et al., 2012; Sabella et al., 2014).

Additional research by Kirzner (1973) suggested that a sixth category needed to be added, namely that of opportunity recognition, that is, the ability to identify opportunities to make a profit and the ability to initiate activity to attend to unmet market needs or to meet market needs in a better manner than previously done (Mokaya et al., 2012).

Notwithstanding the subtle differences in defining entrepreneurship, a general definition that suits the purposes of this paper can be defined as the study of "...how, by whom, and with what effects opportunities to create future goods and services are discovered, evaluated and exploited..." (Shane & Venkataraman, 2000, p. 218). Given entrepreneurship's importance in employment creation and economic development, the Global Entrepreneurship Monitor (GEM) defines it as: "... *any attempt at new business or new venture creation, such as self-employment, a new business organization, or the expansion of an existing business, by an individual, a team of individuals, or an established business*" (Reynolds et al., 1999). In this vein, Bilic *et al.*, (2011) add the concept of "entrepreneurship" as the transformation of an innovative idea into an enterprise or from enterprise formation to the creation of value.

Following the definitions, entrepreneurship researchers have also been increasingly interested in how new enterprises originate and what motivates people to start their own businesses. Entrepreneurial intention (EI) is seen as one of the most important predictors of entrepreneurial activities and behaviours, including the new venture creation process (Maheshwari et al., 2022; Malebana & Swanepoel, 2015). According to Anjum *et al.*, (2022), EI can be characterized as a way of thinking that guides people's actions when creating and implementing new business ideas. The intention to engage in particular behaviours is affected and formed by a variety of elements, including needs, values, desires, habits, beliefs, cognitive variables, and external factors. Herdjiono *et al.*, (2017) add more on those elements such as family, motivation, risk-taking propensity or courage to take a risk, and self-concept as an individual factor that influences one's willingness to become an entrepreneur. Additionally, according to Belas and Klujnikov (2016) cited in Herdjiono et al., (2017), entrepreneurs value expertise, responsibility, perseverance over abilities, a propensity for taking risks, and decisiveness.

Most research in entrepreneurial behavior and intention focuses on the analysis of university students' entrepreneurial intention, mainly in developed economies, including EU and Scandinavian countries and less frequently in developing economies (Rodríguez & Muñoz-Fernández, 2022). The main reason for this is that students are becoming more familiar with labor market demands and are frequently prepared to gain labor skills. As a result, much of the research in this field increasingly focuses on students as research participants (Bako et al., 2017; Bazan et al., 2019; Ojewumi & Fagbenro, 2019).

EI differs among university students based on geographical location, resource acquisition capacity, and market for the suggested solution. Aside from that, there are demographical, sociological, educational, and psychological factors to consider. Various research studies from around the world seeking to quantify entrepreneurial intention have contributed to our understanding of EI over the past decades (Mares et al., 2016). The research conducted by Ledi *et al.*, (2022) sheds light on the underlying mechanisms that drive entrepreneurial intention and self-employment propensity among university students in Ghana. The study found that cultivating an entrepreneurial mindset and developing a positive attitude towards entrepreneurship increases the likelihood of recognizing business opportunities and having the propensity for self-employment. These findings highlight the importance

of innate attributes in contributing to self-employment propensity and provide valuable recommendations for students to enhance their entrepreneurial mindset and attitude towards entrepreneurship.

Entrepreneurial intentions have become a topic of global interest in recent years, and research in this area has expanded considerably. However, studies on this subject in the Kurdistan Region of Iraq (KRI) are still limited. For example, while some recent works exist (Al-Silefanee, 2019; Govand & Nabaz, 2021), the extent of our understanding of entrepreneurial intentions in this region remains limited. The present political instability in KRI, corruption, the region's high reliance on oil output, the public sector's dominance in employment (due to a lack of job creation), the region's reliance on imported products, and the weak financial system are just a few of the factors contributing to the region's economic crisis. These issues were also identified as the region's weaknesses in research by Barwari (2018). The aforementioned problems have caused graduates to face difficulties and shift their focus from looking for employment to creating jobs as their future endeavours. There is a dearth of study on the entrepreneurial intentions and aspirations of university students in the KRI, despite recent government efforts to promote entrepreneurship to diversify the economy and generate jobs. By examining the entrepreneurial intentions of university students in the KRI, this research seeks to close this gap. The purpose of this study is to examine the relationship between university students' entrepreneurial intention and perceived desirability, perceived feasibility, and propensity to act. The survey was carried out in two institutions (a non-profit-based private university and a public university), with 213 students completing a structured questionnaire.

This study offered one model of entrepreneurial intention, which is primarily based on Shapero and Sokol's theory (1982). The study can provide input to the government and higher education institutions to strengthen the entrepreneurial programs and training, hence increasing the entrepreneurial intentions among KRI university students.

The remainder of this paper is structured as follows: The study begins with a brief theoretical background of the theories of entrepreneurial intentions, Ajzen's Theory of Planned Behavior (1991) and Shapero and Sokol's Model of Entrepreneurial Event Theory (1982), followed by some empirical support from the literature (Section 2). Then, Section 3 then outlines the research methodology, including study design, participants, data collection, instrumentation, and data analysis. Section 4 reports the research results, which involve confirmatory factor analysis and a multiple linear regression model. Lastly, Section 5 offers a discussion of the findings and their implications for policymakers, educators, and university administrators in promoting entrepreneurship within the KRI and other developing countries. Concluding remarks and directions for future research are also provided in the final section.

1 THEORETICAL BACKGROUND AND HYPOTHESES

Many entrepreneurship models and theories have been constructed to better understand how factors affect a person's EI (Maheshwari et al., 2022; Zanabazar & Jigjiddorj, 2021). Ajzen's Theory of Planned Behavior (1991) and Shapero and Sokol's Model of Entrepreneurial Event Theory (1982) are two of the most well-recognized and explored theories of entrepreneurial intentions in the literature (Costa & Mares, 2016; Romero-Galisteo et al., 2022; Uysal & Guney, 2016). Below, we briefly explain both theories.

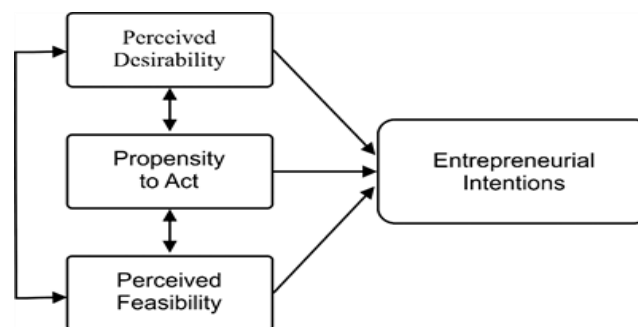
1.1 Theory of Planned Behaviour (TPB)

The Theory of Planned Behavior (1991) model by Ajzen is an effort to explain how the cultural and social environment affects behaviour in people. This approach is predicated on an individual's intention, which is established by three elements namely attitudes towards behaviour (ATB), social norms (SN), and perceived behavioural control (PBC) (Maheshwari et al., 2022; Mares et al., 2016; Rodríguez & Muñoz-Fernández, 2022; Romero-Galisteo et al., 2022; Zanabazar & Jigjiddorj, 2021). The primary influencing factor recognized by Ajzen was attitude, which he defined as a personal evaluation of the possible consequences of behaviour, including entrepreneurial behaviour, regardless of whether it is positive or negative. The second component is described as a subjective standard that gauges the degree of social pressure on the legitimacy of entrepreneurial conduct; this pressure may come from friends, family, co-workers, or other social groups. Perceived behavioural control (PBC), the last variable to be considered, refers to how someone perceives their capacity to engage in entrepreneurial activity (Alhaj et al., 2011; Carvalho et al., 2021; Uysal & Guney, 2016).

1.2 Shapero's Model of Entrepreneurial Event Theory (EET)

On the other hand, Shapero and Sokol (1982) have endorsed a model of factors that affect entrepreneurial intentions. According to his theory, desirability, feasibility, and propensity to act are the major elements affecting a person's intention to launch a new business (Maheshwari et al., 2022; Romero-Galisteo et al., 2022). Furthermore, some clear desirability and perceived self-efficacy are presented as fundamentals for the sensitivity of desirability and feasibility (Mares et al., 2016; Ndaghu et al., 2016; Ngugi et al., 2012; Ranga et al., 2019). Figure 1 depicts Shapero and Sokol's approach as it applies to intentions. Each arrow represents a hypothesis that can be tested. Krueger *et al.*, (2000) empirically implemented and developed this concept. Shapero's model predicts students' intentions to become self-employed significantly better than the Theory of Planned Behaviour (TPB), according to a study conducted by Krueger *et al.*, (2000), despite the fact that both models have large explanatory capabilities (Uysal & Guney, 2016).

Figure 1 Shapero and Sokol's Model of Entrepreneurial Event Theory



(Source: Shapero and Sokol (1982))

Perceived desirability in this model depicts the attractiveness of a certain entrepreneurial activity, while perceived feasibility represents one's perceptions about their abilities to launch a business. The final factor, potential entrepreneurs' propensity to act or dispositions to carry out their decisions, validates the ultimate entrepreneurial goal. To put it another way, the Shapero and Sokol model assumes that for entrepreneurial initiatives to succeed, there must be the potential for entrepreneurial activity to exist prior to a displacement, something that interrupts the inertia -whether favourable or unfavourable- and a disposition to act following the displacement. As a result, the ensuing behaviour must have a certain amount of credibility in comparison to other choices, such as paid work in an entrepreneurial setting (Alhaj et al., 2011; Ranga et al., 2019; Uysal & Guney, 2016).

Shapero and Sokol identified three kinds of key changeable components in this relationship:

- (i) One dependent variable, entrepreneurial intentions (EI), corresponds to the expected entrepreneurial behaviour of the university students who participated in this study.
- (ii) Three independent factors relate to the respondents' attitudes: perceived desirability, perceived feasibility, and propensity to act.

1.3 Empirical support for the Theory of Planned Behaviour and Entrepreneurial Event Theory

A survey of the literature found substantial theoretical and empirical support for both models in a variety of scenarios. Over the years, these models have been used in different places, from Africa to Europe, from Latin America to Asia, to describe the desire to start a business.

A recent study by Lediana *et al.*, (2023) recently examined the factors influencing sustainable entrepreneurial intentions among young people involved in Indonesian agricultural start-ups. Utilizing Shapero and Sokol's Model, the researchers analyzed data from 738 youth survey respondents. They discovered that aspects like attitude, subjective norms, and behavioural control significantly contribute to the development of Shapero's entrepreneurial event model and sustainable objectives in agricultural start-ups.

Romero Galisteo *et al.*, (2022) analysed entrepreneurial intention in university students of Health Sciences in Spain using TPB. There were 1518 participants in total, representing two public universities in Spain with various health science degrees. According to research, entrepreneurial intention among students majoring in the health sciences is correlated with perceived desirability and perceived feasibility. The entrepreneurial intention was not directly impacted by self-efficacy and success expectations.

Loor and Muñoz-Fernández (2022), highlighted the role of gender in the entrepreneurial behavior using the TPB and concluded that female students in Ecuador exhibit lower levels of entrepreneurial intention.

Another study by Soomro *et al.*, (2020) investigated the entrepreneurial intentions of business students in Pakistan's public universities, using a sample of 310 individuals. Their results demonstrated a positive and substantial influence of perceived feasibility, perceived desirability, and self-efficacy on entrepreneurial intention.

Ramayah *et al.*, (2019) explored the connection between entrepreneurial event theory, cultural values theory, and green entrepreneurial intentions among university students. They conducted a cross-sectional survey with a structured questionnaire and analyzed responses from 835 participants. The study revealed that perceived desirability, perceived feasibility, opportunity seeking, and reasonability taking significantly impact green entrepreneurial intention.

According to Mares *et al.*, (2016) who conducted a study in Brazil based on a questionnaire on entrepreneurial intention completed by 379 students from two different regions revealed that the perceptions of skills, behaviours, and social networks are related to entrepreneurial intention.

Awang *et al.*, (2016) investigated how the theory of planned behaviour (TPB) in their study among 202 students at a public institution in Malaysia. According to the research, a student's grade, and individual Entrepreneurial Orientation, which includes a risk-taking propensity and a proactive personality, are significant factors in determining their attitude toward entrepreneurship as well as their involvement in entrepreneurship education, perceived behavioural control, and subjective norm.

Tkachev and Kolvereid (1999) discovered that attitude, subjective norms, and perceived behavioural control all contribute to entrepreneurial goals in their study of 512 university students in St. Petersburg, Russia (Uysal & Guney, 2016).

Van Gelderen and his colleagues (2008) conducted a study of 1225 university students in business departments from four colleges to support the efficacy of the Theory of Planned Behavior in explaining entrepreneurial goals (Uysal & Guney, 2016).

Similar research was carried out in South Africa's two provinces (Limpopo and the Eastern Cape). TPB was used to assess the entrepreneurial intention of 355 final-year commerce students from two universities. Two TPB components, entrepreneurial intentions and perceived behavioural control have been demonstrated to explain differences in entrepreneurial intentions across students (Malebana & Swanepoel, 2015). Surprisingly, subject norms in the responses were not thought to directly impact entrepreneurial intention. Given that this study was conducted in rural South African provinces, it was discovered that access to entrepreneurial education and resources to start new companies has a substantial impact on entrepreneurial intention when compared to metropolitan regions (Malebana & Swanepoel, 2015).

Ngugi *et al.*, (2012) used Shapero's Model to explain entrepreneurial intentions among 133 university students in Kenya and discovered a substantial association between entrepreneurship courses, which enhance perceived desirability and perceived feasibility, and self-employment intentions. According to the findings of the study, respondents were well-versed in both readily available opportunities to start enterprises and business networks. Economic opportunity and autonomy are critical factors in deciding whether to become an entrepreneur and doing work that one enjoys corresponds to entrepreneurial success.

Ndaghu *et al.*, (2016) sought to investigate Shapero's model for predicting entrepreneurial intentions among final-year undergraduate students in Yola, Adamawa, Nigeria. The research targeted 107 respondents and concluded that offering entrepreneurship classes was advantageous since it built up the desire and fundamental aptitude to be an entrepreneur, and being an entrepreneur may also bring about more pleasure in one's life.

Uysal and Guney (2016) explored the entrepreneurial intentions of Turkish business students and investigated the impact of Shapero's model components on their intent to become entrepreneurs. To assess them, 103 business students from eight universities in Ankara and Istanbul were given self-administered questionnaires. According to the results, most students were excited about entrepreneurship, which is consistent with global trends.

Our research was undertaken to assess the entrepreneurial intentions of 213 students studying business (including the departments of Business Administration, Business and Management, Economics, and Finance) at universities in KRI in relation to the components of Shapero's model of entrepreneurial intentions based on the relevant literature and subsequent interpretations. Shapero's model widely recognized in the literature as a theoretical framework for understanding entrepreneurial intentions, provided the basis for generating a set of hypotheses that we used to analyze our data.

Hypothesis (H1): *The higher the perceived desirability, the stronger the entrepreneurial intentions of business students.*

Hypothesis (H2): *The higher the perceived feasibility, the stronger the entrepreneurial intentions of business students.*

Hypothesis (H3): *The stronger the propensity to act, the stronger the entrepreneurial intentions of business students.*

2 RESEARCH METHODOLOGY

2.1 Study design and participants

Using business students from two universities in the KRI cities of Erbil and Sulaimaniyah as the base population, this study attempts to explain the students' entrepreneurial intentions. Male and female students were among those targeted. Business-related departments were selected because they take part in entrepreneurial modules, which frequently encourage entrepreneurial attitudes. In this context, business students' entrepreneurial intentions are the dependent variable, while perceived desirability, perceived feasibility, and propensity to act are the independent variables. The effects of independent variables on entrepreneurial intentions were investigated.

2.2 Data collection and instrumentation

The survey was conducted in two institutions (a non-profit-based private university and a public university), with 218 students completing a structured questionnaire; however, the sample size is reduced to 213 responses after removing the outlier. We completed benchmarking with the previous studies, where we found that most researchers used samples between 100 and 500 students (Alhaj et al., 2011; Malebana & Swanepoel, 2015; Ndaghu et al., 2016; Ngugi et al., 2012; Ranga et al., 2019; Tkachev & Kolvereid, 1999; Uysal & Guney, 2016)

With the author's permission, a questionnaire adapted from Uysal and Guney (2016) was modified, translated, and distributed in English and Kurdish language to make it easier for the sample population to respond to the questionnaire. A total of 28 questions were asked of the population. To make sure they were still applicable to the sampled group, some of the questions were amended, and in some cases, they were eliminated. Questions first identified the personal information of the participants followed by the desirability, feasibility, and act dimensions of Shapero and Sokol's Model of Entrepreneurial Event Theory. The questions in the survey were based on three independent variables (perceived desirability, perceived feasibility, and propensity to act), one dependent variable (entrepreneurial intention), and control variables such as age, study level, university setting, and gender. The primary method of data collection was a questionnaire distributed online via Google Forms. Data collection started in February 2022 and continued until June 2022.

2.3 Data analysis

A questionnaire was used to collect data, which was then processed using SPSS for descriptive statistics, correlation analysis and multi-linear regression analysis. A confirmatory factor analysis (CFA) was conducted to ascertain how well the measured variables represented latent variables.

Table 1 The demographic characteristics of the population

Particulars	Description	Frequency	Percentage
Gender	Male	115	54%
	Female	98	46%
Total		213	100%
Class	First year	44	20.7%
	Second year	66	31%
	Third year	43	20.2%
	Final year	60	28.2%

Total		213	100%
University	AUIS	125	58.7%
	UKH	88	41.3%
Total		213	100%

(Source: Own elaboration)

The first section of the questionnaire collected demographic information such as gender, age, occupation, major class, and university attended. In the second part of the questionnaire, perceived desirability, perceived feasibility, entrepreneurial intentions, and propensity to act were all used as variables in the model. These comments were graded on a five-point Likert scale, with 1 indicating strong disagreement and 5 indicating strong agreement. The demographic characteristics of the population are given in Table 1. Analysis of the demographic profiles shows that the majority of the participants were male (54 %; n=115) and (46%; n=98) female students. When we look at the year of study at university, most students were in their second year (31%; n=66), followed by final-year students (28.2%; n=60), first-year students (20.7%; n=44), and third-year students (20.2%; n=43).

3 RESEARCH RESULTS

3.1 Confirmatory Factor Analysis (CFA)

The measuring model was evaluated using CFA (see Figure 2). This was done to determine how well the measured variables represented latent variables (i.e., constructs). The structure of the observed variables for perceived desirability, perceived feasibility, propensity to act, and entrepreneurial intention was assessed using confirmatory factor analysis. Factor loadings were checked for each item as part of confirmatory factor analysis, and two items (AC5 and AC6) were deleted owing to low factor loadings (0.50). The model's overall goodness of fit was assessed using model-fit metrics (CMIN/df, GFI, TLI, and RMSEA) (see Table 2), and all values were within their respective common acceptability thresholds (Baumgartner & Homburg, 1996; Byrne, 1998; Ullman, 2001).

Table 2 Confirmatory Factor Analysis Model-Fit Metrics

Model	CMIN/DF	CFI	TLI rho2	RMSEA
Default model	1.787	0.925	0.911	0.61

(Source: Own elaboration)

Furthermore, composite reliability (CR) was used to assess the scale's reliability. Meanwhile, discriminant validity was determined through the heterotrait-monotrait ratio (HTMT) criterion. The CR was higher than the 0.7 cutoff value. Table 3 shows that all the HTMT values were lower than 0.85 (Kline, 2011), which indicates the discriminant validity criteria are fulfilled.

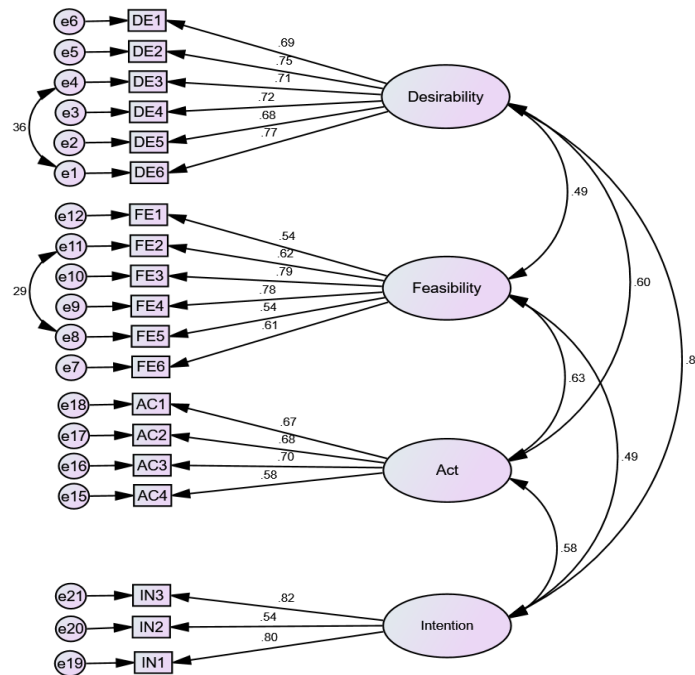
Table 3 Heterotrait-Monotrait Ratio (HTMT) discriminant validity

	Desirability	Feasibility	Act	Intention
Desirability				
Feasibility	0.484			

Act	0.604	0.619		
Intention	0.827	0.468	0.590	

(Source: Own elaboration)

Figure 2 Confirmatory Factor Analysis Model



(Source: Own elaboration)

3.2 Multiple Linear Regression Model

Next, simple linear regression was predominantly used to test the relationship between perceived desirability, perceived feasibility, and propensity to act as independent variables and entrepreneurial intention as the dependent variable. Other variables such as gender, level of education, and university, were added as control variables. Table 4 presents some descriptive statistics of the variables.

Table 4 Descriptive statistics

	Intention	Desirability	Feasibility	Act
N	213	213	213	213
Missing	0	0	0	0
Mean	9.53	1.06	5.02	5.81
Median	0.182	0.201	0.0401	0.116
Standard deviation	0.64	0.7	0.613	0.647
Minimum	-2.76	-3	-2.13	-3.09
Maximum	0.628	0.752	1.07	0.892

(Source: Own elaboration)

Table 5 shows the Pearson correlation coefficients between the four constructs in the study: Act, Feasibility, Desirability, and Intention. These findings suggest that there are meaningful relationships between the constructs being measured in the study. Specifically, participants' perceptions of the feasibility and desirability of an action were found to be related to their likelihood of performing that action, and their intentions to perform an action were strongly related to their actual behavior. Overall, these results support the validity of the constructs and suggest that they are useful for understanding and predicting behavior.

Table 5 Correlations

	Act	Feasibility	Desirability	Intention
Act	1			
Feasibility	.731**	1		
Desirability	.687**	.560**	1	
Intention	.687**	.568**	.880**	1

Correlation is significant at the 0.01 level (2-tailed). **

(Source: Own elaboration)

Based on the multiple regression results, the R-square is 0.797, meaning 79.7% of the variation in the dependent variable (entrepreneurial intention) can be explained by variation in the independent variables (perceived desirability, perceived feasibility, and propensity to act). The remaining can be explained by other factors that are not in the model. The overall model F-test was significant, F (99.9), $p < 0.001$ (see Table 6).

Table 6 Linear Regression Model Fit Measures

Model	R	R ²	Adjusted R ²	Overall Model Test			
				F	df1	df2	p
1	0.893	0.797	0.789	99.9	8	204	< .001

(Source: Own elaboration)

Table 7 Regression Output

Predictor	Estimate	SE	t	p
Intercept ^a	0.093	0.054	1.7233	0.086
Desirability	0.703	0.040	17.570	< .001
Feasibility	0.052	0.048	1.072	0.285
Act	0.119	0.053	2.249	0.026
<i>Gender:</i>				
Female – Male	0.020	0.041	0.484	0.628
<i>Study level:</i>				
Second year – First year	-0.138	0.058	-2.383	0.018
Third year – First year	-0.150	0.066	-2.250	0.026
Fourth year – First year	-0.110	0.059	-1.853	0.065

<i>University:</i>				
UKH – AUIS	0.00361	0.044	0.081	0.935
^a Represents reference level				

Dependent variable: Intention

(*Source:* Own elaboration)

The regression output (Table 7) suggests that both perceived desirability and propensity to act are significant and positively related to entrepreneurial intention. Where the influence of gender was not significant. Interestingly, the data shows that students in the second, third, and fourth years, compared to first-year students, have negatively affected entrepreneurial intentions (Oosterbeek et al., 2010).

4 DISCUSSION

This study sought to investigate the contributions of three factors, namely perceived desirability, perceived feasibility, and propensity to act to the entrepreneurial intentions of the students pursuing business-related programs at two universities in KRI.

Our findings support two of the three hypotheses (H1 and H3). Concerning the first hypothesis (H1), the results of the multiple regression revealed that there is a positive and significant relationship between perceived desirability and entrepreneurial intention among university students. Perceived desirability had the strongest relationship with entrepreneurial intentions, showing that the willingness or desire to engage in entrepreneurship was the key factor in the process of deciding to be an entrepreneur. This result was consistent with previous research in the literature (Esfandiar et al., 2019; Fitzsimmons & Douglas, 2005; Ibrahim & David, 2019; Krueger, 1993; Krueger et al., 2000; Ranga et al., 2019; Segal et al., 2002; Shapero & Sokol, 1982). This means that students at these two universities value entrepreneurial behaviour and find the potential of starting a business appealing. Thus, in order to promote entrepreneurship among students, universities need to stimulate students' interest by providing them with learning experiences, such as training in entrepreneurship courses.

The results of the final hypothesis (H3) indicated that there is a positive and significant relationship between the propensities to act on the business student's entrepreneurial intentions. The positive impact of the psychological component of the model suggests that if students take action and decide to start a business, then their entrepreneurship will be stronger (Astiana et al., 2022). Other studies, such as (Bui et al., 2020; Darmanto, 2013) found similar positive influences of propensity to act on entrepreneurial intention.

Moreover, for hypothesis 2 (H2), the analysis output underlined that there is a positive relationship between perceived feasibility and entrepreneurial intention among university students, however, the p-value was not significant (p-value ≥ 0.05). This means that perceived feasibility was not a significant predictor of students' entrepreneurial intentions. This insignificant relationship between perceived feasibility and entrepreneurial intention is matched by other scholars (Irwansyah et al., 2021).

Overall, our research findings were in line with other scholars' overall results. Alhaj *et al.*, (2011) conducted research in 17 Malaysian college communities, with 253 students completing a standardized questionnaire. According to the findings, respondents had strong entrepreneurial intentions. According to the study's findings, perceived desirability and propensity for proactive behaviour have a positive relationship with entrepreneurial intention but not perceived feasibility. Mbuqe (2017) in her research found similar results in South Africa where perceived disability and propensity to act had a significant relation with entrepreneurial intention but not perceived feasibility which was found to be insignificant when the Shapero model was considered. The results of this research were slightly different from Uysal

and Guney's (2016) findings for Turkish business students. According to Uysal and Guney (2016), there is a substantial relationship between perceived desirability and entrepreneurial intention, whereas the other two independent components, perceived feasibility and propensity to act, have a relatively strong relationship with the dependent factor.

CONCLUSIONS

This study provided valuable insights for policymakers and educators who aim to promote entrepreneurship in the KRI, as well as for researchers interested in understanding the factors that influence entrepreneurial intentions among university students in developing countries. The results of this study will also inform the design of programs and policies that aim to promote entrepreneurship among university students in the KRI and may also be useful for educators and administrators seeking to create a more entrepreneurial culture within universities in this region.

This study used the entrepreneurial event model (EEM) developed by Shapero and Sokol (1982) as its basis. A survey tool based on EEM variables was created to investigate such entrepreneurial ambition. In other words, the survey's questions were based on three independent factors (perceived attractiveness, perceived feasibility, and propensity to act), one dependent variable (entrepreneurial intention), and control variables, including age, study level, university environment, and gender. To determine the underlying factorial structure of the scale, the study used confirmatory factor analysis, and items with factor loading less than 0.5 were excluded. The analysis of the multiple linear regression model with the three predictors and demographic control variables was significant in predicting entrepreneurial intentions.

In conclusion, the positive relationship between perceived desirability and entrepreneurial intentions underscores the importance of exposing students to the opportunities and benefits of entrepreneurship, while the positive relationship between propensity to act and entrepreneurial intentions highlights the role that action-taking can play in strengthening entrepreneurial ambitions.

This study is also not without limitations. The following points could be studied in future studies;

- The sample size was limited to two universities in the KRI region and may not be representative of other universities or regions. Further research could be done to explore the influence of these factors in other regions and universities.
- Interestingly, the data shows that students in the second, third, and fourth years, compared to first-year students had a negative effect on entrepreneurial intentions. One reason for this result might be students' motivation, which we didn't measure in this article. Therefore, this study recommends future studies to investigate the role of motivation along with the Shapero and Sokol model's components.
- Additionally, this study only investigated the influence of three factors and did not consider other factors that may impact entrepreneurial intentions. For instance, Çera *et al* (2018) support the argument that entrepreneurs with higher education have significantly better business prospects. This includes entrepreneurship programs, where the same authors observed a link between engagement in the European entrepreneurship program, which encourages young people to create their own businesses. Future research could consider additional factors such as entrepreneurial education, access to capital, and social networks.

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