

The Role of Human Capital Endowment in Explaining Entrepreneurial Intentions

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Abstract: A lot of support has been found for the theory of planned behaviour in judging entrepreneurial intentions. However, little is known about the way in which these intentions are developed. Drawing on this theory, purpose of this study is to test the effect of human capital endowed through university education on the entrepreneurial intentions. Empirical analysis has been carried out on a sample of 906 university students. Through structural equation modeling, the results show that the individuals studied in higher education institutions had high endowments of human capital. Those individuals, also known as potential entrepreneurs, had higher entrepreneurial intentions characterized by high endowments of human capital. The findings contribute to the theories of planned behavior and education and also for the practice of teaching entrepreneurship.

Key words: Entrepreneurial intention % Structural models % Human capital endowment % Theory of planned Behaviors % Entrepreneurship % Pakistan % Education

INTRODUCTION

The irrefutable importance of the entrepreneurship for the economic development of a country has shifted the career outlook of the youth [1]. Entrepreneurship has been considered as the most significant solution for the problem of youth unemployment [2].

Historically, the universities are tremendously turning to entrepreneurship programs to help their students churn out the next generation of adroit employees and adept future employers. The winning entrepreneurial mind set developed through university education prepares them for becoming the upright source of creating jobs and mobilizing their potential for achieving phenomenal growth of the incumbent firms. Formal education, if done right, not only leaves positive impacts on the student's basic academics but also enlivens their computation, writing, reading abilities as well as develops skills in creative and critical thinking [3].

Though the importance of university education in nurturing the pioneering mindset, skills and abilities about entrepreneurship is obvious, but it fails to answer one basic question regarding identification and spotting

the people who have intentions to eventually start their own enterprise. Indeed, this quest for the potential entrepreneurs has fuelled new stream of research based on entrepreneurial intentions for many years [1, 4-18].

Intentions are the individual's motivations to exert conscious effort to act upon some plans or decisions [19]. Generally, this is the cognitive state of mind just before the execution of specific behaviors. Thus, we can say entrepreneurial intention is individual's inclination to start a new entrepreneurial endeavor in the future. More the intentions of an individual to engage in particular behavior, greater are the chances to execute such behaviors [20]. As stated, the entrepreneurial activities are dependent on intentions [21]. Consequently, we can say, the people do not turn out to be entrepreneurs in a sudden, there are certain triggers like that of intentions to twitch the process of venture creation.

The big question raised here is all about "how." How do different factors influence entrepreneurial intentions? To answer this question, Theory of planned behavior (TPB) has been extensively used to predict underlying assumptions of entrepreneurial intentions in various settings.

According to TPB, entrepreneurial education augments the entrepreneurship-friendly individual's attitudes towards work i.e. 'perceived attitude towards entrepreneurial behavior' (PAeB), the individual's perception of their ability to start and run a business i.e. 'perceived behavioral control' (PBC), their perception of the extent and importance of support from their family and friends i.e. 'perceived subjective norms' (PSN) and most importantly entrepreneurial career intentions of the individual.

Following the past literature; this study also adapts TPB in determining the factors affecting the university student's intention in becoming entrepreneurs. The importance of TPB is clearly evident in judging the entrepreneurial intentions, but some limitations can also be identified from prior literature which may deter the exact effect of the proposed antecedents on entrepreneurial intentions [22]. For instance, Fini *et al.* [10] investigated how individual characteristics and contextual variables influence PAeB and PBC which along with PSN influence the entrepreneurial intentions. Carr and Sequeira [6] discovered the mediating effects of attitudes towards business startup (PAeB), perceived family support (PSN) and entrepreneurial self-efficacy (or PBC) on the relationship of intergenerational influence with entrepreneurial intent. Similarly, the need for extending the model of planned behavior has been identified in many more studies as well [6, 10].

Intentions are generally hypothesized to be a function of the perceptions of the feasibility and desirability of starting a business [20]. On the feasibility side, the main factors are the personal capacities, capabilities and skills, which together constitute the human capital required to run a new venture. Therefore, it will no longer be satisfactory to leave human capital out of our modeling of entrepreneurial intentions formation. So we can say that the intentions are formed by the perception of availability of required human capital endowed in the individual who is willing to perform entrepreneurial activity [23]. Previously, human capital was considered to be an important factor for unveiling and exploiting entrepreneurial opportunities but it has also proven important for enhancing the entrepreneurial intentions. Therefore, ambitions to start a new firm have to be followed by ongoing development and endowment of human capital. It is generally believed that human capital endowments are dependent on the educational system [24]. As students get more professional education in university like entrepreneurship education, their

competence base will increase, as will their endowment of human capital. Differences in capabilities and skills are the clear determinant of the choice of career paths in young students. Moreover, university students often get education with more of a practical knowledge and research aptitude. It may imply that in measuring the stock of human capital, not only the level of education, but also the type of education (entrepreneurship education, for instance) that matters [24]. Hence, in this study, we are taking human capital endowment with regard to the university education.

With specific regard to the entrepreneurship domain, it is argued that entrepreneurial intentions can be conceptualized as a function of entrepreneurs' abilities, background and skills accumulated during getting the education [25]. Here, the skills required for an entrepreneur can be technical, procedural, or managerial [26, 27].

The human capital endowments of university students seem to have a significant impact on their career intentions. Therefore, in this study, we are proposing enriched intent model suggesting that perceived human capital endowment gained through university education along with three antecedents (PAeB, PSN and PBC) are valuable factors for evoking entrepreneurial intentions among young students of university. University education, especially entrepreneurship education develops entrepreneurs, through increasing their business knowledge base, enhancing their self-efficacy, removing limitations imposed through various actors of society and promoting the required set of skills associated with entrepreneurs [28]. By extending the model and introducing new construct of human capital endowment for the first time in intention studies, this study will contribute to the entrepreneurship literature in general and entrepreneurial intention's literature in specific.

Theoretical Frame Work

Human Capital Endowment: Education has always been considered as an investment in an individual which becomes part of the person receiving it and eventually takes the form of capital known as human capital [29]. Human capital has three main components; firstly early ability of an individual which can be acquired or innate, secondly qualification and knowledge acquired through formal education and skills and lastly competencies and expertise gained through training [30]. Here training is defined in terms of courses designed to develop skills of individuals which will be of use in their jobs [30]. In fact,

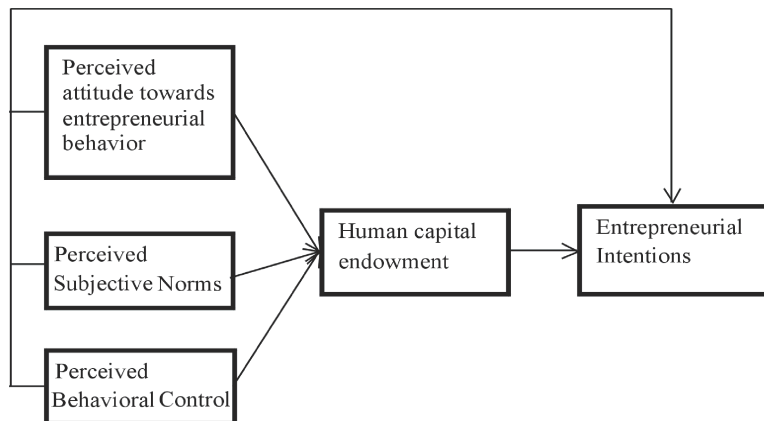


Fig. 1: Theoretical Framework—Partially Mediated Structural Model of Antecedents and Consequences of Human capital endowment

many job related skills are technology specific and can be acquired through especially designed modules and curriculums [31]. Universities are the institutions which are supposed to offer specifically designed curriculums which help individuals to acquire the relevant skills [31]. University education is amalgamation of education and training [32]. Hence, universities are the main sources for additions in stock of human capital of its students. The education provided by the universities must be effective enough to induce individuals to accumulate entrepreneurial and professional skills. Human capital that is accumulated through formal or technical education enriches the usual story and allows us to examine the role that education plays in human capital endowment of an individual. Thus, as the stock of professional and entrepreneurial skills grows, the expected endowment of entrepreneurial human capital increases [33]. Individual human capital endowment is self-sustaining in nature, current endowed human capital provides more opportunities to further endow the human capital by increasing investment in education [34]. Human capital constitutes the skills and knowledge gained from experience and education. It includes persistence, communication skills and team work [35]. Entrepreneurial abilities are the higher-order management skills which include opportunity recognition, viability screening and creative problem solving [36, 37]. Entrepreneurial abilities include opportunity recognition, viability screening and creative problem-solving skills [38]. Individuals with greater human capital are more likely to pursue the entrepreneurial endeavors [39].

Activities of economic growth of any country are a consequence of endowment of human capital in the individuals [40]. Better endowed individuals are expected to have higher expected earnings as their human capital is

converted into earnings. In fact, a more efficient education will raise the steady state level of human capital endowment and increase the level of economic activity i.e. developing and executing a viable business idea in the shape of new start up. Range of studies has identified positive relationship between education and probability of becoming entrepreneurs [41-45]. Hence, we can say that relevant human capital endowment increases the possibility of choosing an entrepreneurial career [46]. Though many individuals gain education, but endowments of skills explain most of these differences in their career intent. Therefore human capital endowments are important in explaining career intentions.

One of the main tenets of this paper is that we are introducing a new construct in the literature of entrepreneurial intentions and it is also going to be introduced for the very first time in entrepreneurship literature too. We are extending the theory of planned behavior by introducing a mediator ‘human capital endowment’ which here is claimed to be an important part of formation of intentions to start a new venture.

Relationship Between Perceived Attitude Towards Entrepreneurial Behavior (PAeB), Human Capital Endowment and Entrepreneurial Intentions: According to TPB, one of the major determinants of intentions is an attitude towards behaviors [20]. Attitudes are defined as the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question [20]. Many studies have found significant relationship between attitudes and entrepreneurial intentions. Few of the earlier studies have even declared the attitudes towards entrepreneurial behaviors as the most important predictor of entrepreneurial intentions.

The underlying assumption behind the decision to act entrepreneurially is the utility derived from that decision [47]. Previous research has identified that an individual who has stronger entrepreneurial abilities along with more of entrepreneurial attitude is more likely to attain higher level of utility from this career option [48]. For such gratification, entrepreneurial education plays a key role for strengthening entrepreneurial attitudes in the students and develops skills necessary for successful entrepreneurship. Previous studies have identified the fact that the education helps the student to change their attitudes as it not only enhances their learning but also provides the incubation of resources required for venture startups. Thus, the motivation for pursuing self-employment is a function of an individual's skills, abilities and attitudes. Skills of the individuals are considered to be the most important elements in the development of human capital endowment. Human capital includes not only personal abilities but also innate attitudes to various aspects of entrepreneurship. Many studies have explored the relationship between human capital and the incidence of entrepreneurship [49]. Majorly such studies have taken entrepreneurial abilities and have neglected the attitudes of the entrepreneurs, which lead to contradictory and somewhat in conclusive results. However, few of the researchers also show that individual's skills impact directly on attitude and indirectly on entrepreneurial intentions [50]. Entrepreneurial attitudes and human abilities are associated with entrepreneurial intentions. Both together influence an individual's assessment of career attractiveness.

So we can assert that human capital variables can influence the strength of the relationship between entrepreneurial attitudes and career decisions, so we conclude the following hypotheses:

Hypothesis 1a: Perceived attitude towards entrepreneurial behavior (PAeB) is proposed to relate positively to perceived human capital endowment.

Hypothesis 2a: Capital endowment gained through university education positively and partially mediates the relationship between students' perceived attitude towards entrepreneurial behavior (PAeB) and their entrepreneurial intentions.

Relationship Between Perceived Subjective Norms (PSN), Human Capital Endowment and Entrepreneurial Intentions: According to TPB, the other antecedent of intention is PSN which are defined as to perceived social pressure to perform or not to perform the behavior [20].

Previous studies have confirmed the relationship between PSN and entrepreneurial intentions. PSN are the combination of perceived expectations of people around entrepreneur and his intentions to meet those expectations. The researchers have found that the entrepreneurial family background of the individual do have an impact on perceived positive PSN [51, 52, 53]. However few studies could not find any significant role of PSN in predicting entrepreneurial intentions. These opposing results of the effects of social norms on entrepreneurial intentions stimulate a need of testing some other variables to further investigate the phenomenon. Actions are interfered by internal and external forces [54], where the internal factors can be skills, abilities and knowledge. Moreover, the entrepreneurial intentions are known to be the outcome of perceived desirability and perceived feasibility [55]. Where desirability is dependent on social norms and feasibility is dependent on personal competency endowed in the human capital of the individual. If something seems feasible, we may take it as more desirable too and vice versa. Therefore, positive social valuation has an enormous effect on perceived human capital endowment. Both positive perceived social valuation and perceived human capital endowment carry positive effect on entrepreneurial intentions. Hence we can conclude the following hypotheses:

Hypothesis 1b: Students' perceived subjective norms (PSN) are proposed to relate positively to perceived human capital endowment.

Hypothesis 2b: Capital endowment gained through university education positively and partially mediates the relationship between students' perceived subjective norms (PSN) and their entrepreneurial intentions.

Relationship Between Perceived Behavioral Control (PBC), Human Capital Endowment and Entrepreneurial Intentions: Ajzen [20] defines PBC as "perceived ease or difficulty of performing the behavior". Many researchers have coined the term of "self-efficacy" for PBC. Some of them have even named it as Entrepreneurial Self-Efficacy (ESE) which is precisely defined as the strength of an individual's belief that he or she is capable of successfully performing the roles and tasks of an entrepreneur [56]. Students are more likely to start a business when they believe they can perform the tasks related to entrepreneurship. Many studies have found PBC is the strongest predictor of the entrepreneurial intentions.

PBC is closely related concept to entrepreneurial abilities [56]. Therefore, we can say the PBC scores high along with measures of human capital such as abilities and skills which can assist in explaining the preferences of self-employment. Investment in human capital by universities results in personal development of the students. It gives them the opportunity to gain and extend their entrepreneurial skills. The demand for the educational programs designed to give people the skills and abilities for new venture creation is growing at faster speed [57]. Increased strength of beliefs in one's capabilities to start a venture is likely to endow human capital necessary to pursue desirable business start-up goals. Hence we can conclude the following hypotheses:

Hypothesis 1c: Students perceived behavioral control (PBC) are proposed to relate positively to perceived human capital endowment.

Hypothesis 2c: Capital endowment gained through university education positively and partially mediates the relationship between students' perceived behavioral control (PBC) and their entrepreneurial intentions.

Research Methodology

Sample: The empirical analysis has been carried out on a sample of university students. This is a convenience sample very often used in entrepreneurship research [58]. Student samples are very common in entrepreneurship research [59]. The major reason for using students as a sample is because students are at a verge of time where they have started thinking seriously about their careers and can intend to start their own business. Furthermore, surveying university students allows us to control for the level of education, which may have an influence on entrepreneurial intentions.

Bahauddin Zakariya University is the largest university in the region of north Punjab, Pakistan, with some 17,000 students. Although with a sample error of $\pm 5.00\%$ at a 95% confidence Level ($Z=1.96$, $p=q=0.5$), $n= 376$, however a greater sample size can increase the statistical power of the tests, we intended to have more than 900 participants for current study. Therefore, with the help of convenience simple, 933 students were taken as our sample from a single university in Pakistan, majoring in various fields of study, including: business, commerce, arts, political sciences, law, sociology, history, engineering and computer sciences, etc. Data was collected via paper and pencil surveys administered to the

students. A total of 933 questionnaires were thus collected. Twenty seven of them were removed due to a high level of missing data.

As shown in Table 1, the final sample consisted of 906 students, most of whom (94.2%) were full-time students whose average age is 23.2 years. Of those surveyed, 450 students (50%) took a class in entrepreneurship in a prior semester. Most students (52.2%) were business majors, 23.5% were arts and social sciences students and the remaining were majoring in Science and Agriculture, Islamic Studies and Languages, Pharmacy and Engineering disciplines. A total of 410 participants (45.2 per cent) were undergraduate, 300 (33.11 per cent) were postgraduate, 102 (11.25 per cent) were MPhil and remaining 94 (10.37 percent) were PhD students.

Around half (54.9%) of the students were male. Of the 906 students who responded to the question, 247 (about 27.3%) had fathers who were self-employed and only 2.8% (25) had mothers who were self-employed.

Measurement Scale: To measure the entrepreneurial intentions, an instrument named as the Entrepreneurial Intention Questionnaire (EIQ) by Liñán and Chen [59] was selected which has been used by many previous studies for evaluating the entrepreneurial intentions [60]. EIQ with fewer modifications was used to analyze students' intention towards entrepreneurial activity, their PSN, PBC, PAeB and human capital endowment.

In EIQ, entrepreneurial intention has been measured through a 7-point Likert-type scale with five items which are general sentences indicating different aspects of intention. PAeB has also been measured through an aggregate attitude scale. For measuring PSN, the questionnaire uses one simpler scale which includes three groups of "reference people: family, friends and colleagues." For measuring PBC, the respondents are asked to rate their level of agreement with several general statements about the feeling of capacity regarding firm creation. And finally, for measuring human capital endowment, we have modified a part of EIQ. Human capital endowment was measured with six items using a 7-point Likert-type scale of 1 (No aptitude at all) to 7 (Very high aptitude). The six items were followed by a statement, "How do you rate yourself on the following entrepreneurial competencies' sets?" and preceded by another statement "Do you think university education is helpful for building up the above-mentioned entrepreneurial competencies sets?" The instrument was

pilot tested with a sample of 25 university students. Post hoc reliability analysis of the pilot instrument resulted in a Cronbach's alpha of 0.84.

RESULTS

Table 1 describes the demographic information regarding our respondents.

Table 2 displays the means, standard deviations of constructs and their correlations along with reliability coefficients. All hypotheses were initially supported by the correlation analysis. The reliability measures also exceed the cut of point of 0.700 [61].

Correlations can only reveal the extent of relationship between the constructs. To understand the direct or mediating (indirect) effects, analysis by structural equation model is conducted.

Structural Equation Model: Hypotheses 1a-c predicted that PAeB; PBC and PSN are proposed to relate positively to human capital endowment of the university students. Hypotheses 2a-c predicted that human capital endowment

is proposed to partially mediate the effects of the PAeB, PBC and PSN on entrepreneurial intentions of the university students.

In testing these hypotheses, with the help of structural equation modeling, we compared the fit of full mediation model of antecedents and consequences of human capital endowment with direct and partial mediation models of antecedents and consequences of human capital endowment.

In the next, structural testing of all, direct, full mediation and partial mediation models have been studied.

Partially Mediating Model: This examines the impact of PAeB; PBC and PSN on human capital endowment and also explores the direct influence of all these antecedents and human capital endowment on entrepreneurial intentions of the university students.

Direct Model: This examines the direct impact of PAeB; PBC; PSN and human capital endowment on entrepreneurial intentions of the university students.

Table I: Demographic Information of Respondents

	N	Percentage
Gender		
Male	497	54.9
Female	409	45.1
Faculty of Origin		
Faculty of Commerce, Law and Business Administration	466	52.2
Faculty of Arts and Social Sciences	210	23.5
Faculty of Science and Agriculture	26	2.9
Faculty of Islamic Studies and Languages	148	16.6
Faculty of Pharmacy	11	1.2
Faculty of Engineering	32	3.6
Currently Studying		
Graduate Level	410	45.2
Post Graduate Level	300	33.11
MPhil Level	102	11.25
PhD Level	94	10.37
Studied Entrepreneurship Course	450	50
Self Employed Father	247	27.3
Self Employed Mother	25	2.8

Table 2: Descriptive statistics and Correlation matrix for key constructs

Variables	Mean	S.D	1	2	3	4	5
1. Perceived Subjective Norms	4.160	1.451	(0.773)				
2. Attitude towards entrepreneurial behavior	4.779	1.674	.189**	(0.791)			
3. Perceived Behavioral Control	3.894	1.642	.327**	.212**	(0.780)		
4. Human Capital Endowment	4.762	1.268	.288**	.278**	.349**	(0.786)	
5. Entrepreneurial Intention	4.440	1.374	.455**	.321**	.347**	.473**	(0.706)

Note 1: *p-value <0.05, N 906 Note 2: Numbers in parentheses indicate the Cronbach's alpha of constructs

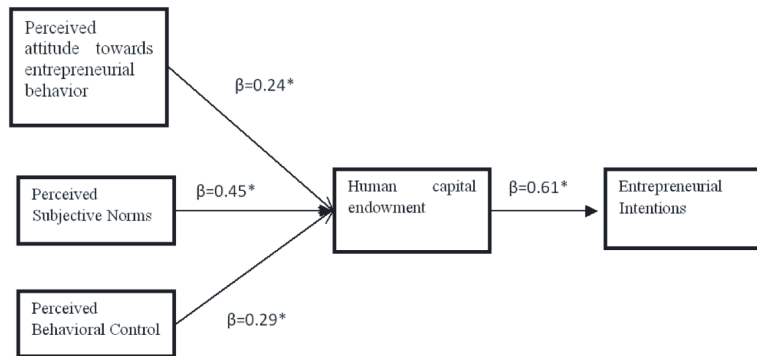


Fig. 2: Path diagram of Full Mediation Model of Antecedents and Consequences of Human capital endowment, N=906, P* < 0.01

Table 3: Model comparisons among direct, partially mediating and completely mediating models

Model	X ²) X ²	df	GFI	NFI	CFI	RMSEA
Direct Model	271.90	-----	80	0.94	0.94	0.95	0.056
Partially Mediating Model	258.60	13.3**	80	0.96	0.96	0.97	0.050
Fully Mediating Model	178.22	93.68**	74	0.97	0.97	0.98	0.039

Note 1: *p-value <0.05 (X²= 3.84). **p-value <0.01 (X²= 6.63).

Note 2: () X² is based on direct model).

Completely Mediating Model: This model assumes that the human capital endowment is the mediating variable between PAEB; PBC and PSN and entrepreneurial intentions of the university students (Figure 2).

As shown in Table 3, the completely mediating model has the smallest X² value 178.22 and is the only model that X² value and degree of freedom are close to each other as compared with partially and direct models. As depicted in Table 5, the completely mediating model also possesses the largest overall model fit indexes i.e. GFI, NFI, CFI and the smallest RMSEA (0.97, 0.97, 0.98 and 0.039, respectively) along with high NNFI (0.97), IFI (0.98) and SRMR (0.037). Therefore, the completely mediating model has the best-fitted model compared to the partially mediating model and the direct model. This result indicates that the influence of the PAeB; PBC and PSN on entrepreneurial intentions of the university students occurs by the way of human capital endowment.

The second procedure in assessing a hypothesized model is to assess the adequacy of the parameter estimates [62]. These parameters estimates for each item in fully mediation model of antecedents and consequences of human capital endowment have been provided in Table 4.

As seen from Table 4 that majority of the standardized loadings of each observed variable on respective latent variable ranged from 0.56 to 0.83 bigger than .52, the cutoff value recommended for factor loadings

[63]. All parameter estimates obtained through *t* values were statistically significant (>2) under significance level 0.05, revealing good convergent validity.

The path parameters (β) of the completely mediating model are estimated by the MLE (Maximum Likelihood Estimation) method. The MLEs of the parameters are shown in Table 5. The T values of these estimates are all significant (>2) under significant level 0.05

The model estimation results reveal the following relationships among four research variables:

Relationship Between PAeB, PBC and PSN and Human Capital Endowment:

All three coefficients were significant, supporting the hypotheses: PAeB and human capital endowment relationship (β=.29*), PBC and human capital endowment relationship (β=.24*) and PSN and human capital endowment relationship (β=.45*) moderate in magnitude. The t-values of these estimates are all significant (>2) under significance level 0.05. Moreover, squared multiple correlations estimate (R²) in Table 6 shows that 49% variation in human capital endowment is accounted by PAeB, PBC and PSN jointly.

Relationship Between Human Capital Endowment and Entrepreneurial Intentions:

Moreover, the coefficient was also significant for relationship between human capital endowment and entrepreneurial intentions

Table 4: Parameters Estimates of Fully Mediation Model of Antecedents and Consequences of Human capital endowment

Latent and Observed Variables	β S.L.	T	S.E.	R ²
Attitude towards entrepreneurial behaviors				
AE1	0.77	15.52	0.092	0.63
AE2	0.79	15.09	0.095	0.65
Perceived subjective norms				
SN1	0.66	20.09	0.058	0.44
SN2	0.83	25.91	0.057	0.69
SN3	0.69	20.96	0.056	0.48
Perceived behavioral control				
PB1	0.70	21.54	0.064	0.49
PB2	0.77	24.04	0.064	0.60
PB3	0.76	23.83	0.062	0.58
Human capital endowment				
HCE1	0.55	-----	-----	0.31
HCE2	0.71	12.99	0.096	0.50
HCE3	0.57	12.96	0.087	0.32
HCE4	0.40	9.22	0.022	0.16
Entrepreneurial Intentions				
EI2	0.63	-----	-----	0.40
EI3	0.75	10.26	0.12	0.57
EI4	0.67	9.40	0.45	0.12

Table 5: MLEs of the path parameters

Paths/hypotheses	Parameter Estimate β	T-Value	Hypothesized relationship	Results
Attitude towards entrepreneurial behavior to human capital endowment	0.29*	6.83	positive	Supported
Perceived behavioral control to human capital endowment	0.24*	5.19	positive	Supported
Perceived subjective norms to human capital endowment	0.45*	8.98	positive	Supported
Human capital endowment to entrepreneurial intentions	0.61*	9.60	positive	Supported

Note 1: N=906, * p = .000. Chi-Square(X²) = 178.22, df=74, Root Mean Square Error of Approximation (RMSEA) = 0.039, Normed Fit Index (NFI) = 0.97, Non-Normed Fit Index (NNFI) = 0.97, Comparative Fit Index (CFI) = 0.98, Incremental Fit Index (IFI) = 0.98, Standardized Root Mean Square Residual (RMR) = 0.037, Goodness of Fit Index (GFI) = 0.97

Note 2: *T-value > 1.96

Table 6: Squared multiple correlations estimate R² for the fully mediating model of antecedents and consequences of Human capital endowment

Label	R ²
Human capital endowment	0.49
Entrepreneurial intentions	0.37

(β = .61*), which is high in magnitude. Moreover, the t-value of the estimate is significant (>2) under significance level 0.05. Moreover, squared multiple correlations estimate (R²) in Table 6 shows that 37% variation in entrepreneurial intentions is accounted by human capital endowment.

In sum, results of structural equation modeling revealed that human capital endowment does fully mediate the relationships between PAeB, PBC and PSN and the outcome (entrepreneurial intentions).

DISCUSSION

In this study, we have used various variables to assess their joint impact on entrepreneurial intentions. These variables were previously observed in more of an

isolated way. We relied and extended the theory of planned behavior, investigated the effect of antecedents of entrepreneurial intentions that is influenced by human capital endowment. Our results show that though entrepreneurial intentions are predicted by PAeB, PSN and PBC, but they are primarily explained by human capital endowment which is the composite of education and skills gained through education [24].

The positive and strong impact of human capital endowment on intentions is in line with previous studies which showed that perception of presence of various aspects of human capital such as entrepreneurial skills not only predicts the entrepreneurial intentions but also impacts the magnitude of their favorable appraisal of entrepreneurial behavior [64, 65]. In other words, we can say human capital endowment is the dimension which is

a true representation of the intentions to achieve entrepreneurial behavior. When start up intentions are modeled, human capital endowment is more likely to increase the probability of pursuing self-employment [66].

We started this study with a belief in the importance of a vibrant pipeline of emergent young entrepreneurs and with the desire to better understand the interactions of education with their entrepreneurial career intentions. We found strong education effect on entrepreneurial intentions at the university level, supporting earlier research on impact of human capital differences for selecting career paths. Our results taken together with previous researches [67] on career intentions suggest that young students can limit their career aspirations because they do not have the requisite skills and abilities.

Some of the authors have argued that social values, beliefs and attitude will positively influence the intentions. Our research has also proven when the person's environment is supportive for the entrepreneurial activity, when the person positively appraises the entrepreneurial activity and when the person strongly believes that he or she can control the entrepreneurial activity, it is plausible he or she will feel more inclined towards the entrepreneurial career path. Similarly, human capital endowed during studies at university also affects the entrepreneurial intentions. Thus, the person who perceived themselves as having higher endowment of entrepreneurial skills will probably feel they can create the firms. It can be argued that high self-perception regarding human capital endowment will lead to more favorable attitudes, behavioral control and subjective norms.

In this regard, we can say that a more positive social valuation, more positive entrepreneurial attitude and more positive perception of control makes the individual feel as possessing higher human capital like entrepreneurial skills [12]. The results are in line with general perception as higher human capital endowment is very useful in itself, as there exists a perception that it will be helpful for effective operations of the firm, hence they contribute well to increase entrepreneurial intention (through its antecedents) and reinforce the possibility of starting the new firm.

In broad-spectrum, the results of the analysis provide empirical support for the position played by the university in promoting entrepreneurship by providing quality entrepreneurship education, which is positively linked to entrepreneurial inclination. It has been observed that generally students prefer self-employment over organizational employment, where they are free to employ

their personal skills and chances of their career growth are relatively high. The students who want to join organizational employment give very different and supportive reason to do so as they want to go for organizational employment first because there they hope to endow human capital through acquiring the necessary skills, knowledge and networks that will help them to become entrepreneurs later in their career. This argument also supports our assertion that human capital endowment stimulates the true entrepreneurial intentions. The capabilities and competencies that the university students acquire and accumulate during their studies help them for starting and managing a venture. Moreover, the students are being assigned various business related projects those help them to endow the human capital required for the venture creation [68]. Furthermore, it is required from the students to do the internships in various organizations during their studies which help them to expand their knowledge and get work related skills. All the faculties have entrepreneurship courses as part of their curriculum in the targeted university. The importance of entrepreneurship has been recognized hence it let the students be equipped with all the necessary knowledge and skills required to be an entrepreneur [65-74]. Developing business plan and organizing the venture are the main focus of the entrepreneurial curriculum. Hence the entrepreneurship can be said to be a human capital enhancement program. The students are being taught a wide variety of business skills like business plan development, resource allocation, organizing staff, managerial abilities necessary to start and run an organization successfully. In a cultural context, entrepreneurs are not much valued until and unless they became giants of the industry and market in developing countries. Though the social valuation of the entrepreneurship cannot be changed directly until we properly utilize the role of tertiary education institutions to develop and promote entrepreneurial culture in the society. After a span of time, these potential entrepreneurs developed and equipped by universities will result in the better valuation for entrepreneurs in the society.

Practical Implications: From the findings of the study, certain policy implications on the design of supplementary education policies can be drawn. The universities should incite the development of creative ideas for being an entrepreneur, such as the curriculum should be properly designed so that it may impart the necessary knowledge required for being entrepreneurs.

It should try hard to develop the relevant human capital necessary for enterprise development and growth. The goal of the university education should be to augment the motivations for entrepreneurship beyond self-employment which can be possible by fostering a culture of high risk and aspiration required for enduring entrepreneurial culture in the society. For attaining such a mission, there should be a proactive move to build entrepreneurial mindset and skill set among professors, academics and administrative staff. University should offer incubator space to students to run their businesses. Educators can play an important role to promote a more positive entrepreneurial culture in the society. We need to prepare the youth of our nation's capital to become economically self-sufficient by giving them options and training to take charge of their lives and their futures.

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