

Organisational and Institutional Factors as Antecedents to Entrepreneurial Intention

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Abstract

The main goal of the study was to determine how institutional and organisational elements affected the intention of entrepreneurs. We conducted a quantitative analysis after surveying two groups of respondents: university students and trainees at a local entrepreneurial development institute in the UT of India. The results show that institutional factors' regulatory, normative, and cognitive subdimensions are important predictors of entrepreneurial ambitions in both sets of samples. Sub-dimensions of organisational factors, however, strongly correlate with trainees' entrepreneurial intent. Support for business development does not appear to have a significant impact on university students' desire to start their businesses.

Keywords: Organisation, Entrepreneurial Intention, Questionnaires SEM, Start Ups, New Venture Creation, Statistics.

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1. Introduction

Entrepreneurs need to be conscious of the necessary things to write a successful business story and make it historic. Right from the word goes; they must have a strong will and passion for their entity. Entrepreneurs should begin with moderate tasks and targets, act responsibly on every move, and accept feedback for their measures. Entrepreneurs differ from managers in that they have a relatively higher achievement motive. They are driven by the zeal to scale heights. Entrepreneurial action can be comprehended as any imaginative activity coordinated towards accomplishing a particular objective through a sorted-out arrangement of human connections and the blend of various assets (Liao and Gartner, 2006). The authors Rekha et al. (2015) conceptualize entrepreneurship as making combinations with imaginative activity to be inventive. It is not just a question of doing things well; it is imperative to include new and sophisticated means for an action (Townsend, Busenitz, and Arthurs, 2010).

Entrepreneurship has different connotations as per situation, people, and environment. The idea of entrepreneurship is first introduced in the 1970s. Since then, the meaning has evolved in several disciplines. Many authors relate it with one's venture creation, but most academicians and economists believe it is more than that. Entrepreneur is always an innovator as they have to make several new combinations to sustain the environment. Hence by this act, they make the classic venture operations obsolete. Therefore, the conventional conduct of business operations is outdated creating new and enhanced ways through the inclusion of advanced techniques. On the other extreme, an entrepreneur is considered an exceptional person in the population with extraordinary capabilities who act as the "change pioneer". Peter Drucker notes that "an entrepreneur is someone who searches for change, responds to it, and exploits change as an opportunity". Consequent to different connotations of entrepreneurship, it is necessary to consider terminology and the context in which it is being used.

Entrepreneurship is a force of "creative destruction" and is innovation and change driven. The improvement and betterment of society are based on the entrepreneur's drive for novel ideas which would

create general upheaval and change (Schumpeter, 1976). However, the definitions propounded by different authors are context-specific. Hyder et al. (2011) state that with the advent of globalization, and the utility of entrepreneurship more jobs are produced, which ultimately lowers the frightening unemployment rate in a nation like India. Scholars need to understand the impact of specific factors imperative to an entrepreneurial career. The impact of personal and social factors has been investigated by the authors in a different study (Nazir and Lone, 2018). Likewise, several authors have studied the socio-economic factors; see Sarason, Dean, and Dillard (2006). Estay et al. (2013) have investigated institutional factors and institutional environments along with other entrepreneurial characteristics. The studies pertinent to entrepreneurship's institutional and organisational factors are still in their infancy. To close this gap, the researchers should adopt the multi-level approach. A researcher can clearly and accurately measure the impact of institutional level and organisational (educators) level differences with entrepreneurial intention. Shane and Venkataraman (2000) believe "that examining the effects of extant country-level institutional factors and individual-level internal cognitive processes on the formation of entrepreneurial intention would assist us in explaining entrepreneurship as a dynamic reflexive process. Authors add that purposeful agent interprets and acts upon opportunities and institutional factors in the environment".

Understanding the expanding centrality and noticeable effect of business enterprise on social and economic improvement, wealth creation, and employment generation, as pointed out from the previous studies, it may be summed up that entrepreneurship is one of the critical elements to the development of a nation. The entrepreneurship topic is worth the attention of policymakers, governments, and institutions. Therefore, the need of the hour is to foster a favourable entrepreneurial ecosystem to reap the desired benefits. Various factors put under a system give rise to the flourishing entrepreneurship ecosystem. Some of the elements are factors, Organisational factors (pertinent to universities and other training institutes), Institutional factors, Social and personal characteristics, Situational factors, Psychological factors, etc.

Simultaneously, we found that UT is confronting the most alarming unemployment rate, as revealed through the census 2011 data. The Union Territory needs more business visionaries for its improvement, and more youth should emphasise choosing entrepreneurship as a career choice. The UT's proficiency rate has expanded from 55.50% to 67.16%, compared to 64.84% to 74.04% at the national level. The information portrays that the U.T. youth has the capacity, learning, and aptitudes vital for beginning a new pursuit. However, the survival of these units is not in the scene except in a couple of exceptional cases. It is paramount to assess the intention of youth viz-a-viz entrepreneurship before we talk about entrepreneurship, entrepreneurial facilities, and impediments. Moreover, getting involved in entrepreneurial action is an intricate mental process. In addition, Ajzen (1991) contends that the most typical precursor of entrepreneurial behaviour is entrepreneurial intention. In addition to this, the entrepreneurial intention is the foremost priority for starting a new venture. The intention linked with such an action is the most critical parameter, and then only we can sustain this action in the long run. The environment needed to be conducive and appealing then only the intention could be materialized into action (starting a new venture). In the empirical literature, there were conflicting outcomes pertinent to the influences of institutions and organisations on people's entrepreneurial intentions. It was crucial to comprehend the roles performed by organisational and institutional factors as these are the primary influencers on career-oriented young people.

Against this backdrop, we attempted to empirically evaluate the impact of institutional and organisational factors on one's "entrepreneurial intention". For this purpose, the current study sampled post-graduate university students and entrepreneurial trainees. Such a study has remained a relatively an under-researched topic. Further, the study tried to map the institutional and organisational factors triggering or restraining entrepreneurial intentions. The findings of the current study are generalised for the developing country because our model was tested in one of the union territories of the country.

The present research was primarily conducted to answer the following two research questions.

1. Do institutional factors affect entrepreneurial intention?
2. Do organisational factors affect entrepreneurial intention?

Besides this, every study, including this one, has contributed to the body of empirical literature. The study has added to the empirical base and made some recommendations. The current study explored the influence of institutional and organisational elements in great detail. To evaluate, the combined effect of these factors in creating one's entrepreneurial purpose, the "multi-level integrated model" was created and considered for this study.

The remainder of this article follows the following schematic structure. The literature assessment on entrepreneurial intention and its antecedents is covered in Section 2 of the article. The theoretical framework, a description of the conceptual model, the creation of hypotheses, and the methods used for the study are discussed in Section 3. The study's findings are presented in Section 4. The discussion of the findings is presented in Section 5. Section 6 concludes by offering conclusions, implications, and suggestions for future research.

2. Literature Review

Smallbone and Welter (2011) defined institutions as a system of widely accepted "practices, technologies or social interaction rules that makes it expensive to choose the alternative "practices, technologies or social interaction rules". The "institutional profile" idea was first put forth by Kostova (1997); later, Busenitz et al. (2000) confirmed and improved this idea. However, Busenitz et al. (2000) have stressed the close relationship between the institutional profile of the nation and its entrepreneurial activity. Economic and political considerations influence entrepreneurial activity in the public, private, and non-governmental sectors (Saeed et al., 2015). There are two major groups of these institutions: official and informal institutions (North, 2005; Redding, 2005). All governing bodies and legally binding entities are considered to be formal institutions. They are the regulative or legislative form of institutionalization (Scott, 2001). Through their laws and procedures, the regulatory institutions limit and legitimise entrepreneurial activity (Seelos et al., 2011). The

“normative” and “cognitive constraints” in society produce the informal institutions that make up the code of conduct.

More importantly, the performance of both of these kinds of institutions has contributed to economic progress. Their integration directly affects the economy’s performance (North, 2005; Mantzavinos, North and Syed, 2004). In reality, the institutional architecture of the entrepreneurial ecosystem includes elements like “universities, support systems, and facilities, policy and governance” (Spigel, 2017). The most crucial element for the nation’s entrepreneurial activity is the appropriate operation of these institutional features (Alvedalen and Boschma, 2017; Ghani, Kerr, and O’Connell, 2014). Alvarez-Risco et al. (2021) evaluated the impact of government aid, idea improvement assistance, and tutorial enhancement assistance on self-efficacy among entrepreneurs concerning their intent to pursue new business ventures. The study reports that self-efficacy; educational support, government support, and conceptual support were the major predictors of entrepreneurial intention.

The studies of Sobel (2008) and Shane (2004) also favour the relationship between institutional factors and new venture creation intention. Some studies reveal that even if an individual has a positive attitude toward entrepreneurial activity, they wouldn’t materialise their intention of venture creation if the institutional environment is hostile (Schwarz et al. 2009; Turker and Sonmez Selcuk, 2009). As there is enough evidence for the relationship between institutions and the intention of venture creatures. Therefore, individuals must have a favourable institutional framework to implement their intentions (start a new venture).

Organisations are educational entities that assist a person’s development as well as education, concept, and commercial development (Kraaijenbrink et al., 2010). Entrepreneurship can be taught (Mellor, 2009) through various entrepreneurial courses, training, and other programmes (Kirby, 2003). This view has led to a change in the curriculum being offered in various higher educational institutions; through the incorporation of market-based entrepreneurial courses (Katz, 2003). Blenker, Dreisler, and Kjeldsen (2006) have also emphasized that the growth of

entrepreneurial intention research results from the interest of educational institutions and students in entrepreneurial education as well as the pressures from the institutional structure. Entrepreneurial education trains students and makes them capable to screen the environment, recognising opportunities, and providing them with the necessary skills to commercialise the opportunity through their venture creation (Jones and English, 2004). To cope with the changing business environment, entrepreneurship education is becoming essential in the contemporary world. Irrespective of students’ specialty, entrepreneurial education enhances the competency of students and hence is necessary for all varieties of students (OJ L, 2006). Universities and colleges are responsible for providing entrepreneurial education, developing unique entrepreneurial programs, and focusing on creative and energetic university students or graduates.

A study by Hussain et al. (2021) highlighted the relationship between self-efficacy and threat inclination toward longer, practical, and sustainable business model goals. The use of social networking sites and the desire for a longer, more useful, and sustainable business model were linked, with threat propensity and self-efficacy acting as mediators. The results of this study, which used a sample of 300 college students, suggested that social networking websites use extensively extended intentions for longer, useful, and sustainable business models, with the subsidiary results of hazard aversion and self-efficacy.

Through the use of entrepreneurial motives as a mediator, Hassan et al. (2021) examined both direct and oblique outcomes of business or commercial education where they had learned entrepreneurial workshops on students entrepreneurship or business interest. This has a look at seeks to study how entrepreneurial education impacts an individual’s entrepreneurial orientation. The study employed convenience sampling techniques and the sample size was 323 University students. The effects support the perception that entrepreneurial training fosters entrepreneurship and motivation in human beings and has a high-quality courting with entrepreneurship. Most importantly, entrepreneurial encouragements play a critical role in linking a man or

woman's entrepreneurial aspirations and intentions to entrepreneurial education.

Alvarez-Risco et al. (2021) assessed the effect of tutorial improvement help, the assistance of concept improvement, and government help on entrepreneurial self-efficacy on green entrepreneurial intentions. As a result, entrepreneurship self-efficacy was evaluated as follows: instructional support for entrepreneurship development (0.296), conceptual assistance for entrepreneurship development (0.123), and authorities assist for entrepreneurship (0.188) become positively inspired via green, and entrepreneurs' self-efficacy was proven to be undoubtedly inspired through green entrepreneurial intentions (0.855). This version explained 73.1% of the intentions of green marketers.

Bhatti et al. (2021) evaluated the differences between mental features before/after entrepreneurship training and educational programs. Another objective of their study was to research the consequences of mental or psychological features of EI on female learners in Saudi Arabia. A comprehensive plan was created with a 14-week semester-long on entrepreneurship training and educational program. The findings indicated that the implied that mental or psychological traits, such as exercise, self-confidence, ambiguity patience, inventiveness, and accomplishment enthusiasm, have a beneficial impact on Entrepreneurial intention.

2.1 Jammu and Kashmir Entrepreneurship Development Institute (JKEDI)

JKEDI is the government of India's society with the objective of boosting economic growth through the expansion of entrepreneurial activities. The "government of India" laid the stepping stones of JKEDI in March 1997. The main purpose of its establishment was to develop the entrepreneurship of Jammu, Kashmir and Ladakh. The actual operation of the institute started in February 2004. The organisers of the JKEDI community are present in the 22 districts of the region. These organisers are working on the promotion and development of entrepreneurship at the grass-root level. Several initiatives have been taken by the institute. The major initiative was the establishment of the "Centre for Women's Entrepreneurship (CWE)," undertaken in financial year 2016-17. The institute's

various schemes are solely aimed at providing self-employment opportunities to the region's unemployed educated youth.

3. Theoretical Framework

We created the framework in which we investigated the effect of institutional and organisational variables on entrepreneurial intention while keeping in mind the previously reviewed literature pertinent to entrepreneurial intention. Turker and Sonmez Selcuk (2009) have certified the effects of individualistic traits on entrepreneurial intention. Simultaneously, they have suggested considering other "contextual factors" when studying entrepreneurial intention. The study of Galloway and Brown (2002) emphasizes that entrepreneurship-associated training and education have a significant association with entrepreneurship. The claim is consistent with studies by Binks et al. (2006) and O'Shea et al. (2005). The studies have over emphasised the significance of universities as a center for promoting entrepreneurial education and the development of entrepreneurial skills, traits, and capabilities. Similarly, we have incorporated some organisational factors. At the organisational level, we have chosen those sub-factors that shape an individual toward the career, such as; "*Educational Support, Concept development support, and Business development support*".

Similarly, others like Sobel (2008) and Shane (2004) have also demonstrated the impact of institutional determinants on new venture creation, regional entrepreneurial directions, and economic growth that is associated with entrepreneurship. It is consistent with the findings of de Bettignies and Brander (2007), the authors suggest that by taking into account the availability of capital and economic stability, entrepreneurship, and economic growth have a substantial positive link (McMillan and Woodruff, 2002). The institutional environment drives a region's entrepreneurial status if a prospective entrepreneur presumes a hostile institutional structure; the entrepreneurial intention would be negatively affected despite having a positive attitude towards NVC (Turker and Sonmez Selcuk, 2009).

Consequently, incorporating institutional factors is necessary when we try to understand or predict entrepreneurial antecedents. At the regional level, factors related to legislation and social setup

have been selected for the study, such as; Formal institutional factors (Regulatory) and informal institutional factors (Cognitive and Normative). All the included factors in this research are presented in Figure 1.

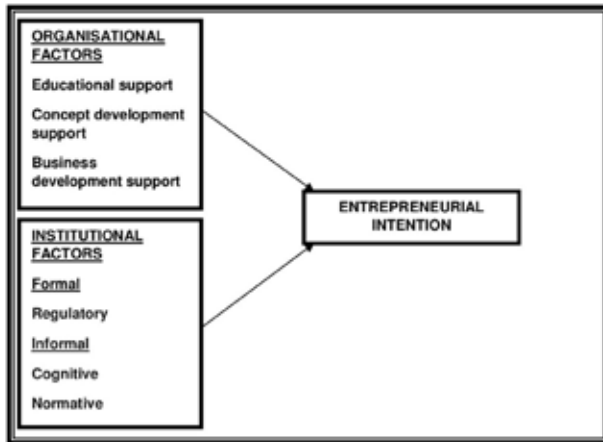


Figure 1: The Conceptual Model

3.1. Organisational Factors and Entrepreneurial Intention

Kraaijenbrink et al. (2010) define organisations as academic institutions that nurture an individual and provide support for education, concept, and business development. Entrepreneurial education is the principal organisational factor that shapes and influences the entrepreneurial intention of an individual to much extent. Different Individuals are impacted by entrepreneurial education differently. Authors like Rideout and Gray (2013) indicate that scholars need to investigate how entrepreneurial educators shape one's intention in different situations. The same argument is advocated by Fayolle and Linan (2014) and Fairlie and Holleran (2011). Therefore the need to assess the impact of institutional factors arises. However, there are conflicting or incomplete assertions regarding the subject matter, depth, and breadth of entrepreneurship education given by educators (Blenker et al., 2011). According to Souitaris et al. (2007), there is conflicting evidence about the relationship between educators' chosen "pedagogical techniques" and students' entrepreneurial intentions (Fayolle and Linan, 2014). There are small numbers of evidence available in empirical research. Bae, et al. (2014) add that such

evidence provides "mixed and inconsistent" claims regarding the relationship between entrepreneurial education and intention. Few studies usually conducted in developed countries have developed entrepreneurial capabilities benchmarks that are to be imparted through educators (Rotefoss and Kolvereid, 2005; Delmar and Shane, 2002). Generally, we see that universities or educators should impart education that would enhance individuals' entrepreneurial knowledge and skills (Blenker et al., 2011). However, as indicated by the earlier research, we see that there is a deficiency of measures that could be handy in examining the approaches of entrepreneurial education (Rideout and Gray, 2013)

On the other hand, some studies support their association with Fretschner and Weber (2013); Sanchez (2013), and Souitaris et al. (2007). They emphasise that one's intentions, mind, and attitudes are stimulated and cultivated through education, leading to venture creation (Linan, 2008).

According to Martin et al. (2013), who conducted a "meta-analysis of 42 studies," there is a strong positive correlation between the two. Boissin and Emin (2007) and Do Paco et al. (2015) claim that organisational factors and entrepreneurial intent have little bearing on one another. However, only a few studies (Volery et al. 2013; Oosterbeek et al. 2010) have examined how education affects entrepreneurial inclination. According to Packham et al. (2010), education has negative effect on German students but a strong positive impact on students in France and Poland. Hence, we hypothesise that;

H1: Organisational factors significantly and favourably influence entrepreneurial intention.

3.2. Institutional Factors and Entrepreneurial Intention

From the contextual setup, "entrepreneurial activities are mainly structured by the economic and political elements in public, private, and non-governmental sectors" (Saeed et al., 2018). Also, Busenitz et al. (2000) have emphasized the strong correlation between the country's entrepreneurial activity and institutional profile. The institutional factors include the formal and informal setup of one's environment. The formal is from the regulative side, while as informal covers the cognitive and normative

components. It covers the rules and regulations an individual faces while starting or bringing in a new business. It is guided by the “Institutional theory,” which explains how these two components of institutions shape an “individual’s behaviour” over time (Engle et al., 2011; Szlyiowicz and Galvin, 2010; Scott, 2008). In empirical research, authors have classified these institutions differently. DiMaggio and Powell (1983) have classified institutions into three types; they are “coercive (legally sanctioned), normative (morally authorized, culturally supported), and mimetic/imitative (culturally and professionally supported way of coping with uncertainty)”. Scott (1995) put forth the three dimensions of institutions: they include “regulatory (rule-setting, monitoring, and sanctioning activities), normative (a prescriptive, evaluative and obligatory dimension into social life), and cognitive (shared conceptions that constitute the nature of social reality and the frames through which meaning is constructed)”. The regulatory institutions’ confine and legalise the entrepreneurial activity through their rules and policies (Seelos et al., 2011). Further, informal institutions are classified as “socially driven normative and cognitive” forms of institutionalisation (Scott, 2001). The fact about these institutions is that they are deep-rooted within society (North, 2005). More importantly, economic growth is the result of both types of institutions. Their integration directly impacts financial performance (Mantzavinos, North and Syed, 2004; North, 2005). The formation of a strong entrepreneurial intention depends on environmental elements, both formal (government laws, rules, regulations, and policies) and informal (norms, conventions, and codes of conduct) (North, 2005; Redding, 2005). The institutions (economic, political, and legal) in one’s immediate environment have a significant impact on that person’s intention to pursue entrepreneurship (Spigel, 2017; Yao et al., 2016), which in turn helps in developing stable economic activities (Stam, 2015; Bosma et. al, 2008).

In light of these findings, we hypothesise that;

H2: Institutional factors significantly and positively influence entrepreneurial intention.

The research approach used in the current study is presented in this section. The mixed research approach has been used in this study. A descriptive

and exploratory research methodology was used. The study was conducted in the UT of India, and information was gathered from J&K University students and JKEDI trainees. The sampling frame includes the university students and the trainees trained under JKEDI. The sample was chosen based on the item-respondent ratio. The study relied on a 10:1 ratio (Hair et al., 2010). We followed stratified sampling complemented by systematic sampling (at the classroom level) for the student population. The trainees were sampled based on purposive or judgmental sampling. Those trainees who had reached the level of postgraduate studies and were having training for the start-ups were sampled for the study. The sample size is 852.

The data was gathered through a questionnaire which had items of entrepreneurial intention adopted from “The entrepreneurial Intention Questionnaire (Linan and Chen, 2009)”, and organisational factors adopted from Kraaijenbrink, Groen, and Bos (2010). Besides this, the items of institutional factors were adopted from the study of DehghanpourFarashah (2015). This scale construction had been carried out on the grounds of Spector’s (1992) guidelines.

4. Findings

The study was conducted on a sample comprising around 41.7% male and approximately 58.3 % female respondents. About 48.5 % of the respondents were between the ages of 25 and 30. Besides, most of the respondents (around 63 %) belonged to rural areas. The majority of respondents were Entrepreneur Trainees (approximately 54.8 %). The respondents were distributed relatively in terms of family occupation. Thus, there is an adequate representation of all categories of respondents of interest in the study.

Structural Equation Modeling

First, exploratory factor analysis (EFA) using the varimax rotation approach was carried out. Some of the items were deleted due to their unexpected or low loadings. Furthermore, the CFA (Confirmatory Factor Analysis) proceeded with the EFA output. The items comprise organisational and institutional factors and Entrepreneurial intention.

Validity and Reliability

We examined the model with exploratory and confirmatory analyses. The final determined measuring model kept the factors. The model fit was verified using the various indices mentioned in the following table. Take a look at Table 1.

Table 1: Fit Statistics

Fit Statistics	Values(Institutional Factor)	Values(Organisational Factor)
GFI	0.979	0.985
AGFI	0.972	0.977
CFI	0.994	0.996
NFI	0.978	0.987
Chi-square	1.373	1.421
SRMSR	0.023	0.020
RMSEA	0.021	0.022

(Source: Prepared by the researcher)

The Structural Model

The conceptual model we built, which is illustrated in this section, serves as the foundation for the structural model. The three constructs on which the model is founded are organisational, institutional elements, and entrepreneurial intention.

Model I: Student Perception of Determinants of Institutional Factors and Entrepreneurial Intention Relationship

Using structural equation modeling and route analysis, the causal relationship between the institutional factor's dimensions and the concept of entrepreneurial intention has been evaluated. The outcomes are displayed in Figure 2.

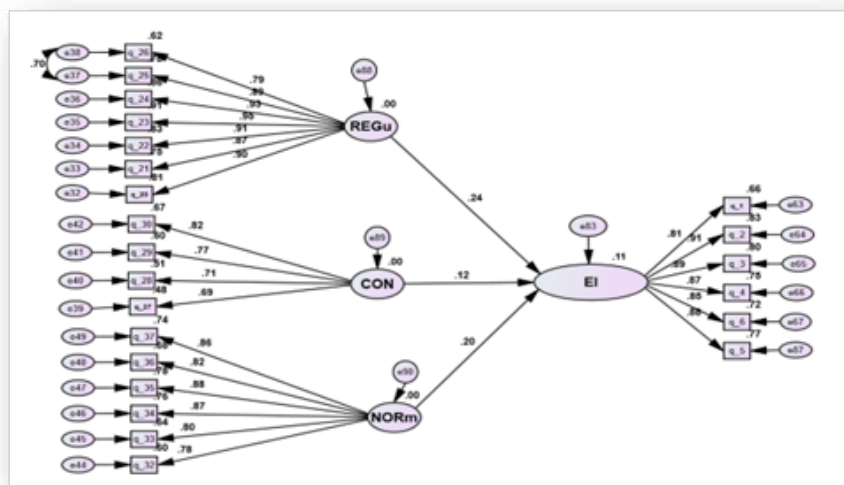


Figure 2: Structural Equation Model I

Model II: Student Perception of Determinants of Organisational Factor and Entrepreneurial Intention Relationship

Structural equation modeling with route analysis has been used to evaluate the causal link between organisational factor dimensions and the construct of entrepreneurial intention. The outcomes are presented in Figure 3.

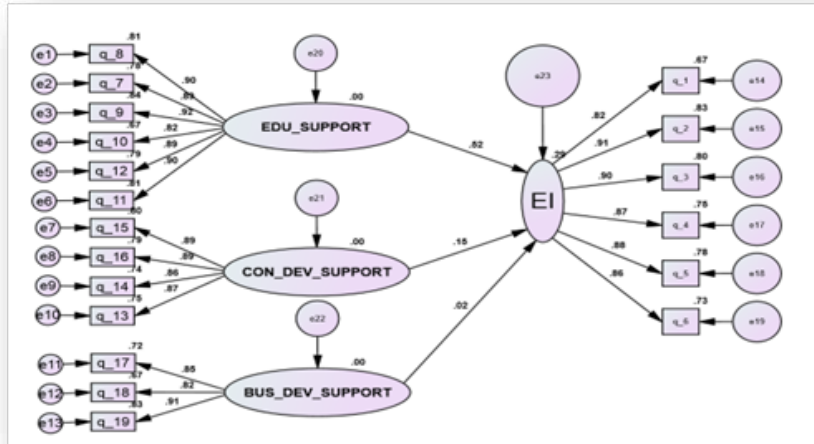


Figure 3: Structural Equation Model II

A substantial correlation between entrepreneurial intent and support for education is found by the route analysis ($\beta = .516$, $p < 0.01$). Additionally, the findings show a strong correlation ($\beta = .154$, $p < 0.01$) between concept development support and entrepreneurial intent. Additionally, it was discovered that there is no connection between entrepreneurial intention and support for business development support ($\beta = .020$, $p > 0.01$). Besides, it was also shown that there is an insignificant correlation between business development support and entrepreneurial intention.

Model III: Entrepreneurial Trainee Perceptions of Institutional Factor and Relationship Between Entrepreneurial Intention

To determine how much various institutional dimensions affect a person's intention to establish their firm, structural equation modeling and route analysis were utilised. The causal relationship between the institutional factor's dimensions and entrepreneurial intention has been examined. The path analysis reveals a high positive correlation ($\beta = .326$, $p < 0.01$) between the regulatory dimension and entrepreneurial intent. Additionally, the findings show a strong correlation ($\beta = .242$, $p < 0.01$) between the cognitive dimension and entrepreneurial intention. Additionally, it was found that there is a significant correlation between entrepreneurial intention and the normative dimension ($\beta = .205$, $p < 0.01$). The outcomes of the path are presented in Figure 4.

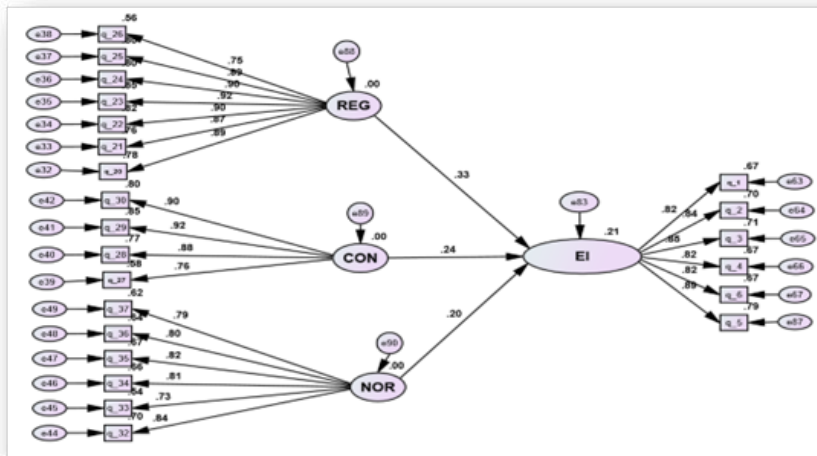


Figure 4: Structural Equation Model III

Model IV: Entrepreneurial Trainee Perception of Organisational Factor and Relationship between Entrepreneurial Intentions

Structural equation modeling with route analysis has been used to evaluate the causal link between the dimensions of organisational factors and the construct of entrepreneurial intention.

The route analysis demonstrates a strong association between support for education and entrepreneurial intent ($\beta=.330$, $p<0.01$). Additionally, the findings show a strong correlation ($\beta=.130$, $p<0.01$) between entrepreneurial intent and concept development support. A significant positive link between entrepreneurial intention and business development support was also discovered ($\beta=.140$, $p<0.01$). The outcomes are displayed in Figure 5

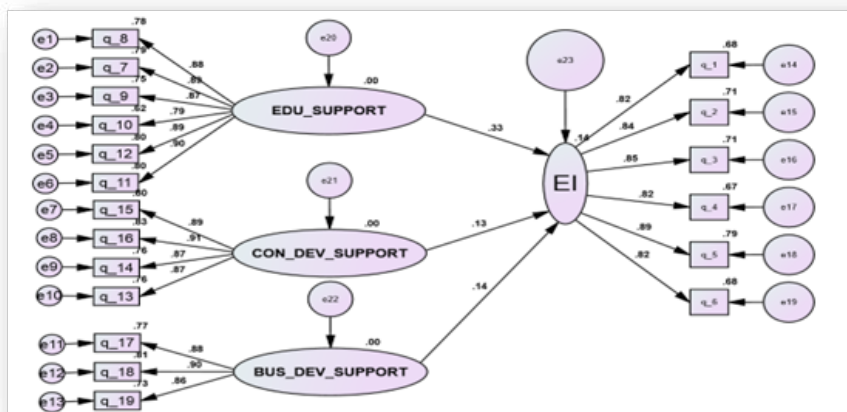


Figure 5: Structural Equation Model IV

Hypotheses Testing

This study used the structural model of structural equation modeling to investigate the causal link between components (SEM). The path coefficients and the results of the structural model for this study show that

there are significant relationships between the constructs. Table 3 displays the standardized route coefficients showing the direct effects.

Table 3: Standardized Path Coefficients and Statistical Significance

D.V		I.V	Perception	Estimate	t-value	P	Hypothesis	Results
EI	<---	INST_FAC	Trainee	.552	3.503	.005	H1	Supported
			Student	.135	2.558	.011		
EI	<---	ORG_FAC	Trainee	.171	2.551	.007	H1	Supported
			Student	.509	4.306	***		

(Researcher's Calculations) (* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$)

H1: Organisational factors significantly and positively influence entrepreneurial intention.

The results of the path analysis are shown in Table 3, where it is found that the path analysis is significant for hypothesis H1 at a level of 0.01 ($p < 0.01$) (relationship between an organisational component and entrepreneurial intention). The calculated value denotes a favourable correlation between the two variables. Therefore, it can be concluded that the organisational factor considerably and favourably affects both groups of the sample's entrepreneurial intention. As a result, hypothesis H1 was confirmed.

H2: Institutional factors significantly and positively influence entrepreneurial intention.

Table 3 shows the results of the path analysis, where hypothesis H2 (the connection between institutional factor and entrepreneurial intention) is found to be significant at a 0.05 significance level ($p < 0.05$). The calculated value denotes a favourable correlation between the two variables. Therefore, it can be concluded that Institutional Factor considerably and favourably affect both groups of the sample's entrepreneurial intention. As a result, hypothesis H2 was confirmed.

5. Discussion

The purpose of this research was to assess how organisational and institutional factors affect Entrepreneurial Intention. The findings of this research reveal that the entrepreneurial intention of the sampled university students and entrepreneurial trainees is influenced by the sub-dimensions of two independent constructs. Most of the past investigations have affirmed the explanatory power of precursors like entrepreneurial education, social norm (normative beliefs and motivation), government incentives, etc. The present study results reveal that the antecedents under study have strong explanatory power in predicting entrepreneurial intentions. A survey by Ajzen (2004) claimed that individuals shape their attitudes from their beliefs about the outcomes of their actions.

The present study results reveal that in two groups of samples, university students and trainees, all three sub-dimensions of institutional factors have shown significant positive associations. We discovered a significant correlation between "perceived institutional support and entrepreneurial intention," indicating that the respondents believe that governmental regulations, laws, and programs promote an environment that is conducive to entrepreneurship. The findings are similar to studies like Schwarz et al. (2009) and Luthje and Franke (2003). Hence both students and the trainees believe that institutional dimensions that are regulatory, cognitive, and normative are imperative for their entrepreneurial intention. However, the social norms, values, beliefs, influences from an intimate environment, and other connections are equally important to them while starting a new venture.

The findings are consistent with research by Alvedalen and Boschma (2017), GhaniKerr and O'Connell (2014), Campbell (2004), Shane (2004), Luthje and Franke (2003), and Williamson, (2000). The authors Campbell (2004) and Williamson (2000) state that the well-developed institutional framework of developed nations like New Zealand, the USA, and Japan has boosted their economy and entrepreneurial development accordingly. Researchers such as Alvedalen and Boschma (2017) emphasise the functioning and working of these institutions are crucial for the country's entrepreneurial activity. Furthermore, the researchers like Aidis, Estron, and Tomasz (2008) have noticed that Russia's poorly developed institutions are the leading cause of their low entrepreneurial activity rates. Besides this, Gupta et al. (2014) have monitored emerging countries like Russia and China that have switched to a new form of institutional framework helping them with an economic and entrepreneurial boost.

As mentioned earlier, we surveyed two sample groups, i.e., students and trainees. For students, two dimensions ("Perceived educational Support and, Perceived concept-development support") have shown a significant association. In contrast, the third dimension, perceived business development support, has shown an insignificant association with commercial intention. Besides this, the trainees have shown a significant positive association of all the three sub-dimensions ("Perceived educational Support, Perceived concept-development Support, and Perceived business development support") of an organisational factor with entrepreneurial intention.

Saeed et al. (2015) and Kraaijenbrink et al. (2010) discovered comparable findings. Saeed et al. (2015) found that professed institutional assistance and concept development enhance entrepreneurial intention. However, business development support does not enhance entrepreneurial intention. These results follow Kraaijenbrink et al. (2010), developing its scale. They have developed the scale for understanding the perceived organisational Support, e.g., university. While developing the scale, their results were the same as ours. Our results further express the validity of the Kraaijenbrink et al. (2010) scale for measuring perceived university support. Thus, this scale could be an effective tool for organisations to gauge their level of

entrepreneurial education and support provision for their students. It would aid academicians in meeting students' entrepreneurial education needs. According to Su et al. (2021), there is a weak association between institutional assistance and entrepreneurial intention. The authors discovered a strong favourable association/correlation among institutional support, an entrepreneurship attitude, and perceived behaviour control. The researchers like Souitaris et al. (2007) have suggested that motivation, encouragement, and commitment are the best outcomes of any entrepreneurial program and education.

Our findings conflict with those of Saeed et al (2018). The authors discovered a negligible correlation between entrepreneurial intent and perceived organisational support. They contend that the students do not regard their colleges as providing them with helpful "educational, conceptual, and commercial development support." Our research has so far shown that students think their educational institutions offer good support for educational assistance and concept development. These two dimensions were found to be important in determining one's entrepreneurial intention. The assistance of organisations would be quite helpful for students and other prospective entrepreneurs. Although students have a good perception regarding the education level, courses being offered, knowledge level, and other skills and expertise, they still believe that their universities should focus on business development support for the new venture creation. This relationship was found to be insignificant. The possible explanation for the unfavourable results of business development support can be that entrepreneurial education in universities is still in its infancy stage.

6. Conclusion

It is a fact that entrepreneurship drives economic progress in undeveloped countries. Due to many job development initiatives since globalisation, lowering the unemployment rate has become vital for countries (Hyder et al., 2011). Moreover, in this regard, scholars have indicated that entrepreneurship is imperative to creating a healthy economy (Nafukho and Helen Muyia, 2010). The authors have witnessed the great significance of entrepreneurship for the

overall economy of a country (Dickson, Solomon, and Weaver, 2008). Entrepreneurship does not solely contribute to unemployment; it shows great contributions to boosting and developing economic status, innovation, competition, and job creation. Hence, the foremost priority for the entrepreneur is to have the intention for the particular action. Therefore, having the intention for a specific activity is the entrepreneur's top priority. As a result, we can say that the entrepreneurial process requires entrepreneurial intention as a prerequisite. This is because the empirical studies point out that there is a greater entrepreneurial propensity among individuals with higher entrepreneurial intentions.

Given that entrepreneurship contributes to unemployment issues, it is imperative to comprehend the various aspects. Entrepreneurial intention is influenced by institutional and organisational characteristics, according to empirical evidence. However, there weren't many of these studies conducted in underdeveloped regions. Studies examining how organisational and institutional factors affect the link between entrepreneurial intention and its individual-level drivers were also scarce (Fayolle and Linan, 2014). The authors like Fayolle and Linan (2014) have put a great emphasis that such investigations have been done in isolation from each other, i.e., individual factors with entrepreneurial intention, organisational factors with entrepreneurial intention, or institutional factors with entrepreneurial intention. According to Engle et al. (2011), there aren't many studies looking into how "country institutional profiles of entrepreneurship" affect entrepreneurial intention.

The current study proposed a conceptual framework intended to explore the impact of institutional and organizational-level elements for the above-mentioned research gaps. The conceptual framework was successfully "created and validated" in the current study. Finally, the findings propose some recommendations for organisations, institutions, decision-makers, academics, etc., which are discussed in the next section.

We deduced that Entrepreneurial intention is the function of two-level factors; institutional and organisational factors. Subsequently, the results point out that trainees have more entrepreneurial

intentions due to their training programs. Lastly, the results indicate some suggestions for institutions, organisations, policymakers, academicians, etc., detailed in the next section.

The current study found a significant influence on institutional sub-dimensions. Therefore, the policy of sustaining and improving is to be applied. From the policymaking perspective, to sustain the engagement of graduates in new business creation, policymakers have to use the holistic and comprehensive method. The combinations of specific guidelines, strategies, policies, and programs are imperative for promoting entrepreneurship support organisations, augmentation of training programs, and developing the country's regulatory, normative, and cognitive institutions. The holistic approach is necessary because alone the organisation's assistance (schooling, concept, and technical assistance of business development) cannot materialise personal entrepreneurial intention if the environment is hostile or if the potential youth finds the entrepreneurial environment challenging undefeatable. Our findings show that organisational variables including schooling, concept, and technical assistance of business development increase trainees' and students' entrepreneurship intention. Kraaijenbrink et al. (2010) findings of their study also support our results. The organisations; universities, and JKEDI should have entrepreneurship-based lectures, seminars workshops like "business plan competitions", concept development workshops, and boot camps, e.g., shark tank, to motivate more students and trainees and develop their entrepreneurial skills and expertise. Simultaneously the policymakers have to target the two types of programs, i.e., schooling/ training platforms to elevate the personal level competencies of our students and trainees. Our findings indicate that trainees have more entrepreneurial intentions than students. JKEDI heads should act on it and put these trainees to entrepreneurial exposure. The exposure involves simulation-based training, "real-life entrepreneurship situations", exposure to various business operations, and training to identify specific business opportunities. It will help strengthen the trainees' confidence in pursuing an entrepreneurship career. Researcher such as Athayde (2009) has also instituted that a positive attitude towards entrepreneurial career is developed among those

who participate in the company's programs and these participants' venture potential is also enhanced. He adds that individual traits like an individual's need for achievement and societal contribution are equally important. Entrepreneurship education and training have to foster one's individualistic traits positively, which would smoothly lead to new venture creation. Among the organisational factors, the sub-dimension i.e., business development support was not found to be significant among the student sample. Business development support is financial and infrastructural assistance to potential entrepreneurs in the early stages. It is the degree of perception of support that an organisation extends to potential entrepreneurs and helps in procuring associated resources. However, the present study suggests that the faculty of the universities have to be collectively developed for business development support. Further, to provide such support to their students, the universities exclusively have to join hands with the local government policymakers, business incubators, business incubation centers, finance-providing consultancies, etc. The universities should develop more networks with government officials and industries and employ new financial sources to boost business development support to budding entrepreneurs.

The study has worked on the concept of intentionality, which may or may not turn up into behaviour (Turker and Sonmez Selcuk, 2009). Therefore, we see that respondents' intentions are subject to change depending on the prevailing situations. The antecedents studied did not explain 100 % variance in the dependent variable. Recommending the inclusion of other variables that could not be researched but could have a big impact on how policies are created and carried out. The study adopted an available scale developed in the western context; therefore, certain modifications to suit the context could not be done. Some items may need revision or even elimination while making cross-cultural comparisons. Also, some questions concerning entrepreneurial educational courses or other support programs needed to be incorporated. Even though it was attempted to restrict the respondent bias through reversed items, the contribution was not sufficient to the constructs. Future research could focus on the qualitative approach to better understand the underlying motivations, values, principles, rules, and emotions

for the disposition of a particular intention. Also, more investigative cross-cultural studies could shed light on the authenticity of the preferences among university students in diverse cultural environments. The antecedents identified in the extant literature could be used on an extensive scale developed in India, which is expected to explain significant variances in the intentions. In the future, research should collect the data from the same sample at different points in time so an almost accurate examination of the causal relationship tests could be done. For example, the intentions of the students' pre-university and post-university education could be assessed.

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