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## The Theory of Planned Behaviour and the Entrepreneurial Intention of University Students

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### ABSTRACT

Businesses generate employment and are recognised as catalysts for the economy. A person who creates and manages a business is an entrepreneur and in a continually changing and complex environment, people capable of creative and innovative thinking will tend to become more entrepreneurial. Running a business successfully requires skills and knowledge, and universities are centres where students can acquire the knowledge and skills that enable them to become entrepreneurs. The purpose of this research was to determine the effect of attitude (ATT), subjective norms (SN), and perceived behavioural control (PBC) on the entrepreneurial intention (IE) of Peruvian university students enrolled during the period 2019-2020 and pursuing a variety of career paths. This study is quantitative, cross-sectional, and causal. The sample involved 642 students. The Theory of Planned Behaviour (TPB) is used to explain entrepreneurial intention. Confirmatory factor analysis (CFA) was employed for data analysis. The findings show that subjective norms and perceived behavioural control have a positive effect on entrepreneurial intention. Accordingly, it is suggested that the structure of academic programmes be improved to enhance the competencies and skills of future job creators.

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### Introduction

Entrepreneurship is a catalyst for development and growth. Entrepreneurship is important for generating employment and reducing unemployment (Alshebami et al., 2020; Almohammad et al., 2021) while contributing to sustainable development (Veleva, 2021). Entrepreneurial activities lead to both economic and social development (Handayati et al., 2020; Lechuga et al., 2021). Development is related to the entrepreneurial spirit of a country's population, and research and innovation are fundamental factors in the promotion of entrepreneurship.

Entrepreneurship can be considered a creative process that seeks to create value. It consists of the new activities a person undertakes which can be aimed at achieving economic gains (Mensah et al., 2021). It can also include the attitudes of people working to start a business (Almohammad et al., 2021) and introducing new products and/or services. Particularly in times of crisis, reallocating resources may be necessary and new activities often emerge to replace obsolete ones, alleviating unemployment. Entrepreneurship must be especially encouraged during such times (Nicolás Martínez & Rubio Bañón, 2020).

Entrepreneurship invokes individual characteristics such as self-confidence, perseverance and innovative thinking (Nicolás Martínez & Rubio Bañón, 2020). These must be paired with knowledge and managerial skills. The lack of pertinent knowledge, managerial skills and management tools

constitutes a barrier to successful entrepreneurship, and training is therefore vital. Entrepreneurial education influences attitudes towards entrepreneurship (Alshebami et al., 2020; ben Youssef et al., 2021) and entrepreneurial self-efficacy (Kisubi et al., 2021), and entrepreneurship education in universities has consequently been studied in several countries.

Universities promote entrepreneurship by providing guidelines and strategies for entrepreneurship education (Saldarriaga & Guzmán, 2018). Entrepreneurship requires a skill set that can be acquired by students and benefits them (Deveci & Çepni, 2017). Accordingly, universities have implemented teaching methodologies, business models and practices to generate business ideas (Saldarriaga & Guzmán, 2018).

The purpose of offering entrepreneurship courses is to promote entrepreneurship and to encourage students and future graduates to become entrepreneurs, following one of three paths. The first path is that of the market. Market entrepreneurs are profit-driven, and by using their abilities to establish and successfully run their own businesses, they generate employment. The second path emphasises the good of society. Social entrepreneurs are sensitive to social problems, developing business models according to social needs (Gupta et al., 2020), contributing to society (Cruz-Sandoval & Alonso-Galicia, 2022), and improving the quality of citizens' lives (Agustina et al., 2020). The third path is that taken by political entrepreneurs, who are driven by rent (Podemska-Mikluch, 2021), seeking to benefit by influencing the political process.

In some cases, the universities seek to develop programmes that will support students by providing them with resources to implement their ideas (Saldarriaga & Guzmán, 2018) and skills that are necessary to handle the adversities associated with starting a business (Mensah et al., 2021). Such programmes aim to cultivate the talent of young people who are more likely "to start a business driven by an opportunity at the beginning of their career" (Molina, 2020, p. 1). Thus, universities should encourage and train students, generating a culture of entrepreneurship that will prepare students to practise it (Sadat & Lin, 2020).

In addition to entrepreneurship training, other factors are known to affect students' entrepreneurial intentions (Rijati et al., 2022). An approach used to explain those factors is the Theory of Planned Behaviour (TPB) (Ajzen, 1991). TPB concerns itself with three influential sets of factors, namely subjective norms (SN), perceived behavioural control (PBC), and attitude (ATT). Perceived behavioural control is significantly linked to student intentions to become entrepreneurs (Khadri et al., 2020). In the literature, there are several studies that have been carried out on the entrepreneurial intentions of university students using TPB. However, there has been little research on the experiences and intentions of students in public Peruvian universities.

Some studies highlight the importance of conducting new studies on entrepreneurship in developing countries (Lechuga et al., 2021; Al-Jubari, 2019) or of replicating existing, related studies (Al-Jubari, 2019). This study contributes to knowledge about entrepreneurship and the entrepreneurial intentions of university students. The results of this study are expected to help develop strategies to improve students' entrepreneurial spirit through the provision of entrepreneurial knowledge and skills. Also, this study can assist institutions seeking to foster entrepreneurship, by helping academics, educators, researchers, and consultants identify appropriate strategies for promoting entrepreneurship.

This study responds to the following research question: *How do Attitude, Perceived Behavioural Control and Subjective Norms positively affect the entrepreneurial intentions?*

## **Theoretical Framework**

### ***University and Entrepreneurship***

Entrepreneurship, research, and innovation should be encouraged from an early stage, especially in universities (Rijati et al., 2022). According to University Law 30220, one of the duties "of professors is to generate knowledge and innovation through rigorous research in their field"

(Educación, 2014, p. 527224) because innovation is essential for entrepreneurship. Developing an 'entrepreneurial spirit' of students can be an important contribution of the universities, and professors can motivate and strengthen their students' knowledge and skills to help them become successful entrepreneurs. The role of the university in this regard is contribute to the training of students for entrepreneurship (Rueda et al., 2021). Research findings indicate that entrepreneurial intention is associated with exposure to entrepreneurship education (Draksler & Sirec, 2021). That is, students are more likely to become entrepreneurial if they receive education on entrepreneurship (Bui et al., 2020).

### ***Entrepreneurs, Entrepreneurship, and Entrepreneurial Intention***

Recently, with the spread of SARS-CoV-2, the world changed. Social distancing measures became necessary for people to avoid exposure to the virus, and successive epidemiological waves have led to business closures, highlighting the need to reinvent business models through technology and by creating new products and services. This new scenario has given new relevance to the word 'entrepreneurship', since some workers who lost their jobs in companies have turned to entrepreneurship.

Entrepreneurship is understood as a set of competencies for establishing businesses, specifically the skills of value creation, openness to novelty, and effective communication (Jardim, 2021), creativity and innovation, a spirit of initiative, self-efficacy, and more. The European Commission defines entrepreneurship as "the mindset and process to create and develop economic activity blending risk-taking, creativity and/or innovation with sound management, within a new or an existing organization" (Commission, 2003, p. 6).

Recently, the Global Competitiveness Report highlighted that entrepreneurship is important (Schwab & Zahidi, 2020) for the generation of new jobs in the post-pandemic period. Entrepreneurship is a state of mind that motivates a person to try to create value in organisations (Bird, 1988). This mindset may impel the entrepreneur to adopt behaviours that are necessary for carrying out an entrepreneurial initiative.

The entrepreneur who has an innovative idea strives to realise it and make it profitable (Mensah et al., 2021). Depending on the stage of their projects, entrepreneurs can be classified as (1) nascent, which describes those who are in the process of creating their business or becoming self-employed, or (2) active, for those who already have a business. An entrepreneur may embark on a project based on an innovative idea, and then begin realising it, while assuming the associated risks and consequences (Mensah et al., 2021).

When exploring the conditions under which people decide to become entrepreneurs, the literature indicates that personal characteristics and the environment are among the factors. Personal characteristics include the desire to be independent, belief in achieving goals, high tolerance for risk, and high levels of creativity. Environmental factors include societal norms, and education or entrepreneurship within the family (Kennard, 2021). A person's willingness to own a business is called entrepreneurial intention (Bae et al., 2014) and is recognised for its importance in predicting entrepreneurial behaviour (Amofah & Saladrigues, 2022).

Entrepreneurial intention (EI) is related to the "individual's conviction and intention to start a new business after screening and planning for the future" (Kumar & Das, 2019, p. 5). An entrepreneurial intention is related to desire to develop an innovative idea (Mensah et al., 2021; Rueda et al., 2021; Sadat & Lin, 2020).

### ***Theory of Planned Behaviour (TPB)***

TPB is the theory most widely used to explain entrepreneurial intention (Entrialgo & Iglesias, 2016) is TPB. TPB was proposed by Ajzen (1985) and further developed and supported by empirical evidence by Ajzen (1991). TPB was proposed to explain human behaviour and has been extended to

numerous important fields including sociology, psychology, health (Erten & Köseoğlu, 2022), sports and university education.

TPB allows the study of the factors that influence students' decisions (Davis et al., 2002) by emphasising personal beliefs and attitudes. Three factors determine intentions: (1) attitude (ATT) towards a behaviour, (2) subjective norms (SN) related to perceived social pressure, and (3) perceived behavioural control (PBC). An attitude towards a behaviour consists in the evaluation that a person makes of the behaviour that can be favourable or unfavourable (Ajzen, 2002). The intention is the motivation of the individual for certain behaviours (Alshebami et al., 2020) while the entrepreneurial intention concerns the desire to establish a business as influenced by attitudes towards entrepreneurial behaviour (Mensah et al., 2021).

TPB has been applied in different studies to determine the degree of entrepreneurial intention in university students (Khadri et al., 2020). It has been combined with other theories such as self-determination theory (Al-Jubari, 2019) and it has been integrated with other factors (Ahmed et al., 2017; Contreras-Barraza et al., 2021; Mensah et al., 2021; Romero-Colmenares & Reyes-Rodríguez, 2022).

**Attitude (ATT):** An attitude (ATT) towards a behaviour is “the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question” (Ajzen, 1991, p. 188). As a general rule, the more positive the ATT toward the behaviour, SN related to behaviour, and PBC over the behaviour are usually found to predict behavioural (Ajzen, 1991). Given that intention is the single most powerful predictor of entrepreneurial behaviour (Ajzen, 1991), investigating the determinants of intentions is important for understanding the process of business creation. Several studies have empirically demonstrated the influence of ATT on IE (Sampene et al., 2022; Al-Jubari, 2019). However, it is important to be aware that the research literature contains disagreement about the impacts of ATT on IE (Zhang et al., 2015). The following hypothesis is proposed:

**Hypothesis 1 (H1):** *Attitude has a positive effect on entrepreneurial intention.*

**Subjective Norms (SN):** Subjective norms (SN) are related to “the perceived social pressure to perform or not to perform a certain behaviour” (Ajzen, 1991, p. 188). In an entrepreneurial context, they correspond to an “individual's perceptions of the values that others consider important regarding that individual's choice to create a venture” (Gieure et al., 2019, p. 3).

Subjective norms are determinative for individuals who do not have experience in entrepreneurship (Zhang et al., 2015). Several studies with empirical data have demonstrated that SN has an influence on IE (Gieure et al., 2019; Rambe et al., 2017; Rueda et al., 2021). SN relates to individual perceptions of whether or not the environment and the people around them will support the endeavour (Sadat & Lin, 2020). In other words, IE is influenced by extrinsic factors such as the opinions of friends, family, or colleagues (van Gelderen et al., 2008; Contreras-Barraza et al., 2021). The following hypothesis is proposed:

**Hypothesis 2 (H2):** *Subjective norms have a positive effect on entrepreneurial intention.*

**Perceived Behavioural Control (PBC):** The other important factor of TPB is perceived behavioural control (PBC), which “refers to people's perception of the ease or difficulty of performing the behaviour of interest” (Ajzen, 1991). It corresponds to an individual's control (evaluation of skills, intellectual capacity, ability to overcome difficulties, coping with obstacles) over the actions to engage in specific behaviours (Gieure et al., 2019).

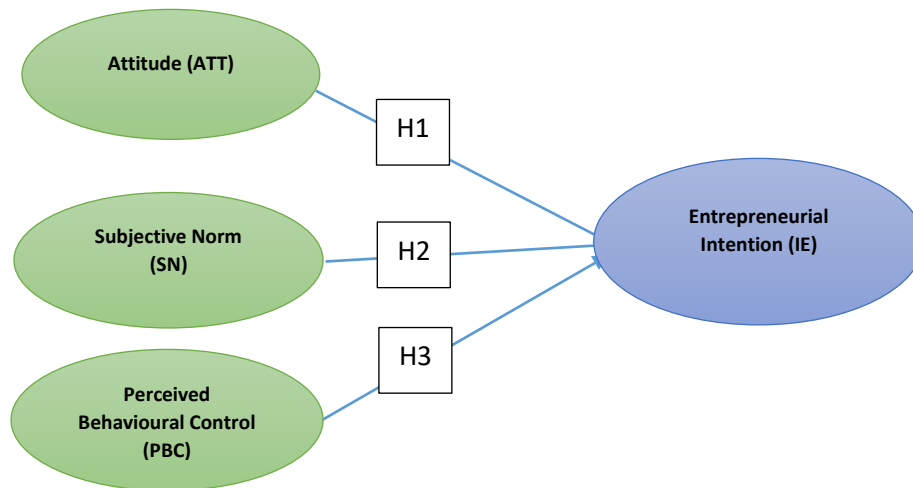
PBC is defined as “people's beliefs about their capabilities to exercise control over their own level of functioning and over the events that affect their lives” (Bandura, 1991, p.257). Perceived control is the personal perception of controlling certain behaviours (Sadat & Lin, 2020). The following hypothesis is proposed:

**Hypothesis 3 (H3):** *Perceived behavioural control has a positive effect on entrepreneurial intention.*

Figure 1 presents the variables and the proposed research model. The variables analysed were the students' attitude (ATT), subjective norms (SN) and perceived behavioural control (PBC).

**Figure 1**

*Model of Entrepreneurial Intention*



## Methodology

### Research Design and Sample

In this study, a quantitative approach was used. A non-experimental and cross-sectional research design was chosen. The study population consisted of Peruvian undergraduate students from different faculties and specialisations (e.g., Administration, Software Engineering, Industrial Engineering) who were enrolled for the 2019-2020 academic year. The sample was non-probabilistic and comprised 642 students, of which 409 (63.7%) were female and 233 (36.3%) were male, and 53% of the students had a previous experience in entrepreneurship while 47% did not. Additionally, 58.9% of the participants answered that they came from an entrepreneurial family.

### Instrument and Data Collection

For data collection, a questionnaire proposed by Zhang et al. (2015) was adapted to measure ATT, SN and PBC. The questionnaire involves five parts with 17 items in total: (1) three for IE related to intention to start a business, effort to manage a business or become an entrepreneur; (2) three for entrepreneurial ATT to measure the attitude of students towards entrepreneurship, (3) three for SN to measure perceptions of the student over the opinions of their friends, family and colleagues about the idea of starting a business, and (4) three for PBC to measure the confidence that the student has in successfully completing their tasks, reaching their objectives and overcoming obstacles, and (5) five for participant characteristics.

A five-point Likert scale was used with the following values: 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree. To verify the internal consistency of the items, a reliability analysis of the instrument was carried out, and a score of 0.826 on the Cronbach scale was obtained. The score is acceptable because it is greater than 0.7. This indicates that

the questionnaire items used to measure the students' entrepreneurial intention were reliable. Table 1 shows the Cronbach scale for each variable set.

**Table 1**

*Cronbach Alpha Score for Questionnaire Items*

Variable	Alfa de Cronbach
ATT	0.773
SN	0.731
PBC	0.806
IE	0.804

## Data Analysis

The software Statistical Package for the Social Sciences (SPSS) and AMOS 23.0. Confirmatory Factor Analysis (CFA) were used to analyse the data.

## Results and Discussion

Results of the descriptive analysis suggest that the mean value of PBC factor (score range from 3.83 to 3.92) is greater than the mean values of ATT (scores range from 3.13 to 3.51) and SN (scores range from 3.05 to 3.25) items (see Table 2).

With respect to ATT, the following percentages of students assigned scores of 4 and 5 to the ATT items: 48.7% enjoy what they are doing, 34.8% consider achieving financial gains, and 42.1% spend more time doing what they enjoy. With respect to PBC, the following percentages of students assigned scores of 4 and 5 to its items: 72.0% were confident of performing tasks successfully, 71.7% were confident of achieving the goals they set and 75.1% were confident of success in the face of obstacles. Finally, concerning SN, the following percentages of students assigned scores of 4 and 5 to the SN items: 40.2% believe that the family thinks he should become an entrepreneur, 32.7% believe that his friends think he should become an entrepreneur and 46.9% of students believe the people important to him think he should become an entrepreneur.

**Table 2**

*Entrepreneurial Intentions of University Students*

Items	Mean	Standard Deviation
ATT1	3.51	1.03
ATT2	3.13	1.00
ATT3	3.28	1.03
SN1	3.22	1.13
SN2	3.05	0.97
SN3	3.25	1.05
PBC1	3.83	1.04
PBC2	3.87	1.07
PBC3	3.92	1.13
IE1	3.63	1.08
IE2	3.64	1.03
IE3	3.65	1.05

Two steps were followed to validate the theoretical model proposed. First, CFA was used to validate the composition of factors (constructs) to identify which observed variables load on them. Second, the (1) validation criteria for the convergence of the items and constructs were applied (average variance extracted (AVE) greater than or equal to 0.50, convergent validity (CV) greater than 0.7, and composite reliability (CR) greater than 0.70), and (2) the validity of the hypotheses was assessed via a causality analysis.

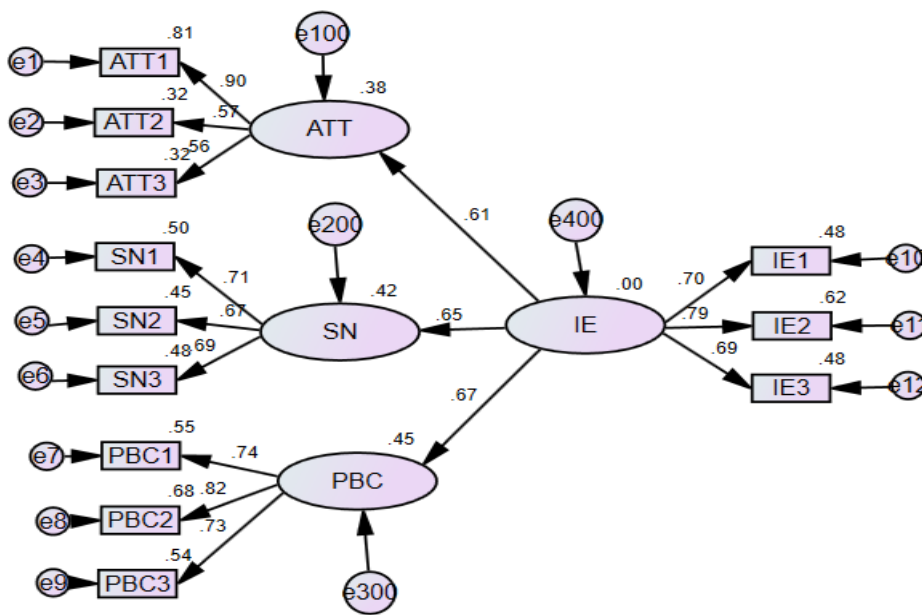
Some goodness-of-fit statistics were analysed such as normalised Chi-square, GFI (Goodness-of-Fit Index), CFI (Comparative Fit Index) and RMSEA (Root Mean Square Error of Approximation) the first column of the Table 3 'Level of acceptance (ideal)' the acceptable model fitting values for fit indices were defined.

The findings of the overall fit analysis of the first measurement model (Model N<sup>o</sup>1) show the following values: Chi square/df=7, CFI=0.87, GFI= 0.91 and RMSEA=0.10. The values obtained indicate that the model was not fit for Chi square/df>5, CFI ≤0.90, and RMSEA>0.08 which suggests further analysis is required. Figure 2 shows the factor loads and the path coefficient for ATT, SN and PBC.

After revision, two items were removed (ATT2, ATT3). The analysis was run again, and the results show that Chi-square/df=6, CFI=0.94, GFI=0.92 and RMSEA=0.08. The values obtained indicate that the model (Model N<sup>o</sup>2) still was not fit for Chi square/df>5 and RMSEA>0.08 which suggests further analysis. After another revision, three more items were removed (IE1, ATT1, SN3).

**Figure 2**

*Model N<sup>o</sup>1: First measurement model*



The analysis was run again, and the results showed that Chi-square/df=5, CFI=0.97, GFI=0.97 and RMSEA=0.08. Considering that results were valid and reliable after removing the total of 5 items, the analysis were stopped. Table 3 shows the measurement model fit indexes for Model N<sup>o</sup>1, Model N<sup>o</sup>2 and Model N<sup>o</sup>3 respectively.

**Table 3**

*Measurement Model Fit Indexes*

Measurement model fit	Model N°1		Model N°2		Model N°3		
	Level of acceptance (ideal)	Index	Level of acceptance	Index	Level of acceptance	Index	
Chi-square/df	>1 y <5	7.62	Does not comply	6.46	Does not comply	5.21	Complies
GFI	≥ 0.8	0.91	Complies	0.94	Complies	0.97	Complies
CFI	≥ 0.9	0.87	Does not comply	0.92	Does not comply	0.97	Complies
RMSEA	≤ 0.08	0.10	Does not comply	0.08	Does not comply	0.08	Complies

Based on the values obtained, the model (Model N°3) can be considered valid and reliable (Hair et al., 2009) for the observed data. Figure 3 shows the final measurement model (Model N°3).

**Figure 3**

*Model N°3: Final Measurement Model*

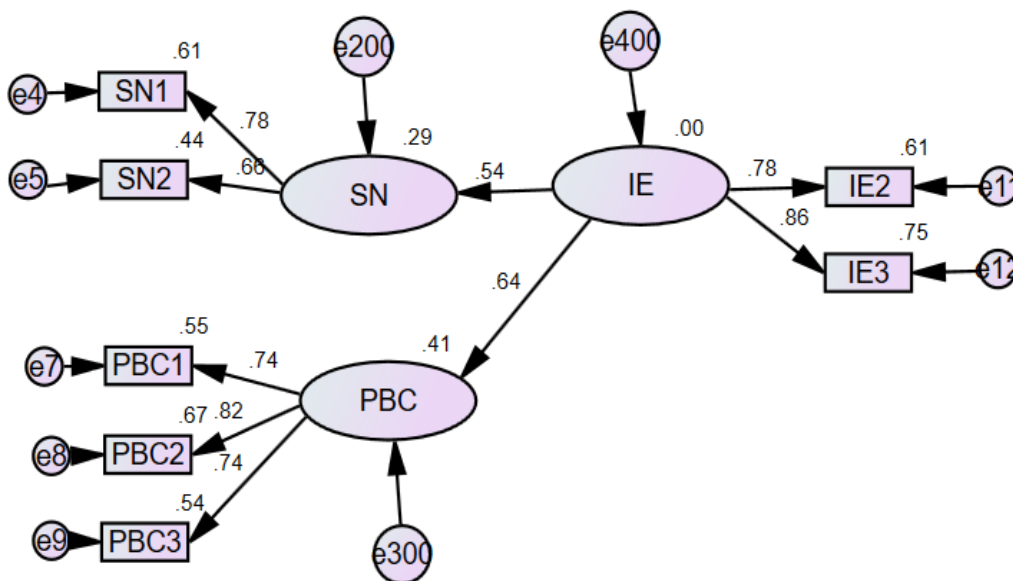


Table 4 shows the values of factor loading, loading squared and the AVEs for Model N°1, Model N°2, and Model N°3 respectively. The factor loadings of the Model N°3 items are greater than 0.66 and the AVEs meet the convergent validity criteria by being greater than 0.50 – that is, the adjustment indexes are acceptable.



**Table 4***Customised Model Estimation*

	Variables observed	Model N°1			Model N°2			Model N°3		
		Factor Loading *	Loading squared	AVE	Factor loading *	Loading squared	AVE	Factor loading *	Loading squared	AVE
IE	IE1	0.70	0.48	0.53	0.68	0.46	0.47			
	IE2	0.79	0.62		0.79	0.63		0.78	0.61	0.68
	IE3	0.69	0.48		0.83	0.69		0.86	0.75	
ATT	ATT1	0.90	0.80	0.48	0.31	0.10		-	-	
	ATT2	0.57	0.32		-	-		-	-	
	ATT3	0.56	0.32		-	-		-	-	
SN	SN1	0.71	0.50	0.48	0.70	0.49	0.48	0.78	0.61	
	SN2	0.67	0.45		0.68	0.46		0.66	0.44	0.52
	SN3	0.69	0.48		0.69	0.48		-	-	
PBC	PBC1	0.74	0.55	0.59	0.74	0.55	0.59	0.74	0.55	
	PBC2	0.82	0.68		0.82	0.67		0.82	0.67	0.59
	PBC3	0.73	0.54		0.74	0.54		0.74	0.54	

Note . \* Standardised Regression Weights

### Findings and Discussion of the Hypotheses

In accordance with the general modelling in structural equations on entrepreneurial intention in university students, the items of factor ATT were removed to obtain a fit model. A study that used TPB to analyse entrepreneurial intention in Malaysian university students (Khadri et al., 2020) also found that there were no significant relationships between ATT and IE. Hypothesis 1 was not supported.

The empirical results support Hypothesis 2, based on the theory TPB, that SN has a positive effect on IE. The path coefficient of SN was 0.54. These findings confirm that IE is influenced by social factors. Thus, the IE was greater in university students who were immersed in a close environment of friends and/or relatives who encouraged them to start a business. Similar results were found in a study that used TPB to analyse entrepreneurial intention in Malaysian university students (Al-Jubari, 2019) and also in a study of Spanish university students. However, Khadri et al. (2020) found that there were no significant relationships between SN and IE.

Hypothesis 3 is supported by the empirical results; based on the assumptions of TPB, PBC has positive effects on the IE of students. The path coefficient of PBC control was 0.64. The students who are confident about performing new tasks, achieving their goals and facing obstacles have the potential to establish a business. University students who trust their abilities have greater autonomy and control and are better able to face challenges. Findings of previous studies similarly found that PBC has a positive effect on IE (Contreras-Barraza et al., 2022). Moreover, PBC has a significant effect on the intention to become an entrepreneur as supported by Barba-Sánchez et al. (2022) who demonstrate the significant influence of this factor on IE.

Thus, it was concluded that the intention to start a business is greater in university students who perceive control over the fulfilment of their goals and whose friends and family think they should be entrepreneurs. The results of the empirical testing of the hypotheses are shown in Table 5.

**Table 5***Empirical Testing of Hypotheses*

Hypothesis	Supported
H1 Attitude has a positive effect on entrepreneurial intention	No
H2 Subjective norms have a positive effect on entrepreneurial intention.	Yes
H3 Perceived behavioural control has a positive effect on entrepreneurial intention.	Yes

## Discussion

Entrepreneurship is currently a topic of greater significance than ever. Understanding entrepreneurship and the factors that contribute to university students' entrepreneurial intentions is important for academics, researchers and decision makers. This study is a contribution to the literature on entrepreneurial intentions of university students in the Peruvian context. Strengthening students' entrepreneurial skills from early on, especially at the university level, will prepare them for the work environment. Several studies have been conducted applying the TPB theory to the entrepreneurial intention of students, however, the studies conducted with Peruvian students are scarce. In this paper, TPB and the factors ATT, SN and PBC have been used to explain the IE of students. Structural equation modelling was employed to analyse the data.

The findings indicated that the ATT factor had no positive effect on IE. This result is consistent with other studies, including Zhang et al. (2015), and Khadri et al. (2020).

The results did, however, indicate that the SN factor has a significant effect on IE. This result highlights the importance of the family in encouraging the student's entrepreneurial intention, which is conditioned by social factors. This result is consistent with other studies including Al-Jubari (2019) and Sampene et al. (2022). However, this result contrasts with Sadat & Lin (2020) and Su et al. (2021).

Moreover, a positive effect of PBC on IE was found, which also concurs with previous results (Fragoso et al., 2020). The results are consistent with previous studies that used TPB to predict students' intentional behaviour towards entrepreneurship. Of the students assigning scores 4 and 5 to the PBC items, 72.0% of students felt confident in performing tasks, 71.7% were confident of achieving their goals, and 75.1% were confident in the face of obstacles. According to Ajzen (1991), the higher the degree of perceived control, the stronger an individual's intention to perform a determined behaviour (Ajzen, 1991).

Similar to Al-Jubari (2019), this study points out the importance of TPB factors in entrepreneurship and the lack of research on this topic in developing countries. Taking into account the findings, entrepreneurial education should be strengthened to improve the perceived behavioural control and attitudes of future entrepreneurs. Entrepreneurial intention is fostered by perceived behavioural control over the fulfilment of one's goals and by the encouragement of family, colleagues, and friends.

This research can serve as a basis for future research that can include new variables, such as educational programmes and their influence on the IE of university students. Additionally, the differences in IE between students of public and private universities could be studied, as could differences in IE according to the choice of professional career. Research could also be conducted with students who are leaving the university, and similar studies including other variables should be replicated.

The present study was cross-sectional, but long-term studies could be carried out to determine whether the graduates who took entrepreneurship courses had an entrepreneurial attitude. The limitation of this study resides in the inability to generalise the results because the sample derives from just one university. However, generalisability could be achieved in future studies by including other public universities.

## Conclusions

Entrepreneurship is a key element for the economic development of countries, contributing to the generation of jobs. Recently, with the spread of SARS-CoV-2 and its consequent disruptions, companies and universities have had to adapt their business models to continue providing their products and services. As a result of this new scenario and the need to train future job generators, the word 'entrepreneurship' has gained significance. To this end, it is important to understand the entrepreneurial intentions of university students. In this research, we have employed TPB, which has been widely recognised as a useful theory explaining entrepreneurial intention. Three factors were used: attitude, subjective norms and perceived behavioural control. The findings show that there is a positive effect of subjective norms and perceived behavioural control on entrepreneurial intention, consistent with previous theory research findings. However, the hypothesis related to the effect of attitude on entrepreneurial intention was not supported. The findings of this research indicate that there is a need to strengthen students' entrepreneurial attitudes and introduce courses on innovation, entrepreneurship and business creation in programmes preparing students for diverse careers. In future work, the model can be expanded by incorporating variables such as education, research, and family entrepreneurship. The present research can be extended, and a follow-up can be organised to determine the effect of training on entrepreneurial intention.

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