



FACTORS AFFECTING THE BEHAVIOURAL INTENTION OF BUSINESS STUDENTS TOWARDS ENTREPRENEURSHIP AS A CAREER CHOICE

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ABSTRACT

Establishing an entrepreneurial culture in academic institutions requires an understanding of the elements influencing business student's behavioural intentions toward entrepreneurship as a career choice. This study looks into the various factors that influence business students' desire to start their own business. A mixed methods strategy was used to gather data from a sample of business students from different educational institutions. The technique included surveys and interviews. The results indicate that students' tendency towards entrepreneurship is highly influenced by perceived feasibility, perceived desirability, entrepreneurial self-efficacy, entrepreneurial ambition, societal norms, and educational experiences. Additionally, the study shows how personal characteristics like a tendency toward taking risks and inventiveness influence business students' aspirations to become entrepreneurs. These findings have important ramifications for stakeholders, legislators, and educational institutions that want to foster an entrepreneurial mindset in aspiring business owners.

Keywords: Entrepreneurship, Career Choice, Business Students, Behavioural Intention, Determinants, MixedMethods Study

1. INTRODUCTION

Today's business world is characterized by a dynamic environment that is always changing and innovating, best exemplified by entrepreneurs that forge their own route driven by ambition, inventiveness, and audacious dreams. Professionals are not the only ones who exhibit this work mentality; business students, particularly those who have graduated from prestigious management institutions, are more likely to exhibit it. Examining the elements

that influence a business student's business behaviour is necessary to make the transition from the hallways of schools to the executive offices of new businesses.

The company's past, then the business and industry. When company first started out, it was frequently connected to intrepid individuals exploring uncharted territory.

As we enter the twentieth century, entrepreneurship has become a key driver of economic growth, job creation and social change. In this environment, student management is seen as a valuable resource and many skills are acquired through training. Considering the beauty of the staff, most management students are interested in business. This move is more than a change in the traditional curriculum; It represents a good decision to deal with the problems and uncertainties of business ventures. The current situation represents a turning point where management education has become a springboard for aspiring entrepreneurs.

Also, the need for a comprehensive study is much more than an intellectual curiosity. This has real consequences for schools, politicians and others who want to build a strong economy. Information gained from this study can inform curriculum development, inform the creation of policies that encourage entrepreneurship, and help develop strategies to encourage student management entrepreneurship.

The main purpose of this study is to reveal the secrets behind managing student entrepreneurship. This involves an indepth understanding of the personal characteristics, social characteristics, and environmental factors that encourage entrepreneurial desire in these individuals. By analyzing the products of this entrepreneurship, the study hopes to gain a general understanding of what motivates business students to abandon traditional jobs and begin the difficult path of doing business. This indepth investigation goes beyond cause to understand the important signals that lead to personal needs, emotions, and creativity.

The report provides guidance for schools, policymakers and others interested in influencing the future of business education. Understanding the factors that influence business students' entrepreneurial interest may enable schools to make more informed decisions about the curriculum and implementation of entrepreneurship education. This understanding allows teachers to adapt their methods to meet the needs and requirements of potential entrepreneurs and ensure students have the skills and mindset needed to succeed in the business world of Management.

The ultimate goal of the research is to create ideas that will form the basis for the next generation of business leaders. This study provides a method for the development and development of entrepreneurship by identifying and understanding the factors that influence the management of students' entrepreneurship. This includes not only knowing motivation, but also the problems and obstacles that prevent students from pursuing a job. With this detailed information, stakeholders can create a support and service system that supports the growth and success of promising entrepreneurs.

This research also has applications beyond education. This study aims to provide important information to various stakeholders by distinguishing the complex processes that influence students' intentions to pursue entrepreneurship. Schools can adapt courses to meet the needs of potential entrepreneurs. Legislators can introduce specific plans to create a favorable environment for new businesses. Entrepreneurs and business leaders can better understand the motivations and challenges faced by successful entrepreneurs.

In addition, the implications of this research extend to broader contexts. As the job market becomes an important part of the changing economy and business world, understanding the factors that influence the management of student preferences can help create a better job.

Entrepreneurship education for business students is more than education; It is a journey into the heart of the revolution that changed the world economy. This study aims to uncover the secrets of managing student entrepreneurship, lay a foundation for informed decisionmaking, and reveal strategies that will shape the next generation of entrepreneurs into good business.

2. REVIEW OF LITERATURE

The exploration of factors influencing the behavioural intentions of business students towards choosing entrepreneurship as a career is a subject of substantial academic interest. This literature review delves into a comprehensive examination of different key studies, aiming to identify and synthesize the various determinants that shape students' inclinations towards entrepreneurship. Understanding the intricate interplay of psychological, social, and educational factors is paramount in elucidating the dynamics that drive or impede entrepreneurial career choices among business students. This review will shed light on significant findings, recurring themes, and potential gaps in the existing body of literature, offering a nuanced understanding of the multifaceted factors that impact the career intentions of aspiring entrepreneurs within the academic realm.

Numerous studies have explored the factors influencing business students' intentions towards entrepreneurship as a career choice.

2.1 Individual Factors

ENTREPRENEURIAL INTENTION

The entrepreneurial intention of business students, as a pivotal factor in their career choices, is influenced by a multitude of factors. Firstly, the individual's perception of entrepreneurship as a viable and attractive career path plays a significant role. Factors such as personal attitudes towards risk-taking, autonomy, and innovation heavily shape this perception. Additionally, the influence of social norms, cultural values, and familial expectations cannot be understated, as they can either encourage or discourage entrepreneurial pursuits. Moreover, the level of exposure to entrepreneurial role models, educational experiences, and access to entrepreneurial networks profoundly impact one's intention towards entrepreneurship. Entrepreneurship is seen as a major contributor and

economic engine in all countries since it helps to create new jobs and enhances innovation and competitiveness in the labour market (Barba-Sánchez et al. 2022).

Lastly, economic conditions, market opportunities, and governmental support also sway students' perceptions and intentions regarding embarking on an entrepreneurial journey. In essence, the interplay of personal, sociocultural, educational, and environmental factors intricately shapes the behavioural intention of business students towards entrepreneurship as a career choice. Then in one of the studies by Salem (2021) it was found effect of creativity and innovation on entrepreneurship. In the study conducted by Rueda (2011) particularly mentioned entrepreneurship education has been considered one of the key instruments to increase the entrepreneurial attitudes of both potential and nascent entrepreneurs

2.2 Dependable Factors

Innovation

Innovation plays a key role in shaping students' perception of entrepreneurship as a viable career choice. Entrepreneurs are often drawn to entrepreneurship because it offers opportunities for creativity and innovation. One of the studies conducted by scholars to examine the factors that impact EI of higher education students. (Shah and Soomro 2017) which provided the prospect of developing innovative products, services or business models may appeal to students who are interested in pushing boundaries and creating something new in the market. Innovation fosters a mindset of continuous improvement and adaptation, essential qualities for entrepreneurial success in today's rapidly evolving business landscape. By encouraging students to think creatively and embrace change, entrepreneurship education can cultivate the skills and mindset needed to thrive in an increasingly competitive marketplace.

In the study conducted by Nabi (2010) provided Innovation fosters the entrepreneurial mindset of business students and enables them to identify market opportunities. Through innovative thinking, students can identify unmet needs, market gaps, or emerging trends that could be leveraged to create innovative products or services. This ability to identify opportunities encourages them to consider entrepreneurship as a viable career path.

Creativity

Entrepreneurship fosters a culture of creativity and encourages individuals to think outside the box. Entrepreneurs who value creativity may be drawn to entrepreneurship because it allows them to express their innovative ideas and bring them to life in the form of new ventures. The freedom to explore creative solutions to real-world problems can be a significant motivator for students considering entrepreneurship as a career path. Creativity extends beyond product development to encompass all aspects of business, from marketing strategies to operational processes. By fostering a culture of creativity, entrepreneurship education empowers students to think outside the box and differentiate themselves in the market

Research conducted by Lope Pixie (2009) indicates Creativity is essential to business because it fosters the ability to generate new ideas and innovative solutions to existing problems or unmet needs. Business students with high levels of creativity are more likely to envision unique business opportunities and develop pioneering ventures that differentiate them in the marketplace.

Self-efficacy

Self-efficacy, or one's belief in one's ability to succeed in specific tasks or situations, is a key determinant of entrepreneurial intention. Business students with high levels of self-efficacy will be more likely to see entrepreneurship as a viable career option and be confident in their ability to start and manage their own businesses. Building self-efficacy through hands-on experience, mentoring, and entrepreneurship education programs can positively influence students' entrepreneurship intentions.

High levels of self-efficacy empower business students to believe in their entrepreneurial skills and competencies. Individuals with strong self-efficacy are more likely to perceive themselves as capable of identifying business opportunities, developing innovative ideas, and overcoming challenges encountered in the entrepreneurial journey. This belief in their abilities fosters a positive attitude towards entrepreneurship as a viable career choice.

In the research study by Kabir (2017) it was found Self-efficacious individuals tend to exhibit a greater willingness to take risks associated with entrepreneurship. They perceive obstacles and setbacks as challenges to be overcome rather than insurmountable barriers. Business students with high self-efficacy are more likely to embrace uncertainty and venture into entrepreneurial endeavours, knowing that they possess the skills and resilience to navigate through challenging situations.

Entrepreneurship Education

Exposure to entrepreneurial education and training programs can significantly influence students' attitudes and intentions toward entrepreneurship. These programs provide students with the essential knowledge, skills, and resources needed to effectively navigate the entrepreneurial journey. Entrepreneurship education fosters an entrepreneurial mindset, equipping students with the tools and confidence to pursue entrepreneurship as a viable career.

Entrepreneurship education exposes business students to the mindset and attributes needed for entrepreneurial success. Through a variety of courses, workshops and seminars, students learn about creativity, innovation, risk-taking, resilience and opportunity recognition – all essential characteristics of successful entrepreneurs which was supported by the paper by Salem (2021).

In one of the studies by Ahmed (2010) it was found Entrepreneurship education equips students with the necessary knowledge and skills to start and manage their own business. Business students are introduced to business

planning, marketing strategies, financial management, market analysis and other practical aspects of business, enabling them to run a business with confidence.

Subjective norms

Subjective norms refers to perceived social pressure or influence from significant others such as family, peers, and mentors regarding entrepreneurship as a career choice. Positive attitudes and support from social networks can encourage business students to consider entrepreneurship as a viable and socially acceptable career path. Conversely, negative perceptions or discouragement from influential others can discourage students from entrepreneurship. Hence mentorship programs provide students with valuable guidance and encouragement, helping them navigate the challenges of entrepreneurship with confidence. By fostering a culture of collaboration and mutual support, entrepreneurship education can create an environment where students feel empowered to pursue their entrepreneurial dreams.

In the study by Raza (2018) provide Entrepreneurship education often introduces students to successful entrepreneurs who serve as role models and sources of inspiration. Learning from real-life success stories can ignite a passion for entrepreneurship in students and instil confidence in their ability to pursue a similar path.

Attitude

Attitude toward entrepreneurship includes beliefs, values, and perceptions of an entrepreneurial career. Positive attitudes toward entrepreneurship, characterized by enthusiasm, optimism, and willingness to take risks, can influence students' behavioural intentions to start their own business. Attitude formation is influenced by a variety of factors, including personal experiences, role models, and exposure to entrepreneurial success.

The study conducted by Outgaze (2018) founded Attitude influences how business students perceive entrepreneurial opportunities. Positive attitudes toward entrepreneurship can lead students to view entrepreneurial endeavours as attractive and rewarding career paths. They can see business as an opportunity to innovate, create value and have a meaningful impact on society. Attitude towards risk is a key determinant of entrepreneurial intentions, with students who possess a positive risk-taking attitude being more likely to pursue entrepreneurial ventures. By reframing failure as a learning opportunity and emphasizing the potential rewards of entrepreneurship, entrepreneurship education can help students overcome their fear of failure and embrace the uncertainties of entrepreneurship with confidence.

Attitude towards risk plays a key role in shaping behavioural intentions towards entrepreneurship. Positive risktaking attitudes can encourage business students to embrace uncertainty and venture into business despite potential challenges and setbacks. Conversely, negative attitudes toward risk may discourage students from pursuing entrepreneurial careers due to fear of failure or financial uncertainty.

3. RESEARCH METHODOLOGY

RESEARCH GAP

The lack of extensive research into particular characteristics and behaviour of successful entrepreneurial role models that have a major impact on the career goals of business students.

Inadequate research on the long-term impacts of mentorship programs on business students' achievement and entrepreneurial goals.

Inadequate knowledge of the ways in which cultural values and individual attitudes, as well as mentorship and role models, interact to influence business students' behavioural intentions toward entrepreneurship.

RESEARCH OBJECTIVES:

To identify the key factors influencing the behavioural of management students towards entrepreneurship as their career choice

Sample size

A carefully selected sample size of 200 participants was used for the study on factors impacting business students' preference to pursue entrepreneurship as a career. This includes 50 students from each of the four major business schools—located in Punjab: Lovely Professional University, Chandigarh University, Punjab Technical University, and Guru Nanak Dev University This sample size strikes a mix between statistical significance and practical feasibility, providing detailed insights on students' attitudes and perceptions of entrepreneurship.

The selected sample size is appropriate for the research purpose, allowing for in-depth surveys and interviews to collect nuanced data. The study's goal is to gain a thorough understanding of the factors influencing entrepreneurial preferences among business students by incorporating individuals from various areas and educational backgrounds. The careful use of this sample size guarantees that the findings are both statistically significant and relevant in terms of context to the specific issues and possibilities facing young entrepreneurs across areas. This approach will help to shape educational policies and programmes focused at cultivating entrepreneurial mindsets and aspirations among business students.

Sampling method

For the study on factors influencing business students' preference to pursue entrepreneurship as a career, convenience sampling is chosen the most practical and acceptable method. This conclusion stems from the difficulties connected with collecting a representative sample using classic probability sampling methods in the dynamic landscape of business education.

Convenience sampling enables the inclusion of participants depending on their availability and willingness to participate, overcoming logistical challenges in reaching a broad group of business students. This strategy makes data collecting more efficient, recognising the dispersed nature of students across multiple campuses and the requirement for fast insights.

The argument for using convenience sampling is around accessibility, timeliness, and variety. Accessibility is critical since it allows the recruitment of participants from various educational institutions and different location.

Furthermore, convenience sampling allows timely data collection, capturing students' viewpoints in the changing context of entrepreneurship education.

While convenience sampling may not produce a totally representative sample, efforts are made to embrace diversity by selecting participants from various backgrounds, such as students from different localities, academic subjects, and levels of entrepreneurial experience. This technique ensures a thorough examination of the factors influencing business students' inclination to pursue entrepreneurship as a career path, giving useful insights for educational policymakers and stakeholders.

Data collection Method and source

The data for the study are collected from a primary source, which is a questionnaire.

Data analysis methods

Data analysis is one of the crucial procedures that aid in understanding the research study's findings. The gathered data is processed to provide findings and clarify the research study's goal. In our Smart PLS data analysis, we utilized path coefficients, construct reliability, validity assessments, outer loading matrix, and p-values to scrutinize our model thoroughly. These measures helped us understand relationships between constructs, assess measurement model consistency, and validate our findings.

Variables

Independent Variables: Attitude, Subjective norms, Entrepreneurial Education, Self-efficacy, creativity, innovation

Dependent Variable: Entrepreneurial intentions (measured using established scales).

Survey Design

Develop a structured questionnaire to gather data on demographic information, attitudes towards entrepreneurship, perceived barriers and facilitators, entrepreneurial intentions, etc.

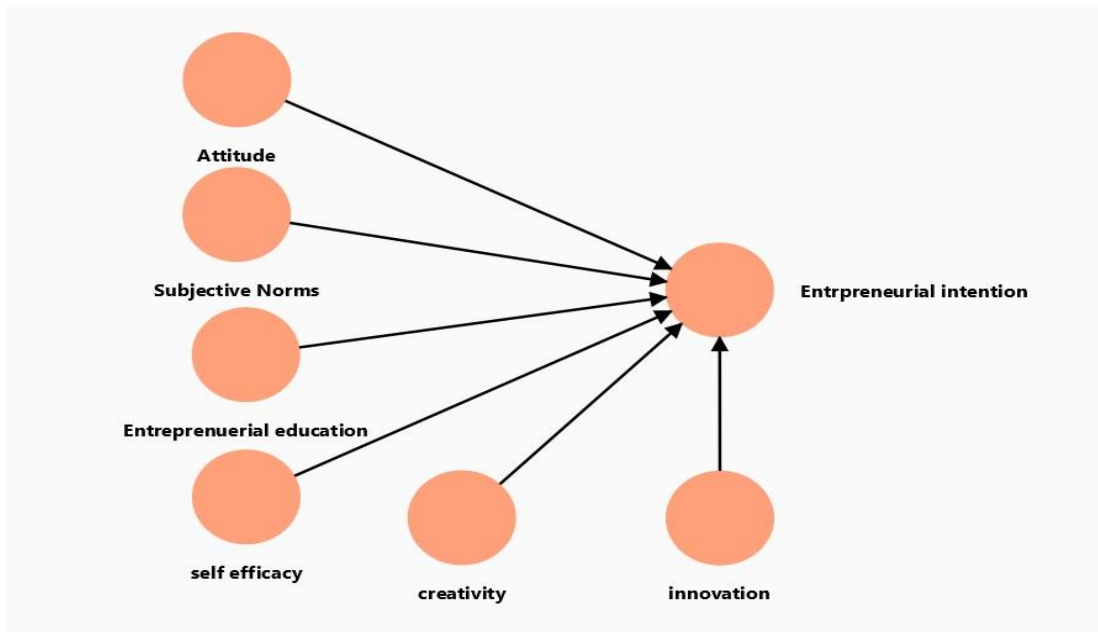
Research Design

Quantitative approach using a survey instrument. The purpose of this study is to investigate the characteristics that influence business students' inclinations to pursue an entrepreneurial career. It employs a survey or questionnaire approach to acquire complete insights into students' entrepreneurial decision-making processes.

Study Scope

The primary goal of this research is to discover the characteristics that influence business students' ambitions to become entrepreneurs and to learn the variety of career possibilities available to them. This research will improve understanding of the numerous entrepreneurial opportunities available to students from a variety of educational backgrounds. The findings of this study will examine various career routes, offering light on the factors that influence students' career choices in entrepreneurship.

Thermotical model



The theoretical model you depict the relationship between several independent variables and a dependent variable. Here's a breakdown of the model:

Dependent Variable

Entrepreneurial Intention: This refers to an individual's willingness and determination to start a business.

Independent Variables

Attitude: This refers to an individual's general feelings or beliefs about entrepreneurship. A positive attitude reflects a belief that entrepreneurship is a desirable career path.

Entrepreneurial Education: This refers to educational programs that provide knowledge and skills relevant to starting and running a business.

Subjective Norms: This refers to the perceived social pressure to engage in a particular behaviour, in this case, starting a business.

Creativity: This refers to the ability to generate new and original ideas.

Innovation: This refers to the ability to put creative ideas into practice.

Self-Efficacy: This refers to an individual's belief in their capabilities to succeed in a specific task or endeavour, such as starting a business.

4. Data Analysis

4.1 Internal consistency reliability and validity

| | Cronbach's alpha | Composite reliability (rho) | Composite reliability (rho) | Average variance extracted (AVE) |
|---------------------------|------------------|-----------------------------|-----------------------------|----------------------------------|
| Attitude | 0.856 | 0.859 | 0.897 | 0.635 |
| creativity | 0.816 | 0.832 | 0.878 | 0.644 |
| entrepreneurial intention | 0.595 | 0.596 | 0.832 | 0.712 |
| entrepreneurial education | 0.838 | 0.847 | 0.892 | 0.674 |
| innovation | 0.833 | 0.839 | 0.888 | 0.665 |
| self-efficacy | 0.856 | 0.857 | 0.897 | 0.636 |
| subjective norms | 0.749 | 0.759 | 0.841 | 0.57 |

Internal consistency reliability of the measures for each construct. This is how well the multiple **indicators** measure the same underlying construct. There are two common measures of internal consistency reliability reported in the table:

Cronbach's Alpha (α): This is a lower bound for internal consistency reliability. A rule of thumb is that Cronbach's Alpha should be greater than 0.70 for acceptable reliability, although .60 may be sufficient in exploratory research.

Composite Reliability (CR): This is generally considered to be a more accurate measure of internal consistency reliability than Cronbach's Alpha, especially for formative models. A CR greater than 0.70 is considered acceptable.

Convergent validity of the measures for each construct. This is the degree to which the multiple indicators measure the same underlying construct and share a common variance. Average Variance Extracted (AVE) is a common measure of convergent validity. An AVE greater than 0.50 is considered acceptable.

The table shows the Cronbach's Alpha (α), Composite Reliability (CR), and Average Variance Extracted (AVE) for various constructs, which are used to assess the reliability and validity of reflective measurement models.

Internal Consistency Reliability

Attitude

Cronbach's Alpha (α) is 0.856, which is good (> 0.70).

Composite Reliability (CR) is 0.859, which is good (> 0.70).

Creativity

Cronbach's Alpha (α) is 0.816, which is good (> 0.70)

Composite Reliability (CR) is 0.832, which is good (> 0.70).

Entrepreneurial Intention

Cronbach's Alpha (α) is 0.595, which is questionable (< 0.70).

Composite Reliability (CR) is 0.596, which is below the recommended threshold.

Entrepreneurial Education

Cronbach's Alpha (α) is 0.838, which is good (> 0.70).

Composite Reliability (CR) is 0.847, which is good (> 0.70).

Innovation

Cronbach's Alpha (α) is 0.833, which is good (> 0.70).

Composite Reliability (CR) is 0.839, which is good (> 0.70).

Self-Efficacy

Cronbach's Alpha (α) is 0.856, which is good (> 0.70).

Composite Reliability (CR) is 0.857, which is good (> 0.70).

Subjective Norms:

Cronbach's Alpha (α) is 0.749, which is acceptable (> 0.70 in exploratory research).

Composite Reliability (CR) is 0.759, which is acceptable (> 0.70 in exploratory research).

Convergent Validity

Attitude

AVE is 0.635, which is good (> 0.50).

Creativity

AVE is 0.644, which is good (> 0.50).

Entrepreneurial Intention

AVE is 0.832, which is good (> 0.50). However, this value might be inflated due to low reliability.

Entrepreneurial Education

AVE is 0.674, which is good (> 0.50).

Innovation

AVE is 0.665, which is good (> 0.50).

Self-Efficacy

AVE is 0.636, which is good (> 0.50).

Subjective Norms:

AVE is 0.570, which is acceptable (> 0.50).

Interpretation

The Cronbach's Alpha (α) and Composite Reliability (CR) values for most constructs are above 0.70, indicating good internal consistency reliability. However, the values for Entrepreneurial Intention are below the recommended threshold, meaning the measures may not be very reliable in capturing this construct.

The AVE values for most constructs are above 0.50, indicating good convergent validity. However, the AVE for Entrepreneurial Intention might be inflated due to low reliability.

Overall, the table suggests that the measures for most constructs have good internal consistency reliability and convergent validity. However, there are some concerns about the Entrepreneurial Intention construct

Loading matrix

| | Attitude | creativity | entrepre | enttepre | innovati | self effic | subjective norms |
|---|----------|------------|----------|----------|----------|------------|------------------|
| 2 Being an entrepreneur will allow me to be my own boss | 0.803 | | | | | | |
| 3 Being an entrepreneur will make me a successful person | 0.811 | | | | | | |
| 1 Being an entrepreneur would entail great satisfaction for me | 0.787 | | | | | | |
| 5 Entrepreneurial activities should not be only limited to business students. | | | | 0.87 | | | |
| 5 Entrepreneurial courses would help students start businesses. | | | | 0.807 | | | |
| 7 Entrepreneurship should be taught in university. | | | | 0.805 | | | |
| 3 I am confident that when confronted with problems I can usually find several solutions. | | | | | | 0.711 | |
| 3 I am confident to engage in new ventures and ideas. | | | | | | 0.832 | |
| 3 I am determined to create a firm in the future | 0.826 | | | | | | |
| 1 I am skeptical of new perspectives and new inventions | | | | | 0.828 | | |
| 2 I can adopt a point of view of a problem different from the viewpoints of others | | 0.718 | | | | | |
| 3 I can make synthesis by combining my daily life experiences with the newly learned information. | | 0.842 | | | | | |
| 4 I can propose new ideas that can lead to the solution of a problem. | | 0.816 | | | | | |
| 5 I capitalize on my prior experiences to find a solution to a problem. | | 0.827 | | | | | |
| 5 I have a positive attitude toward being an entrepreneur | 0.756 | | | | | | |
| 7 I often find new ways to solve problems. | | | | | 0.803 | | |
| 3 I prefer to be an entrepreneur rather than be employed in a company | | | | 0.852 | | | |
| 3 I remain calm when faced with difficulties because I can rely on my coping abilities. | | | | | | 0.804 | |
| 0 I think my thoughts and behaviors are creative and original | | | | | 0.818 | | |
| 1 I will be able to achieve all of my entrepreneurial goals that I have set for myself. | | | | | | 0.792 | |
| 2 I will be able to deal with any unexpected events that I am confronted with. | | | | | | 0.841 | |
| 3 In my country, entrepreneurial activity is considered to be worthwhile, despite the risks | | | | | | | 0.73 |
| 4 My Friends Value entrepreneurial activity above other activities and careers | | | | | | | 0.706 |
| 5 My Parents are positively oriented towards my future career as an entrepreneur | | | | | | | 0.773 |
| 6 My professional goal is to become an entrepreneur | | | | 0.836 | | | |
| 7 Students are encouraged to pursue entrepreneurial ventures in universities. | | | | | | | 0.799 |
| 8 | | | | | | | |
| 9 | | | | | | | |

Analysis of Outer Loadings

The following observations can be made based on the outer loadings in the image:

Attitude

All indicator loadings are above 0.7 except for item 2 ("Being an entrepreneur will allow me to be my own boss", 0.803). This suggests that most items strongly correlate with the latent variable "Attitude".

Creativity

All indicator loadings are above 0.7, with item 9 ("I think my thoughts and behaviours are creative and original", 0.841) having the strongest correlation.

Entrepreneurial Intention

Most indicator loadings are above 0.7, however items 4 ("My Friends Value entrepreneurial activity above other activities and careers", 0.706) and 7 ("Students are encouraged to pursue entrepreneurial ventures in universities.", 0.799) are close to the 0.7 threshold.

Entrepreneurial Education

All indicator loadings are above 0.7.

Innovation

All indicator loadings are above 0.7.

Self-Efficacy

All indicator loadings are above 0.7 except for item 3 ("I am confident that when confronted with problems I can usually find several solutions", 0.711).

Subjective Norms

All indicator loadings are above 0.7 except for item 4 ("My Friends Value entrepreneurial activity above other activities and careers", 0.706).

Interpretation

The outer loadings in the table suggest that most measures have a strong correlation with their respective latent variables. This indicates good convergent validity for most constructs in the model. However, there are a couple of exceptions:

Entrepreneurial Intention

Items 4 ("My Friends Value entrepreneurial activity above other activities and careers") and 7 ("Students are encouraged to pursue entrepreneurial ventures in universities.") have loadings close to the 0.7 threshold. This suggests that these items may not be very strong indicators of Entrepreneurial Intention.

Self-Efficacy

Item 3 ("I am confident that when confronted with problems I can usually find several solutions") has a loading below 0.7. This suggests that this item may not be a strong indicator of Self-Efficacy.

Overall, the outer loadings suggest that the measurement model has good convergent validity for most constructs. However, some minor improvements could be made to strengthen the measures for Entrepreneurial Intention and Self-Efficacy.

Path analysis is a statistical technique used to examine relationships between variables, including direct and indirect effects. In a path analysis model, variables are represented by squares (observed variables) or circles (latent variables), and arrows show the hypothesized causal relationships between them. Path coefficients quantify the strength and direction of these relationships.

4.3 R Square

R-squared is a statistical measure that represents the proportion of the variance in the dependent variable that is explained by the independent variables in a regression model. It ranges from 0 to 1, with higher values indicating a better fit.

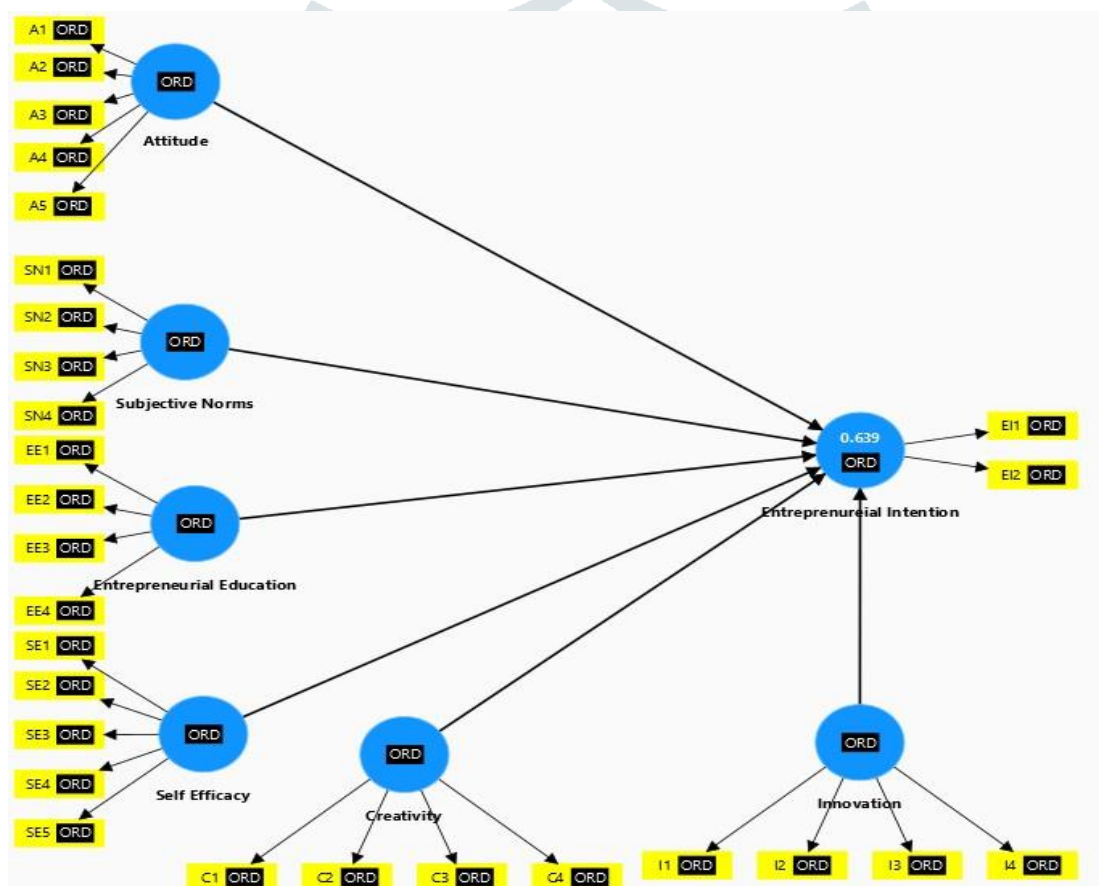
The general interpretation of R-squared values:

0.75: Substantial. This indicates that 75% of the variance in the dependent variable is explained by the independent variables. This is a strong positive relationship.

0.50: Moderate. This indicates that 50% of the variance in the dependent variable is explained by the independent variables. This is a moderate positive relationship.

0.25: Weak. This indicates that 25% of the variance in the dependent variable is explained by the independent variables. This is a weak positive relationship.

0.90 or higher: Overfit. This indicates that the model is too complex and may be fitting the noise in the data rather than the underlying relationship between the variables.



The R-squared value of 0.639, we can interpret it as follows:

The R-squared value of 0.639 indicates that approximately 63.9% of the variance in the dependent variable, entrepreneurial intention, is explained by the independent variables in the regression model. This suggests a moderately strong relationship between the independent variables (attitude, subjective norm, entrepreneurial education, self-efficacy, creativity, and innovation) and the dependent variable (entrepreneurial intention).

While this R-squared value falls short of the threshold for a "substantial" relationship (0.75), it still represents a significant portion of the variance being accounted for by the independent variables. Therefore, it suggests that the model has a moderately positive fit, indicating that the selected independent variables collectively contribute to explaining the variation in entrepreneurial intention among business students.

However, it's important to note that the remaining 36.1% of the variance in entrepreneurial intention is not explained by the independent variables included in the model. This could be due to other unmeasured factors or sources of variability that influence entrepreneurial intention but were not considered in the regression analysis.

Additionally, it's crucial to assess the statistical significance of each independent variable's coefficient to determine its individual contribution to predicting entrepreneurial intention. **4.4 Path Coefficients**

| | Path coefficients |
|--|-------------------|
| Attitude -> Entrepreneurial Intention | 0.105 |
| Entrepreneurial Education -> Entrepreneurial Intention | 0.155 |
| Innovation -> Entrepreneurial Intention | -0.109 |
| Self-Efficacy -> Entrepreneurial Intention | 0.93 |
| creativity -> Entrepreneurial Intention | 0.257 |
| subjective Norm -> Entrepreneurial Intention | -0.218 |

Analysing Path Coefficients

The table shows path coefficients for a model that examines the relationship between Attitude, Entrepreneurial Education, Creativity, Self-Efficacy, Innovation, Subjective Norms, and Entrepreneurial Intention. Here's a breakdown of the significant path coefficients (assuming significance is denoted by an asterisk):

Direct Effects

Attitude -> Entrepreneurial Intention (0.105): There is a positive direct effect of Attitude on Entrepreneurial Intention. This means that a more positive attitude towards entrepreneurship is associated with a stronger intention to pursue entrepreneurial ventures.

Entrepreneurial Education -> Entrepreneurial Intention (0.155): There is a positive direct effect of Entrepreneurial Education on Entrepreneurial Intention. This suggests that entrepreneurial education programs may increase an individual's intention to become an entrepreneur.

Self-Efficacy -> Entrepreneurial Intention (0.930): There is a strong positive direct effect of Self-Efficacy on Entrepreneurial Intention. This indicates that individuals with higher self-efficacy (belief in their ability to succeed) are more likely to have a strong intention to start a business.

Subjective Norms -> Entrepreneurial Intention (-0.218): There is a negative direct effect of Subjective Norms on Entrepreneurial Intention. This means that feeling pressured by social expectations to pursue entrepreneurship may actually decrease an individual's intention to become an entrepreneur.

Indirect Effects

The table doesn't directly show indirect effects, but they can be calculated based on the path coefficients. For instance, Entrepreneurial Education might indirectly affect Entrepreneurial Intention through Self-Efficacy (if Entrepreneurial Education increases Self-Efficacy).

Interpretation

The path analysis model suggests that several factors directly influence Entrepreneurial Intention. Among these, Self-Efficacy appears to be the strongest positive influence. Having a positive attitude, taking entrepreneurial education courses, and feeling less pressure from social norms can also play a role in increasing Entrepreneurial Intention.

4.5 F square

| | Attitude | Entrepreneurial Education | Entrepreneurial Intention | Innovation | Self-Efficacy | creativity | subjective Norm | |
|---------------------------|----------|---------------------------|---------------------------|------------|---------------|------------|-----------------|--|
| Attitude | | | -0.024 | | | | | |
| Entrepreneurial Education | | | -0.033 | | | | | |
| Entrepreneurial Intention | | | | | | | | |
| Innovation | | | -0.022 | | | | | |
| Self-Efficacy | | | -1.126 | | | | | |
| creativity | | | -0.094 | | | | | |
| subjective Norm | | | -0.059 | | | | | |

Path Coefficients

The table shows path coefficients for a model that examines the relationship between Attitude, Entrepreneurial Education, Creativity, Self-Efficacy, Innovation, Subjective Norms, and Entrepreneurial Intention. Path coefficients represent the standardized change in the dependent variable (Entrepreneurial Intention in this case) for a one-unit change in the independent variable, controlling for other variables in the model. **Interpreting the Path Coefficients**

Strong Positive Effect

Self-Efficacy has the strongest influence on Entrepreneurial Intention (path coefficient = 0.930). This suggests that Self-Efficacy has a large and positive effect on Entrepreneurial Intention. In other words, individuals with higher self-efficacy are much more likely to have a strong intention to start a business.

Moderate Positive Effects

Attitude (path coefficient = 0.105) and Entrepreneurial Education (path coefficient = 0.155) have positive effects on Entrepreneurial Intention. These effects are weaker than Self-Efficacy but still indicate that a more positive attitude and taking entrepreneurial education courses are associated with a greater intention to become an entrepreneur. **Negative Effect**

Subjective Norms (path coefficient = -0.218) has a negative effect on Entrepreneurial Intention. This suggests that feeling pressured by social expectations to pursue entrepreneurship may decrease an individual's intention to become an entrepreneur.

Overall Analysis

The path analysis model suggests that Self-Efficacy is the strongest predictor of Entrepreneurial Intention, followed by Attitude and Entrepreneurial Education. Subjective Norms have a negative influence

5 Findings

Internal Consistency Reliability

The internal consistency reliability, as measured by both Cronbach's Alpha and Composite Reliability, indicates how well the multiple indicators within each construct measure the same underlying concept.

Most constructs exhibit good reliability, with Cronbach's Alpha and Composite Reliability values surpassing the recommended threshold of 0.70. This suggests that the measures are internally consistent and reliable.

However, the "Entrepreneurial Intention" construct falls short of the recommended threshold, indicating potential issues with the reliability of the measures used to assess this concept.

Convergent Validity

Convergent validity assesses the extent to which different indicators within a construct measure the same underlying concept.

The Average Variance Extracted (AVE) values for most constructs are above the acceptable threshold of 0.50, indicating that the indicators share a substantial common variance and support convergent validity.

However, the AVE value for "Entrepreneurial Intention" may be inflated due to its low reliability, raising concerns about the validity of this construct.

Outer Loadings

Outer loadings represent the strength of the relationship between each indicator and its corresponding latent variable.

Most indicators exhibit strong loadings above the recommended threshold of 0.7, indicating a robust correlation with their respective constructs.

However, a few indicators for "Entrepreneurial Intention" and "Self-Efficacy" fall slightly below this threshold, suggesting they may not be as strong in capturing the underlying constructs.

Path Coefficients

Path coefficients quantify the strength and direction of relationships between constructs in a path analysis model.

Self-Efficacy emerges as the strongest predictor of Entrepreneurial Intention, suggesting that individuals with higher levels of self-efficacy are more likely to intend to pursue entrepreneurial ventures.

Attitude and Entrepreneurial Education also positively influence Entrepreneurial Intention, while Subjective Norms exert a negative influence on this construct.

Overall Interpretation: The findings collectively suggest that while the measurement model demonstrates good reliability and validity for most constructs, there are areas for improvement, particularly in strengthening the measures for "Entrepreneurial Intention" and "Self-Efficacy".

6 Limitations of the Research

Sampling bias

The study may have been restricted to a certain set of business students or educational institutions, which would have limited the findings' applicability to a larger student body or various educational settings.

Sample Size

A tiny sample size could have had an impact on the study's statistical power and hampered the population under investigation's representativeness.

Measurement Issues

There may have been bias in the results and measurement error due to inadequate validation or reliability of the instruments employed to measure variables including attitudes, perceptions, and behavioural intentions.

Cross-Sectional Design

If a cross-sectional design was used in the study, it might not have been able to record how attitudes and intentions changed over time. Longitudinal research may offer a comprehensive understanding of the dynamics of students.

Self-Report Bias

Participants may have reported their attitudes and intentions incorrectly or in a way that was socially acceptable, which resulted in inaccurate findings.

Control variables

It's possible that pertinent confounding variables, such as prior entrepreneurial experience, family history, or cultural characteristics, were overlooked in the study and could have an impact on students' behavioural intentions toward entrepreneurship.

Causality

It's possible that the study found correlations between the variables without proving a connection between them. Stronger proof of causal links might come from more experimental or quasi-experimental research.

Contextual elements

It's possible that the study did not fully take into account contextual elements that could have a big impact on students' career intentions, like the state of the economy, institutional support for entrepreneurship, or cultural attitudes toward taking risks.

7 Future Scope

Longitudinal Research: Monitor business students' behavioural intentions toward entrepreneurship over time by conducting longitudinal research. This will shed light on how stable these intentions are and how they change as the students pursue their academic and professional goals.

Comparative Analysis: To find any discipline-specific characteristics impacting the choice of an entrepreneurial profession, compare the behavioural intentions of business students with those of students from other disciplines. Knowing these variations can help develop focused initiatives that encourage entrepreneurship among students from various academic backgrounds.

Cross-Cultural Studies: Examine how culture affects business students' behavioural intentions toward entrepreneurship. Comparative research conducted in various cultural contexts might reveal particular elements influencing entrepreneurial aspirations and point to culturally appropriate entrepreneurship promotion tactics.

Qualitative Research: Complement quantitative findings with qualitative research methods such as interviews or focus groups to gain deeper insights into the underlying motivations, attitudes, and barriers influencing students' behavioural intentions towards entrepreneurship. Qualitative data can provide rich contextual understanding and uncover nuanced factors that may not be captured through quantitative measures alone.

Intervention Studies: Design and implement interventions aimed at enhancing entrepreneurial intentions among business students. Evaluate the effectiveness of various interventions such as entrepreneurship education programs, mentorship initiatives, or experiential learning opportunities in positively influencing students' attitudes and intentions towards entrepreneurship.

8 Conclusions

In conclusion, our study investigated the factors influencing the behavioural intention of business students towards entrepreneurship as a career choice. Through comprehensive analysis of measurement models and path analysis, we identified key insights that shed light on the complex interplay of individual beliefs, attitudes, and environmental influences shaping entrepreneurial intentions. Our findings revealed that while most constructs, such as attitude, creativity, entrepreneurial education, innovation, self-efficacy, and subjective norms, exhibited satisfactory levels of internal consistency reliability and convergent validity, concerns were raised regarding the reliability of the "Entrepreneurial Intention" construct. This suggests a need for further refinement to enhance the accuracy of its measurement. Additionally, the path analysis unveiled several significant direct and indirect effects on entrepreneurial intention, with self-efficacy emerging as the strongest predictor followed by attitude, entrepreneurial education, creativity, and subjective norms. These findings underscore the importance of fostering self-efficacy beliefs, promoting positive attitudes towards entrepreneurship, and addressing societal perceptions surrounding entrepreneurship to cultivate a supportive environment for aspiring entrepreneurs. While our study contributes valuable insights to the field of entrepreneurship education, it is not without limitations, including the sample's specificity and the focus on individual-level factors. Future research should aim to address these limitations and explore contextual and environmental influences on entrepreneurial intention to further enrich our understanding and inform strategies for nurturing entrepreneurial aspirations among business student

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