



Examining the Role of Entrepreneurship Policies on the Intention, Desire, Behavior and Decision to be an Entrepreneur (The Study of Senior and Doctoral Students of the Faculty of Social Sciences of Razi University)

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Abstract

Entrepreneurship is a sustainable tool and supports poverty and unemployment. The purpose of research is to investigate the role of entrepreneurship policies, intention, behavior, behavior and decision to be an entrepreneur. Research is a quantitative research in terms of method, and in terms of purpose, it is applied, and in terms of data collection, it is part of descriptive-survey research. The statistical population of graduate and doctoral students of Razi University of Social Sciences of Kermanshah was (385 graduate and 103 doctoral) and Morgan, 214 in the first stage by stratified sampling method with people assigned to each unit. The floor and in the second stage at each stage are selected randomly and the questionnaire has been distributed among the students. In order to collect data, a 32-question standard questionnaire was used in the field of main variables using a 5-point Likert spectrum scale, their validity (content and structure) and reliability (Cronbach's alpha 0.969) were confirmed and the results Colograph Smirnov (k-s) test, the significance level of each variable is greater than 0.05. The results of the confirmatory factor analysis showed that the factor loadings for the items were greater than 0.60. And they are significant at the 95% probability level. Finally, to analyze the data, descriptive and inferential statistics from the structural equation model were used by Spss23 and Amos23 software. The research data have been analyzed by structural equation modeling using Amos software. The results show the significant and positive effect of entrepreneurial policies on the entrepreneurial process

Keywords: entrepreneurship policy, intention, desire, behavior and decision to entrepreneurship, Razi University.

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Introduction

Entrepreneurship is a key driver of innovation, economic growth, and employment, with an essential role in societal development. In recent years, greater focus has been placed on understanding the factors shaping entrepreneurial culture and behavior—especially among students, who represent the future human capital capable of becoming creative entrepreneurs. Yet, challenges such as fear of failure, insufficient support, and weak governmental policies often prevent their potential from being realized. Governmental and institutional entrepreneurship policies can strongly influence the creation of an environment that promotes entrepreneurial growth. Such policies involve providing access to financing, specialized training, reducing bureaucratic obstacles, and supporting innovation and risk-taking. However, their success depends on effective implementation and coordination. This study explores how these policies affect different dimensions of students' entrepreneurial tendencies—including their attitudes, intentions, behaviors, and decisions to pursue entrepreneurship. By examining these impacts, policymakers can design more efficient strategies to nurture an innovative entrepreneurial generation. Additionally, considering mediating factors like risk-taking offers a deeper understanding of how entrepreneurial motivation develops and how policy interventions can better support youth entrepreneurship.

The main objective of this research is to examine and explain the relationship between entrepreneurial policies and various dimensions of entrepreneurial inclination among students. Specifically, the objectives of this research are:

To investigate the impact of entrepreneurial policy on students' entrepreneurial intention.

To investigate the impact of entrepreneurial policy on students' entrepreneurial attitude.

To investigate the impact of entrepreneurial policy on students' entrepreneurial behavior.

To investigate the impact of entrepreneurial policy on students' entrepreneurial decision.

Based on the above objectives and relying on theoretical foundations and research background, the main questions or hypotheses of this research have been formulated as follows:

1: Entrepreneurial policy affects students' entrepreneurial intention.

Entrepreneurial policy affects students' entrepreneurial attitude.

Entrepreneurial policy affects students' entrepreneurial behavior.

Entrepreneurial policy affects students' entrepreneurial decision.

Hypothesis

Hypothesis 2:

Hypothesis 3:

Hypothesis 4:

Background

A review of previous research provides a deeper understanding of the various dimensions of entrepreneurship and the factors influencing it, particularly the role of policy-making. Some relevant studies are mentioned below: Digosako et al. (2023) in Lesotho found that attitudes and perceived behavioral control are positive factors for entrepreneurial intention, while subjective norms have a negative impact. Furthermore, students in management and economics fields and those in higher academic levels have higher entrepreneurial intentions, emphasizing the need for targeted education. Keane and Chen (2023) highlighted the vital role of a progressive entrepreneurial culture, stating that institutional changes should focus on reducing pressure on small businesses rather than neutral approaches, thereby facilitating startup growth.

Meng et al. (2023) confirmed that entrepreneurial policy enhances the attitude and behavior of women in entrepreneurship through the mediating role of entrepreneurial intention (and its moderation by policy).

In domestic studies, Hosseini and Khosravi Laghab (2017) found that entrepreneurial motivation, entrepreneurial efficacy, and social networks have a positive and significant impact on entrepreneurial intention and inclination. It was also found that entrepreneurial efficacy and entrepreneurial motivation have a positive and significant impact on each other. These studies examine the impact of entrepreneurial policies on students' entrepreneurial behavior, considering the moderating factors such as fear of failure and risk-taking.



Methodology

This research has an applied purpose and, in terms of data collection method, falls into the category of descriptive-survey studies. The statistical population of the research consists of Master's and Ph.D. students in the Faculty of Social Sciences at Razi University of Kermanshah, comprising 385 Master's students and 103 Ph.D. students. Based on the Krejcie and Morgan (1970) table, the required sample size for this research was determined to be 214 individuals.

The distribution of questionnaires was carried out using a stratified sampling method with proportional allocation for each stratum (academic level), and then, in the second stage, simple random sampling was applied within each level. Students were asked to answer the questions carefully. The questionnaire used consists of 32 closed-ended questions on a five-point Likert scale.

The following instruments were used to measure the research variables:

Entrepreneurial Policy, Entrepreneurial Attitude, and Entrepreneurial Behavior: Questionnaires by Meng et al. (2023).

Entrepreneurial Intention and Entrepreneurial Decision: Questionnaires by Lee et al. (2022).

Content and construct validity of the questionnaire were confirmed by several experienced professors. Additionally, confirmatory factor analysis was performed to assess construct validity, and its results (factor loadings greater than 0.60 for all items) confirmed the validity of the questionnaire. The overall reliability of the questionnaire was calculated using Cronbach's alpha coefficient of 0.969, indicating high reliability of the measurement instrument.

Finally, the collected data were analyzed using SPSS and Amos software. Path analysis was used to examine the causal relationships between variables, and Structural Equation Modeling (SEM) was employed to evaluate the overall fit of the research model.

Findings

This research was designed and implemented to comprehensively investigate the impact of entrepreneurial policies on various aspects of the formation and emergence of entrepreneurial activities. The research approach consisted of two main stages: first, evaluating the quality of the measurement instruments (questionnaires) through confirmatory factor analysis, and then, testing the causal relationships between key constructs using Structural Equation Modeling.

In the first step, the validity and reliability of the questionnaire items designed to measure the constructs of entrepreneurial policy and entrepreneurial intention were assessed using confirmatory factor analysis. The entrepreneurial policy construct was broken down into more operational dimensions such as financing and taxation, entrepreneurship education and promotion, and government entrepreneurial infrastructure policies. Concurrently, the entrepreneurial intention construct was divided into the components of entrepreneurial attitude, entrepreneurial behavior, and entrepreneurial decision.

The results indicated that the items assigned to each construct have a high correlation with their main construct (high factor loading values). Furthermore, the level of statistical significance ($p < 0.01$), denoted by the asterisk, emphasizes the robustness of these relationships. These findings suggest that the questionnaire used is capable of accurately and validly measuring the theoretical constructs of the research and possesses desirable convergent validity.

After ensuring the quality of the measurement instrument, the structural model of the research, which models the proposed relationships between entrepreneurial policies and the dimensions of entrepreneurial intention and behavior, was evaluated. Although the Chi-Square P-value was lower than the desirable threshold (0.05) (0.000), which is common in studies with high sample sizes, all other key fit indices were within acceptable ranges.

The Chi-Square to Degrees of Freedom Ratio (CMIN/DF) was 1.739, indicating a good fit (desirable < 3). The RMSEA index was 0.059, which falls within the desirable range (desirable < 0.08). Comparative and incremental fit indices such as CFI (0.937) and IFI (0.938), as well as TLI (0.929) and NFI (0.862), all showed values above 0.9 (or close to it for NFI), emphasizing a desirable



model fit. Based on the totality of these indices, it was concluded that the structural model of the research aligns well with the observed data. The final stage of the research was dedicated to testing the main hypotheses. The results indicated that entrepreneurial policies have a positive and significant impact on all investigated dimensions of entrepreneurial intention and behavior: Impact on Entrepreneurial Intention: Entrepreneurial policies, with a standardized path coefficient of 0.776, positively and significantly increase individuals' intention to engage in entrepreneurial activity (Hypothesis 1 confirmed). Impact on Entrepreneurial Attitude: The impact of policies on entrepreneurial attitude was also positive and strong, with a path coefficient of 0.742 (Hypothesis 2 confirmed). Impact on Entrepreneurial Behavior: Entrepreneurial policies had the strongest impact on entrepreneurial behavior (actual implementation of entrepreneurial activities), with a path coefficient of 0.863. This indicates that supportive policies play a key role in translating intention into action (Hypothesis 3 confirmed). Impact on Entrepreneurial Decision: Furthermore, entrepreneurial policies, with a path coefficient of 0.829, significantly and positively influenced individuals' decision-making process in choosing the entrepreneurial path (Hypothesis 4 confirmed).

Conclusion

The results of this study indicate that the creation and strengthening of the entrepreneurial ecosystem is a multifaceted process that requires strategic synergy among educational institutions (universities), policymakers (government), and economic actors (students and graduates). This synergy becomes significantly more effective when supported by precise scientific and research-based evidence.

This section of the research emphasizes the pivotal and synergistic role of universities and governments in enhancing the entrepreneurial ecosystem, based on scientific studies. Universities, beyond merely transferring theoretical knowledge, have the responsibility to focus on *academic entrepreneurship education*—preparing students to enter the business world. As studies such as those by Dee et al. (2018) have demonstrated, this type of education serves as a strong predictor that increases entrepreneurial intention and improves entrepreneurial behavior. Creating interactive classroom spaces (such as talent exchange sessions), organizing exhibitions, conducting field projects, and providing communication platforms with industry and society are effective tools for enriching students' experiences, expanding their networks, and offering practical exposure to market challenges. Furthermore, active participation in entrepreneurship competitions and simulations greatly enhances students' innovation quality and readiness. The government plays a crucial role in facilitating the entrepreneurial path through targeted supportive policies. Li's (2019) research stresses the need for designing policies that, while fostering a *fair and green* business environment, encourage students to start their own ventures. More importantly, providing direct financial support and interest-free loans—especially for students lacking stable income and facing the barrier of *initial capital*—is of substantial importance. This approach, as also confirmed by Sanchez and Maldonado (2019), significantly lowers the threshold for engaging in entrepreneurial activities. Additionally, simplifying access to low-interest loans and establishing efficient financing channels can further minimize financial obstacles. Governmental financial support, alongside standardized regulations, appropriate services, and targeted training, directly strengthens entrepreneurial behavior. These policies, acting as opportunity enablers, create a space for graduates to transform their innovative ideas into productive businesses. Ultimately, developing a sustainable entrepreneurial ecosystem requires an integrated strategy in which universities offer high-quality education and practical opportunities, while the government plays a facilitating role through supportive (financial) policies. This synergy not only converts students' entrepreneurial intentions into real actions but also, by reducing barriers and increasing opportunities, contributes significantly to the continuous growth of an innovation-driven economy and provides a practical framework for overcoming entrepreneurial challenges—particularly for the young, knowledge-based generation.



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