

## Examining the Moderating Role of Perceived Education Support in Shaping Entrepreneurial intentions Among Higher Education Students: A TPB and VBN Perspective

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### Abstract:

This study aims at developing a comprehensive model based on theory of planned behavior (TPB) and value-belief-norm (VBN) to examine the impact of personal competencies in strategic and management aspects on improved perceived behavioral control. Then, both perceived behavioral control, personal attitude, and subjective norms, can in turn enhance entrepreneurial intention of students in the higher education in starting their own businesses. The model was tested with quantitative approach using a partial least square-structural equation modeling (PLS-SEM). Our results of 446 respondents showed that most of the hypotheses were significant, except the impact of strategic competencies on perceived behavioral control, and the impact of subjective norm on entrepreneurial intention. A moderator – perceived education support from institution was introduced and found to be significant between the relationships of strategic competencies and perceived behavioral control. Overall, this research highlights the need to develop students' competencies to facilitate their need to be future entrepreneurs.

### Keywords:

Theory of Planned Behavior, Value-Belief-Norm, Perceived Education Support, Personal Competencies, Perceived Behavioral Control, Perceived Desirability, Entrepreneurial Intention.