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Impact of Role Models on Self Efficacy and Entrepreneurial Intention on Aviation Management Students

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ABSTRACT

Purpose: The aim of this paper is to measure the impact of role models developed through interaction between entrepreneurs and students on self-efficacy and the entrepreneurial intention on Aviation Management Students

Design/methodology/approach: Experimental research is conducted by the researchers on 80 students of a management institute offering a unique program of Aviation Management. Role model identification, attitude toward the role model, entrepreneurial self-efficacy and entrepreneurial intention were measured through structural equation modelling techniques.

Findings: Exposure to real role models from Aviation Industry who are the first-generation successful entrepreneurs through face-to-face interaction created a positive impact on self-efficacy and behavioural intentions when the students identify themselves with the role models. Successful role models reinforce role model identification, favourable attitudes for entrepreneurship and in turn, augment self-efficacy and entrepreneurial intention.

Practical implications: The study brought out that related role models enhance the self-efficacy and entrepreneurial motivation. Hence, this should be part of the curriculum for entrepreneurial education as it would result in intension and finally behaviour to be an entrepreneur. Also, the role model get influence with the students and they become mentors as mentioned by the role models during a discussion with the students.

Originality/value: Unknown real-life role models in related fields serve as role models by interaction and enhance the impact on the entrepreneurship studies and new entrepreneurs can be developed by arranging interaction between entrepreneurs from a related field.

Introduction

It is an accepted fact that entrepreneurship plays a vital role in the technological and economic growth of a country (Chakraborty et al. 2018). This has brought focus on research in the field of entrepreneurship specifically in the last thirty years (Nowiński & Haddoud, 2019). Liñán & Alain Fayolle (2015) highlight that the research carried out in the field of entrepreneurship has been focused more on the impact of personality traits, the role of family businesses, the influence of education, the impact of government policies, and gender, and recently importance is given to the influence of the entrepreneurial role models. Many studies reflected the important role of direct role models such as parents, relatives, friends, and mentors in the decision to start a new startup (Cooper & Dunkelberg, 1987; Shapero, A. and Sokol, 1982). 35%-70% of entrepreneurs had entrepreneurial role models (Scherer & Adams, 1989).

The aerospace industry is a high-tech, highly innovative and one of the most critical and strategic industries worldwide as it helps in maintaining national security, fast movement of people and goods as well it develops new technologies for other industries (Alexander & Karo, 2009). In addition, this industry encourages new entrepreneurs and new companies by collaborating with highly qualified and experienced persons and thus plays major role in the economic development of the countries.

Entrepreneurial role models motivate for taking up entrepreneurship as a carrier and create “future oriented thinking process” (Rae, 2000). Bosma et al. (2012), find that role models play a major role in entrepreneurial development as about one-third of the entrepreneurs would not have started a venture if they would have not influenced by role models and there were 50 percent of the entrepreneurs who had role models.

Ather & Nimalathan Balasundaram (2010) study highlights that there is the tremendous impact of encouraging entrepreneurship on the economic development of the countries and efforts should be made in identifying and developing entrepreneurial talents.

This article explores and measures the impact of role model created through interactive sessions between successful entrepreneurs (role models) and students on self-efficacy and intentions for entrepreneurship in an educational context. The present study contributes to existing literature on entrepreneurial role models and self-efficacy for entrepreneurial development using successful

entrepreneurs from the related field. It emphasizes that this can be made a part of the curriculum for entrepreneurial development.

Need for the Study

Growth of Indian aerospace industry is quite high in both civil and military market. The opening up of the industry and government support provided by Atmanirbhar mission and Udaan, has given entrepreneurship a bright future in the aerospace industry. Further, the scope for entrepreneurship has been increased in the aerospace industry due to outsourcing and offloading to Tier 2 and Tier 3 suppliers by major original equipment manufacturers like Boeing, Airbus, Dassault, Hindustan aeronautics Limited, etc.

The role of role model has become very relevant and important for entrepreneurship development. The impact of role models have been studied and also some story bound role model studies are carried out (Laviolette et al., 2012), but a study on impact of role model interaction with successful entrepreneurs is not found in the search on Research Gate, Google Scholar and Web of Science. Hence, a need is felt to study the impact of role model interaction on self-efficacy and intentions of aviation management students who want to start their career in the Indian aerospace industry.

Objectives of the Study

The objective of the study is to measure the impact of role models developed through interaction between first generation entrepreneurs from the aerospace industry and management students of Aviation Management from a reputed management institute on self-efficacy and the entrepreneurial intentions of the students.

Review of Literature

Entrepreneurship intentions based on “Theory of Planned Behavior” (Ajzen, 1991) and the model of the “Entrepreneurial Event” (Shapero, & Sokol, 1982) are considered in the recent research for the starting of new venture, and intentions are considered as the predictor of behaviour. Krueger et al. (2000) emphasizes that the role models influence the attitude, self-efficacy and beliefs of a person towards entrepreneurship.

Baron (2004) and Shane & Venkataraman (2000) have tried to explore why some take initiative to start a new venture while others do not. They find that many entrepreneurs mention the influence of many other people. These others are role models who motivate to develop entrepreneurial skills and intentions (Bosma et al., 2012; Lent et al., 1994; Robert F.

Scherer, Janet S. Adams, 1989; Scott, Michael G; Twomey, 1988). Abbasianchavari & Moritz, (2021) found that there is no consensus on impact of role models on entrepreneurship. Others ideas, behaviour, and creation of their image on individuals, create, identity and influence the career choice, and positive effect of others may encourage to become entrepreneurs (Ajzen, 1991; Hackett & Betz, 1981; Krueger et al., 2000; Lent et al., 1994). These 'others' can be called as Role Models who influence the behaviour of the observers and create intention in them to become entrepreneurs (Abbasianchavari & Moritz, 2021). The role models influence self-efficacy and expectancy resulting in entrepreneurial behaviour (Nauta et al., 1998).

Types of Role Models and their impact

Appropriate role models are necessary to bring clarity and increase impact. Interactions with successful and positive role models have favorable impact on potential individuals (Austin & Nauta, 2016; Brunel et al., 2017; Chen et al., 2016; Maria Minniti, 2005). BarNir et al. (2011) highlight that the encouragement provided by the entrepreneurial role models enhance the entrepreneurial intentions in the followers as they express the confidence in attaining the goals and provide information about the opportunities. The different types of role models are family, peers, similar models, successful role models, unsuccessful role models, unrelated models.

Family role models and their influence

Entrepreneurial parents and relatives are early role models; they inculcate values, attitude and habits, and influence entrepreneurial intentions (Criaco et al., 2017; Geldhof et al., 2014; Laspita et al., 2012) Positive role models enhance the intentions while negative role models may discourage for entrepreneurship (Morales-Alonso et al., 2016). Entrepreneurial parents give support, knowledge, guidance and the platform for startups (Hickie, 2011).

Peers as role models

Kacperczyk (2013) emphasizes that the peers influence to a great extent the entrepreneurial intentions of an individual. An individual gets motivated if a school peer or coworker has good self-employment experience (Nanda & Sorensen, 2010). The fear of failure to launch a startup vanishes when a potential individual observes a successful peer (Miao et al., 2018).

Similar Role Models

If the role model and potential individual have similarity with respect to personal characteristics, skills, age, gender, and expertise, the intentions towards similar behaviour and ambitions enhance (Filstad,

2004; Wohlford et al., 2004), and the chances of the individual start imitating the role model increase (Wilson et al., 2009). Role Model and prospective entrepreneur have higher possibility of imitating each other (Bosma et al., 2012). Gender and ethnicity play important role in selection of role model consciously and unconsciously. Lindquist et al. (2015) finds that the father is the most influential role model for male offspring and the mother is the most important role model for female offspring. However, some contradictory researches are also found (Austin & Nauta, 2016; Wohlford et al., 2004).

Successful and unsuccessful models

The role models can be categorized as successful and unsuccessful. Krueger, Jr. & Brazeal (2018) find that successful role models create high feasibility of entrepreneurial intentions and unsuccessful role models create fear of failure but, still, they create entrepreneurial intentions in many individuals (Boissin et al., 2011; Chen et al., 2016). Boyd & Vozikis, (1994) indicate that the individuals with successful role models have higher self-efficacy and they also have the lesser fear of failure (Wyrwich et al., 2016). Negative or 'low-performing' role models generate a practical and rational view in the eyes of prospective entrepreneurs and learning from others' mistakes. Literature suggest that arranging acquaintance with successful entrepreneurs prospective increases entrepreneurial intentions.

Unrelated role models

Some researchers have conducted research on the impact of unrelated role models who are in a narration of storytelling. Fellnhofner (2017) brought out that this aspect and found that real company videos had a positive impact on entrepreneurial intentions. Research of Laviolette et al. (2012) also supported this view and highlighted a positive role of fiction entrepreneurial role models on individuals' entrepreneurial intentions and self-efficacy. Hence, unrelated role models can be used in entrepreneurship education programs to enhance entrepreneurial intentions (Fellnhofner, 2017). A classroom interaction with an entrepreneur can be considered as usage of unrelated role model to enhance entrepreneurial intentions.

The entrepreneurial role models inspire and create self-belief in the individuals to take the challenges and risks as well as handle uncertainty and encourage launching startup (Marx & Goff, 2005). Walter & Block, (2016) find that the integration of role models into educational programs can be used for fostering positive effect on entrepreneurial career intentions. The entrepreneurship in the

students can be brought in by identifying appropriate role models and bring them in entrepreneurship programs for coaching and mentoring (Abbasianchavari & Moritz, 2021).

Aerospace Industry and entrepreneurship

The aerospace industry has two parts namely aeronautics and space. Aeronautics deals with is aircraft within the earth's atmosphere and Space deals with the craft which works beyond the earth's atmosphere but both are connected due to technologies. Aviation is part of Aeronautics and deals with the utilization of aircraft. This industry is highly technology-driven with inherent. Although, it has double-digit growth but it discourages entrepreneurs due to its strategic position, high gestation period and poor cash flow.

The Indian aerospace industry is growing up fast and going to provide a great opportunity in coming years despite Covid 19 issue. India has become 3rd largest aviation markets due to large scale orders by Indian aviation companies to Boeing and Airbus. Large portion of manufacturing and maintenance work are going to be performed within the country under offset clause. The Defence Procurement Procedure (DPP) 2013 & 2016 has offset clause which made it mandatory that the foreign aircraft manufacturers have to offload the manufacturing of components and systems to Indian manufacturers at various scales

Researchers emphasize that lot of opportunities have been given by the aerospace industry to the budding entrepreneurs and with further growth and opening up of the sector to the small and medium enterprises in components manufacturing, design services, electronics and electrical systems etc., the scope for entrepreneurship has enhanced. These opportunities need to be exploited by the engineering and management students studying aerospace engineering and aviation management and create job opportunities also.

Also, Original Equipment Manufacturers like Hindustan Aeronautics Limited, Indian Space Research Organization, and National Aerospace Laboratories, etc. are supporting the new innovative entrepreneurs to launch their ventures in high tech areas.

Self-Efficacy and entrepreneurial Intentions

Ajzen (1991) theory of planned behaviour explains that the attitude and behaviour of an individual are related and an individual takes decision to act based on his attitude towards that behaviour, perceived behavioural control/self-efficacy and subjective norms. However, attitude and behaviour influence each

other. There is a strong positive relationship between intentions and behaviour (Davidson & Jaccard, 1979). Entrepreneurial behaviour can be predicted by analyzing the intentions and in turn attitude and self-efficacy. Self-efficacy has been considered one among the most important antecedents of entrepreneurial intentions. Self-efficacy is acquired through learning and experience based on individuals' aspirations and goals.

H1a: Self-efficacy is positively related to intentions for entrepreneurship

Role Model, Self-Efficacy and emotion arousal

Self-efficacy is gained through experiences, observational learning through role models emotional arousal and percolation (Bandura, Ross, & Ross, 1961). The role models enhance self-efficacy through a social comparison and increasing self-belief by performing similar behaviours (Wood & Bandura, 1989). If verbal persuasion by a role model is credible and considered as an expert opinion then the self-efficacy of the follower increases (Gist & Mitchell, 1992).

Researches argues that cognitions are the initiating factors for emotional arousal in the presence of external stimulus and this influence the behaviour. Mehrabian, & Russell's (1974) bring out arousal dimensions PAD (pleasure, arousal, dominance) and emphasize that the intensity of emotional responses impact self-efficacy. This could be provided by role models and create an attitude favourable or unfavourable.

H2a: Emotional arousal towards role model is positively related to self-efficacy

H3a: appreciative Attitude towards role model has a positive relationship with emotional arousal

Identification with an entrepreneurial role model and intention

Role Models are benchmarks for identification and action to achieve the personal and professional goals. The individual imitates the role model and takes decisions for career like self-employment, and set and achieve the goals (Bosma et al., 2012). Once an individual identifies himself with a credible, expert and trustworthy role model, he identifies with him, defines his self-concept and align his attitude towards similar behaviour (Gibson, 2004).

H4a: Identification with a role model is positively related to emotional arousal

towards the role model.

H5a: Identification with a role model is positively related to favourable attitude towards the role model.

Model investigated in study and hypotheses

Based on the above discussion and the model used by [Laviolette et al. \(2012\)](#), the model for the study is developed and shown in figure -1.

Research Methodology and Data

An experimental study is carried out on 80 students studying in a reputed aviation management institute in Bengaluru, India in the month of March 2021. These students had engineering and science background and they were studying Postgraduate diploma in Aviation Management. Two successful first-generation entrepreneurs from Aerospace Industry were invited to have two days of interaction with the students. One of the entrepreneurs was a founder of an aircraft Maintenance, repair and Overhaul Company and the other one was a founder of an aircraft electrical and Electronics Company. Before starting the interaction, the participants were asked about their inclination towards entrepreneurship. All had informed that their first preference was working in some multinational companies. As a first step, the entrepreneurs briefed about their background and their journey as entrepreneurs, their successes and failures, their motivation and their inclination to become mentors for budding entrepreneurs. In next step, they responded the queries of students to clarify the process of launching a new venture. The third step was an evaluation of business plans for new ventures presented by the students in groups of 4 to 5 students. This gave students further acquaintance with entrepreneurs to know their traits and to clarity about the thinking process of entrepreneurs and the development of business ideas and ways and means for launching a venture in the aerospace industry.

At the end of two days of interaction, the questionnaire made to measure the role model identification, attitude towards the role model, emotion arousal, self-efficacy and entrepreneurial intentions was circulated among the students and the response was collected from the students.

Measurement of Variables

- ***Attitude toward the Role Model (AR)***

This was measured by measuring the factors trustworthy, credibility and general attitude by using a questionnaire made based on the study carried out by [Laviolette et al. \(2012\)](#) on story bound role models recording the view of the students about the role models on the items reliable, honest, sincere, sure, and trustworthy; expert, experienced, competent, qualified, and able; agreeableness, quality, persuasion, liking and relevance. A 7-point Likert scale with a rating ranging from 1 (absolutely disagree) to 7 (absolutely agree) was used.

- ***Role Model Identification (RMI)***

Inventory developed by [Laviolette et al. \(2012\)](#) was modified to suit to this study using interactive role models and perceived similarity felt by the students was recorded using the questionnaire. A 7-point Likert scale with a rating ranging from 1 (absolutely disagree) to 7 (absolutely agree) was used.

- ***Emotional arousal (EA)***

Pleasure, Arousal and Dominance” for emotional arousal were measured by modifying the inventory developed by [Laviolette et al. \(2012\)](#) suiting to this study. 7-point Likert scale with rating ranging from 1 (absolutely disagree) to 7 (absolutely agree) was used.

- ***Entrepreneurial self-efficacy (SE)***

Identification of New entrepreneurial project by searching skills like brainstorming, identification of need for a new product, ability to design a new product are measured to find out the self-efficacy by modifying and using the items from the inventory developed by [Laviolette et al. \(2012\)](#) suiting to this study. A 7-point Likert scale with a rating ranging from 1 (absolutely disagree) to 7 (absolutely agree) was used.

- ***Entrepreneurial intention (EI)***

The inventory developed by [Laviolette et al. \(2012\)](#) was modified suiting to this study and used to measure the strength of entrepreneurial intentions A7-point Likert scale with a rating ranging from 1 (absolutely disagree) to 7 (absolutely agree) was used.

Data Analysis

Considering the variables Attitude toward the Role Model (AR), Role Model Identification (RMI), Emotional arousal (EA),

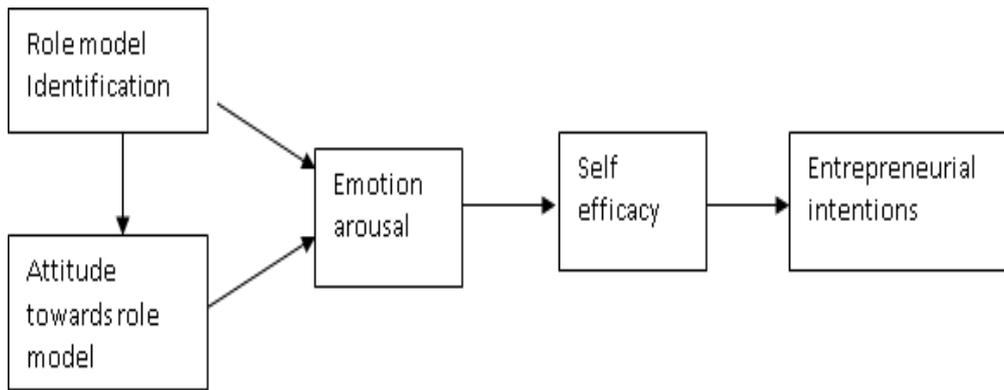


Figure 1: Model for impact of role models on self-efficacy and entrepreneurial intension on aviation management students

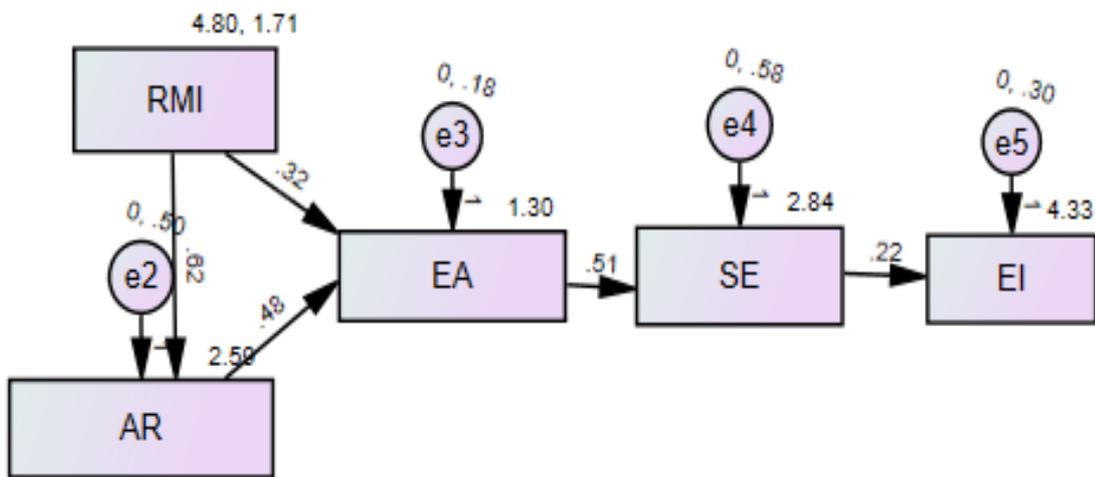


Figure 2: Structure equation Model with Unstandardized Estimates

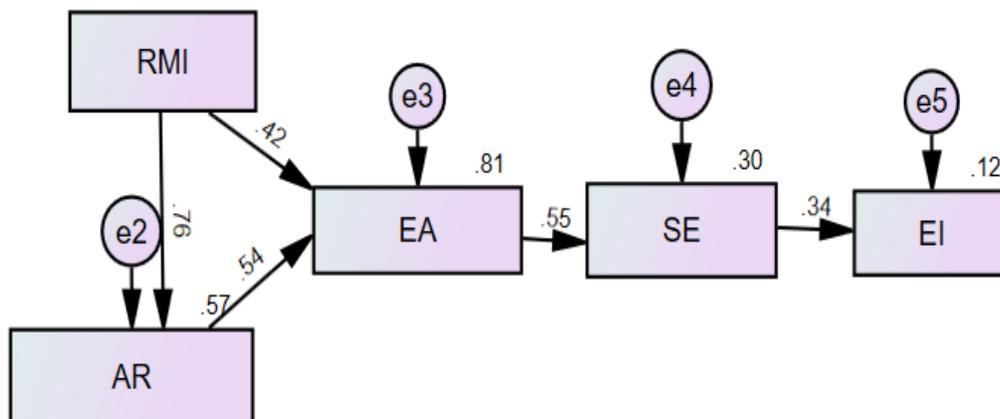


Figure 3: Structure Equation Model with Standardized Estimates

Entrepreneurial self-efficacy (SE) and Entrepreneurial intention (EI) from the theoretical model shown in Fig 1, the model and the finalised inventory were taken from the research paper published by (Laviolette et al., 2012). Exploratory analysis was performed by linking all the variables and it was found that the direct relationship of RMI with SE and SI is very low and insignificant. Also, the relationship of AR directly with SE and EI is very low and insignificant. Hence, this model is valid for this research. The reliability of the questionnaire was checked using SPSS Version 27 and found to be 0.964. This was very good.

SPSS AMOS Version 26 along with SPSS Version 27 was used for data analysis. The structural equation model was drawn and the SPSS data file was linked and data analysis was done. The standardized and non-standardised estimates are given in fig 2 and 3.

Validation of measurement model

The model is validated by confirmatory factor analysis (CFA) and checking the significance of relationship between the factor. This is in line with the recommendations of Anderson & Gerbing (1988) CFA verifies that a relationship exists between the observed and the latent variables. The model based on theory given by (Laviolette et al., 2012) which is based on the Theory of Planned Behavior (Ajzen, 1991) was used and validated. On checking in AMOS, The Chi Square/DF is found to be 4.234 which is less than 5 and CFI is 0.934 which is more than 0.9 which are necessary for model fit. Also, the relationship between the variables is found to be significant on checking the measure in AMOS as shown in table 1 as the P value is less than .05 for all the relationships. The convergent and the discriminant validity are confirmed as each latent variable shares more than 50 % of its variance.

Data Interpretation of SPSS and SPSS

AMOS output

Structure Equation Model unstandardized and standardised estimates output from SPSS AMOS Version 26 are shown in fig 2 and fig.3. The descriptive statistics and correlation matrix output from SPSS version 27 are given in table 3 and table 4 respectively. The correlation matrix shows that the correlation between the factors is significant at the level 0.01(2 tailed). Unstandardized estimates give means and variance of the factors. On comparing with SPSS output both are found to be matching. From Fig.2 we got intercepts and unstandardized estimates we can write the regression equation as follows:

$$\begin{aligned} EI &= 4.33 + .22 SE \\ SE &= 2.84 + .51 EA \\ EA &= .81 + .42 EMI + .54 AR \end{aligned}$$

The impact of SE is moderate as self-efficacy is one of the three factors in the Theory of Planned behaviour (Ajzen, 1991) while other factors are attitude towards the behaviour like entrepreneurship here, and subjected norms. The other factors are not considered in this model as the objective was to measure the intentions due to interaction of role model in the classroom environment.

Hypothesis testing

Hypothesis testing is carried out using structural equation modelling using AMOS version 26. The details are given in flowing para.

Hypothesis 1

The alternate hypothesis was postulated as

H1a: Self-efficacy (SE) is positively related to intentions for entrepreneurship (EI)

Hence, the null hypothesis was

H1o: Self-efficacy (SE) is not related to intentions for entrepreneurship (EI)

Multiple Model Analysis was used to test the null hypothesis. Model A was kept the original model shown in fig.2 and model B1 was made with variance between SE and EI as zero and model comparison was made. While in model A deficiency was 4.234 which was less than 5, in model B1 deficiency was 6.011 and CFI was 0.934 in model A and it came down to 0.858 in model B1 which was less than 0.9. In model comparison, assuming model A to be correct then the P value should be more than .6 for model B to be correct while it was found to be .002. Hence, the null hypothesis was rejected and the alternate hypothesis is accepted. Also, the correlation is .342 and positive. Hence, identification with a role model is positively related to emotional arousal towards the role model.

Hypothesis 2

The alternate hypothesis was postulated as

H2a: Emotional arousal (EA) towards role model is positively related to self-efficacy (SE)

Hence, the null hypothesis was

H2o: Emotional arousal (EA) towards role model is not related to self-efficacy (SE)

Multiple Model Analysis was used to test the null hypothesis. Model A was kept the original model shown in fig.2 and model B2 was made with variance between EA and SE as zero and model comparison was made. While in model A deficiency was 4.234 which was less than 5, in model B2 deficiency was 8.242 and CFI was 0.934 in model A and it came down to 0.824 in model B2 which was less than 0.9. In model

			Estimate	S.E.	C.R.	P Label
AR	<---	RMI	.623	.061	10.257	***
EA	<---	AR	.485	.068	7.120	***
EA	<---	RMI	.316	.056	5.635	***
SE	<---	EA	.512	.088	5.832	***
EI	<---	SE	.219	.068	3.234	.001

Table 1: Significance of Relationship among the variables (regression weights)

	Mean	Std. Deviation	N
RMI	4.803	1.3167	80
AR	5.581	1.0848	80
EA	5.519	.9823	80
SE	5.662	.9163	80
EI	5.567	.5868	80

Table 2: Descriptive Statistics

Factor	RMI	AR	EA	SE	EI
RMI	1	.756**	.828**	.451**	.432**
AR	.756**	1	.855**	.621**	.351**
EA	.828**	.855**	1	.549**	.421**
SE	.451**	.621**	.549**	1	.342**
EI	.432**	.351**	.421**	.342**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3: Correlations

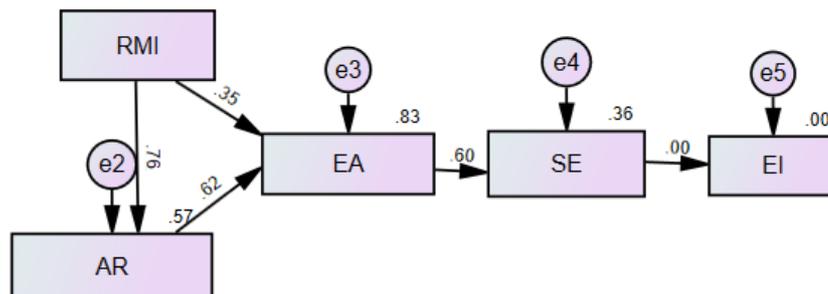


Figure 4 : Model B1

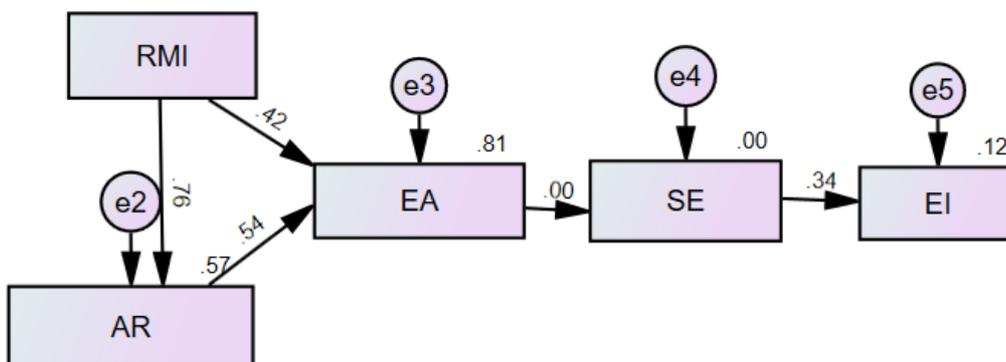


Figure 5: Model B2

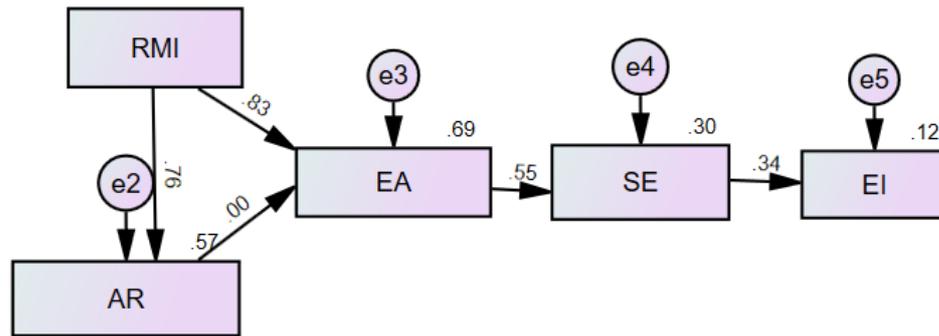


Figure 6: Model B3

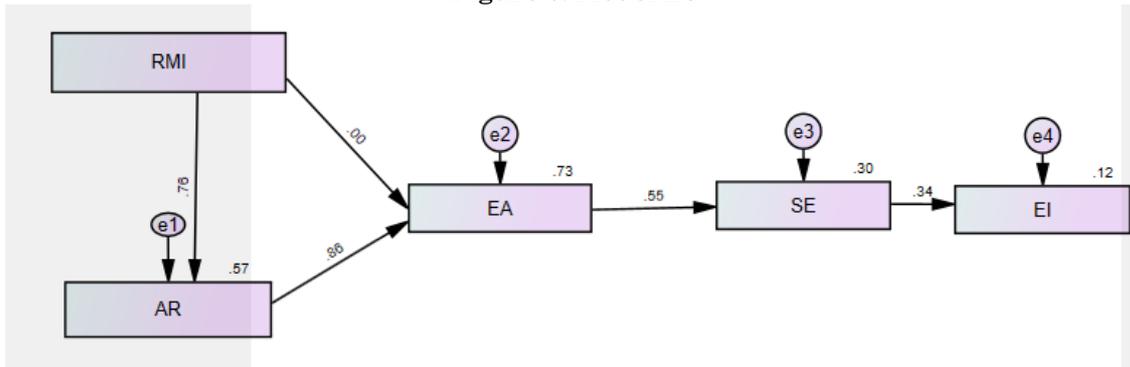


Figure 7 : Model B4

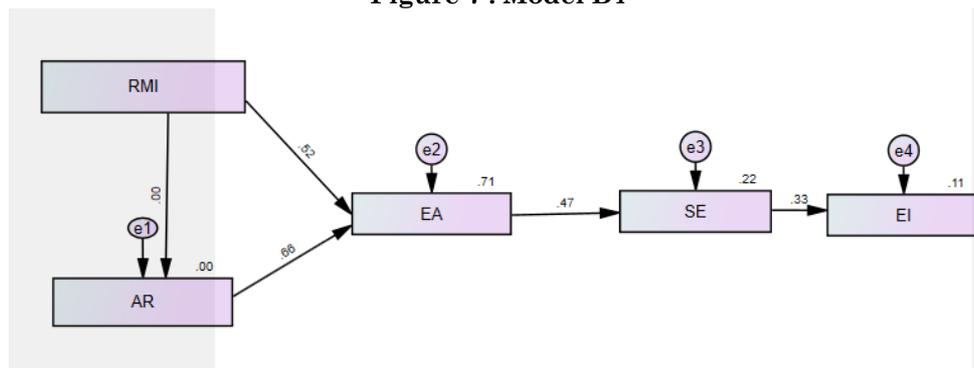


Figure 8: Model B5

comparison, assuming model A to be correct then the P value should be more than .6 for model B to be correct while it was found to be .000. Hence, the null hypothesis was rejected and the alternate hypothesis is accepted, also the correlation is .621 and positive. Hence, emotional arousal towards a role model is positively related to self-efficacy.

Hypothesis 3

The alternate hypothesis was postulated as **H3a: appreciative Attitude towards role model (AR) has a positive relationship with emotional arousal (EA)**

Hence, the null hypothesis was

H3o: appreciative Attitude towards role model (AR) has no relationship with emotional arousal (EA)

Multiple Model Analysis was used to test the null hypothesis. Model A is kept the original model and model B3 was made with variance between AR and EA as zero and model

comparison was made. While in model A deficiency was 4.234 which was less than 5, in model B3 deficiency was 10.055 and CFI was 0.934 in model A and it came down to 0.780 in model B3 which was less than 0.9. In model comparison, assuming model A to be correct then the P value should be more than .6 for model B to be correct while it was found to be .000. Hence, the null hypothesis was rejected and the alternate hypothesis is accepted. Also, the correlation is .828 and positive. Hence, appreciative Attitude towards a role model has positive relationship with emotional arousal

Hypothesis 4

The alternate hypothesis was postulated as **H4a: Identification with role model (RMI) is positively related to emotional arousal (EA) towards the role model.**

Hence, the null hypothesis was

H4o: Identification with role model (RMI) is not related to emotional arousal (EA)

towards the role model.

Multiple Model Analysis was used to test the null hypothesis. Model A is kept the original model and model B4 was made with variance between RMI and EA as zero and model comparison was made. While in Model A deficiency was 4.234 which was less than 5, in model B4 deficiency was 7.977 and CFI was 0.934 in model A and it came down to 0.830 in model B4 which was less than 0.9. In model comparison, assuming model A to be correct then P value should be more than .6 for model B to be correct while it was found to be .000. Hence, the null hypothesis was rejected and the alternate hypothesis is accepted. Also, the correlation is .855 and positive. Hence identification with a role model is positively related to emotional arousal towards the role model.

Hypothesis 5

The alternate hypothesis was postulated as

H5a : Identification with a role model (RMI) is positively related to favourable attitude towards the role model (AR).

Hence, the null hypothesis was

H5o : Identification with a role model (RMI) is not related to favourable attitude towards the role model (AR).

Multiple Model Analysis was used to test the null hypothesis. Model A is kept the original model and model B5 was made with variance between RMI and AR as zero and model comparison was made. While in model A deficiency was 4.234 which was less than 5, in model B5 deficiency was 14.675 and CFI was 0.934 in model A and it came down to 0.667 in model B5 which was less than 0.9. In model comparison, assuming model A to be correct then the P value should be more than .6 for model B to be correct while it was found to be .000. Hence, the null hypothesis was rejected and the alternate hypothesis is accepted. Also, the correlation is .756 and positive. Hence, identification with a role model is positively related to favourable attitude towards the role model.

Discussion

Generally, the research was focused on real life role models and their impact on the behaviour of individuals. A study by Laviolette, & Lefebvre (2012) tried to find out the impact of story bound entrepreneurial role models. In entrepreneurial development, management schools call top management of some successful organizations and entrepreneurs to interact with the students mostly to get a feel of management and management practices. These people influence the students to a certain extent to take decisions related to their careers. The interaction with successful entrepreneurs

influences to create intentions for entrepreneurship. In ever fast-growing aerospace sector in India, there is high scope for entrepreneurship.

It is found in this study that interaction with entrepreneurial role models is positively related to self-efficacy and entrepreneurial intentions. Self-efficacy is enhanced by emotional arousal and emotional arousal is found dependent on the identification of role model and attitude towards the role models. This in-turn depends on credibility, trustworthiness and general attitude. The low score of R square for entrepreneurial intentions is due to the fact that the other factors like attitude towards entrepreneurial behaviour, subjective norms, government supports, availability of finance, opportunity, etc. also have important roles. As it was informed by the participants that they were more inclined towards jobs, the intentions towards entrepreneurship were created due to interaction with entrepreneurial role models. Further, the impact was measured only after interactions with two entrepreneurs. Further impact can be measure after interaction with some more successful entrepreneurs,

All five alternate hypotheses are accepted in the study. It shows that identification with the entrepreneurial role model enhances the attitude towards the role model as well as emotional arousal. The positive attitude towards a role model also enhances emotional arousal. The elevated emotional arousal enhances self-efficacy and self-efficacy in turn enhances the entrepreneurial intentions. Thus, by enhancing the interaction with the successful entrepreneurial role models from the related fields can enhance the entrepreneurial intentions. Therefore, it can be summarized that the interactions with entrepreneurial role models play an important role in developing potential entrepreneurs. Management institutes, government organizations and media can arrange such interactions to create an entrepreneurial culture in the country. However, the study cannot be generalized as the study was conducted in only one institute and also the number of participants were less.

From the study, it can be concluded that the exposure to real role models from Aviation Industry who are the first generation successful entrepreneurs through face to face interaction created a positive impacts on self-efficacy and entrepreneurial intentions when the students identify themselves with the role models. Successful role models reinforce role model identification, favourable attitudes for entrepreneurship and in turn, augment self-efficacy and entrepreneurial intention.

Conclusion

This experimental research shows that interaction with role models with entrepreneurial background can play a positive role in enhancing the self-efficacy and intentions for entrepreneurship. The proposed alternate hypotheses are acceptable which indicate that emotional arousal by entrepreneurial role models can enhance the entrepreneurial self-efficacy and entrepreneurial intentions. However, the impact is found to be small but substantiate. Therefore, interaction with the entrepreneurial role models from the related field can be used to enhance entrepreneurial intentions and in turn the entrepreneurial behaviour in various fields including the aerospace field.

The study brought out that related role models enhance self-efficacy and entrepreneurial motivation. Therefore, this should be part of the curriculum for entrepreneurial education as it would result in intention and finally behaviour to be an entrepreneur. Also, the role models get influence with the students and they become mentors as mentioned by the role models during a discussion with the students,

The study can be conducted by selecting randomly participants from many institutes. Also, to see the impact of entrepreneurship education, a comparison can be made with the studies in institutes of entrepreneurship and general management institutes and other institutes. It also emphasizes other factors like factors related to subjective norms and attitude towards entrepreneurial behaviour play important roles in entrepreneurial intentions. Gender factor, negative and positive role models also can be considered for future studies.

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