Tomas Bata University in Zlín
Faculty of Management and Economics

Doctoral Thesis

The role of institutional, educational and family context for engagement in entrepreneurship: evidence from Albania, Kosovo and North Macedonia

Úloha institucionálního, vzdělávací a rodinného kontextu pro zapojení do podnikání: důkazy z Albánie, Kosova a Severní Makedonie

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ABSTRACT

Although scholars have studied the effects of individual attitude, subjective norms and perceived behavior control on entrepreneurial intention, there is a need to shed light on the role of contextual factors on entrepreneurial engagement. To fill this gap and address this need, this thesis aims to investigate the role of institutional, educational, and family context on the relationships between the antecedents of an individual's behavior and engagement in entrepreneurship.

The role of contextual factors will be incorporated in the research as potential moderators of the relationship between attitude, subjective norms and perceived behavior control and the individual's involvement in starting a business. Hence, institutional environment is expected to moderate the influence of attitude on engagement in entrepreneurship; educational context is supposed to govern the relationship between attitude and perceived behavior control and one's motivation to start a business; family background is assumed to influence the linkages between antecedents of one's motivation to start a business. The research is administered on an individual-level face-to-face data collection approach through a survey in three Western Balkan countries: Albania, Kosovo, and North Macedonia. The relationships are examined by using Partial Least Square within a Structural Equation Modelling per each country separately.

In the case of Albania, study results confirm the direct effect of attitude, subjective norms, and perceived behavior control on entrepreneurial intention. Regarding the moderating effect, it is supported that institutional context and educational background moderate the linkage of attitudes and entrepreneurial intention; previous family business experience affects the relationship of both personal attitudes and subjective norms toward entrepreneurial intention. The research findings for Kosovo confirm the direct effect of perceived behavior control on entrepreneurial intention, while the educational context plays a moderating role on the relationship of attitude and entrepreneurial intention. Furthermore, family context affects the linkage between individual attitude, subjective norms, and perceived behavior control with one's motivation to start a business. In North Macedonia, the results confirm that there is a direct effect of personal attitude on entrepreneurial intention and that institutional framework moderates the relationship between personal attitudes and entrepreneurial intention.

This thesis contributes to the literature, first, by adding value to the existing models used to explain the determinants of entrepreneurial engagement, second, by pointing out that institutional environment, educational and family context moderate the linkages between one's antecedents of an individual's behavior and starting a business. From the perspective of policymakers, it is important to understand the influential factors on entrepreneurial intention so they can design policies that combat youth unemployment and boost entrepreneurship.

ABSTRAKT

Přestože vědci studovali vliv individuálního postoje, subjektivních norem a vědomě řízeného chování na podnikatelský záměr, je třeba objasnit, jakou roli mají další související faktory pro zapojení do podnikatelských aktivit. Pro zaplnění této mezery a zaměření se na tento nedostatek, tato práce si klade za cíl prozkoumat roli institucionální, vzdělávací a rodinné souvislosti ve vztahu mezi činiteli ovlivňujícími chování jednotlivce a jeho zapojení do podnikání.

Související faktory budou mít ve výzkumu roli potenciálních moderátorů vztahu mezi postojem, subjektivními normami, vědomě řízeným chováním a zapojením jednotlivce do zahájení podnikání. Předpokládá se, že institucionální prostředí ovlivňuje postoje směrem k zahájení podnikání. Dále se předpokládá, že vzdělání určuje vztah mezi postojem, vědomě řízeným chováním a motivací člověka k zahájení podnikání, rovněž rodinné zázemí ovlivňuje vazby mezi původci motivace jednotlivce k zahájení podnikání. Výzkum je prováděn prostřednictvím individuálního sběru dat za pomoci dotazníkového šetření ve třech zemích na Západním Balkáně: Albánii, Kosovu a Severní Makedonii. Vztahy budou prozkoumány pomocí částečné regrese Partial Least Square v rámci modelování strukturálními rovnicemi, individuálně pro každou zemi.

V případě Albánie výsledky studie potvrzují přímý vliv postoje, subjektivních norem a vědomě řízeného chování na podnikatelský záměr. Co se týče vlivu moderátorů, byl podpořen předpoklad, že institucionální kontext a vzdělání moderují spojení mezi postoji a podnikatelským záměrem. Zkušenosti z předchozího rodinného podnikání ovlivňují vztah mezi osobními postoji a subjektivními normami směrem k podnikatelskému záměru. Výsledky výzkumu v Kosovu potvrzují přímý vliv vědomě řízeného chování na podnikatelský záměr, zatímco kontext vzdělávání hraje roli moderátora u vztahu postojů a podnikatelského záměru. Navíc rodinný kontext má vliv na spojení mezi individuálním postojem, subjektivními normami a vědomě řízeným chováním, spolu s motivací jednotlivce zahájit podnikání. V Severní Makedonii výsledky potvrzují, že existuje přímý vliv osobního postoje na podnikatelský záměr a že institucionální rámec moderuje vztah mezi osobními postoji a podnikatelským záměrem.

Tato práce přispívá k teoretickému poznání především tím, že přidává hodnotu existujícím modelům používaným k vysvětlení determinantů podnikatelské angažovanosti. Rovněž poukazuje na to, že institucionální prostředí, kontext vzdělávání a rodiny moderují vazby mezi původci chování jednotlivce a zahájením podnikání. Z pohledu představitelů, kteří mohou činit strategická rozhodnutí, je důležité pochopit vlivné faktory na podnikatelský záměr, aby mohli navrhovat vhodné strategie, které budou bojovat proti nezaměstnanosti mladých lidí a budou podporovat podnikání.

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Mirënjohje!

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1 INTRODUCTION

1.1 Research problem

Academics recognize that entrepreneurship is important for economic development (Bosma et al., 2018; Rajnoha & Lorincova, 2015). Self-employment is seen as a good opportunity because you can use your skills and abilities to run your company the way you want (Barba-Sánchez & Atienza-Sahuquillo, 2018; van Gelderen et al., 2008), demonstrate willingness to take risks (Brachert et al., 2017). In fact, according to the International Report on Entrepreneurship, seven out of 10 adults in efficiency-oriented countries view entrepreneurship as a good career path. Additionally, about a quarter of adults in efficiency-oriented economies expressed interest in starting a business within the next three years (Herrington & Penny, 2017). Additionally, the majority of Europeans (58%) see entrepreneurship as a good career. According to Global Entrepreneurship Monitor (2022, p. 70) there are four main motivators to get engaged in business activities such as to make a difference in the world; to build wealth or very high income; to continue a family tradition and/or to earn a living because jobs are scarce.

The role of entrepreneurship as a key driver of economic growth is widely recognized. Promoting entrepreneurship is therefore a strategic goal for many European countries, and policymakers are developing a range of measures to support it (Johansen, 2013).

The abovementioned records are of precise hobby for public-coverage advocates while thinking about the layout of regulations specializing in boosting entrepreneurship. Assuming that among entrepreneurial goal and related to in start-up interest it's far a robust superb relationship, withinside the factor views of university and the government, it’s far vital to apprehend the elements which cause the encouragement of people to interact in start-up interest. Such elements is probably education, training, attitudes, subjective norms, macroeconomic environment, business support etc. (Dvouletý, 2017; Feola et al., 2017; Trivedi, 2016). Consequently, investigating and addressing these factors influencing the business start-up and becoming an entrepreneur is regarded as high significance.

Scholars have analyzed the influence of regional environment on business start-ups (Liñán et al., 2011; Stam, 2009; Weiss et al., 2019). Hence, it is necessary to consider the relationship between entrepreneurial intentions and the local conditions in which these individuals live (Kibler, 2013). Educational and macroeconomic environments and business support can influence individuals' future entrepreneurial intentions (Cuervo, 2005; Nabi et al., 2006; Tolentino et al., 2014; Trivedi, 2016). Accordingly, it is necessary to clarify these relationships. This study aims to examine the relationship and impact of these factors on entrepreneurial intentions in Albania, Kosovo and North Macedonia.

To our knowledge, this is one of the first studies to address the above issues, especially in the context of these three countries.

This study offers at least three theoretical and practical contributions are made in the field of entrepreneurial behavior. First, it enriches the literature by providing insights to understand the factors that influence entrepreneurship conundrums in the context of Albania, Kosovo and North Macedonia. Second, this study provides evidence for how the educational environment and family experiences influence entrepreneurial motivation. Third, from a policy maker's perspective, it is important to understand the factors that influence entrepreneurial motivation so that they can design or redesign strategies to promote entrepreneurship (de Jorge-Moreno et al., 2012).

1.2 Research background: Albania, Kosovo and North Macedonia

In this session it is argued the importance of conducing such a study in Albania, Kosovo and North Macedonia. In addition to that, here is why these three countries can be seen and analyzed together. It is important to note, that there are several aspects of these three economies which make them similar to each other. They are border countries between them in Western Balkan region and share almost the same history. They have been under ottoman empire and been under communist regime after the WWII: Kosovo and North Macedonia have been part of Yugoslavia until 1990s, while Albania an independent communist country. At the moment, Albania and North Macedonia are in the same stage on their road toward EU association, while Kosovo is in the early stages of this process. Albania and North Macedonia are currently candidates for EU enlargement process, whereas Kosovo is a potential candidate (European Parliament, 2022). These countries have similarities concerning the population size and economy. According to the official sources, Albanian population is about 2.8 million (INSTAT, 2020), Kosovo 1.8 million (Kosovo Agency of Statistic, 2020) and North Macedonia 2.1 million (State Statistical Office, 2022). With regard to population composition, in Albania and Kosovo the overwhelming part of the population is Albanian, while North Macedonia Albanian are the second largest ethnicity in the country. In terms of economy, GDP per capita in case of Albania is reported $13,818, Kosovo $11,368 and North Macedonia $16,927 (OECD, 2021a). All three countries are important economic partner among each other in terms of trade and economic relationships. Even the informal economy is estimated to be at the same threshold, being reported high for all three countries: in case of Albania and Kosovo it is assessed about 30-35% of GDP, while in North Macedonia has a wider range, 20-40% (World Bank Group, 2021). Additionally, they had similar impact of COVID-19 pandemic in economic and social perspective (World Bank Group, 2021).

According to OECD (2021b) the unemployment rate in Albania, Kosovo and North Macedonia is considerably higher than in EU, especially in the case of Kosovo and North Macedonia. Furthermore, the share of youth not in employment, education or training is almost at the same level for Albania, Kosovo and North Macedonia reaching about 27%, while this indicator is about 11% for EU area. These data point not only to the fact that this is a similar symptom for the three countries but also it underlines the urgent need to address the unemployment, especially among those young people who are not in employment, education or training. Policymakers of these countries should design policies to address such issue and to do so they need to better understand also the factors which foster the decision to get involved in start-up activities.

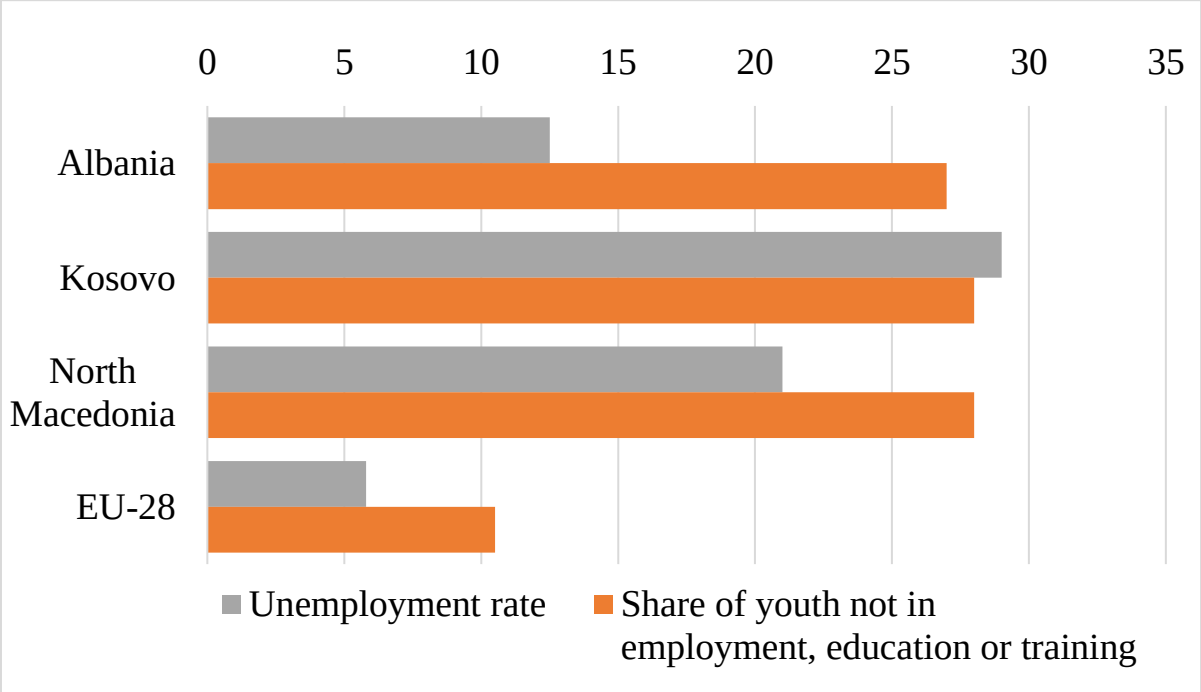

Figure 1. Unemployment rate and NEET, in percentage. Source: OECD (2021b)

The context is relevant for understanding entrepreneurship (Dana & Dana, 2005; Fiti et al., 2017), it is also important in terms of external validity – generalising the research findings in other similar contexts. Since the transition into the 1990s, many important changes have taken place in Albania, Kosovo and North Macedonia. Anticipating a rapid shift from a controlled economy to a market-oriented economy, the Balkans chose to privatize state-owned enterprises and liberalize prices, hoping that corporations would engage in capitalist thinking (Ramadani & Dana, 2013). The early stages of this were characterized by entrepreneurs who did not have clear answers on how to behave in the prevailing chaos (Dana, 1996). The Western model so adopted and applied did not yield the expected results. Not just individuals, but whole institutional systems were in

turmoil. A lack of knowledge about how to behave in a market economy was a result of the practice of the command economy (Dana, 2011; Ramadani & Dana, 2013). The corporate culture in the Balkans is therefore still young and fragile.

Comparable with Baltic countries, Balkan ones like Albania, Kosovo and North Macedonia, which have transitional economies, encounter new challenges to prepare individuals with appropriate set of skills, abilities, behavior and knowledge (Aaltio, 2008) to succeed in a competitive environment and in times of rapid changes. The public sector strategies used to affect entrepreneurial activity are entirely different today than they were during prior periods of controlled economy (Dana, 2011). However, the educational system still adheres to the outdated method of imparting knowledge to society (Aaltio, 2008; Fiti et al., 2017; Polenakovikj & Polenakovikj, 2017) and adopting an entrepreneurial attitude is challenging given the need for new educational strategies. The education system should equip students with the necessary knowledge, skills, and talents to find employment and succeed in their future careers even when job insecurity is on the rise. Skills and aptitudes that are not deemed important in industrialized nations, such as those in the Balkans, may be valuable in transitioning economies (Polenakovikj & Polenakovikj, 2017; Ramadani & Schneider, 2013).

Currently, the Balkans are dealing with issues brought on by young exodus to more developed nations and unemployment among this group. The creation of SMEs would address these issues by lowering the unemployment rate and improving the economy (Palalić et al., 2017; Ramadani et al., 2019). On the other side, young people's desire to start their own business needs to be raised in order to increase the proportion of them who are self-employed.

Albania, Kosovo and North Macedonia are countries that aspires to be part of European Union and the vast majority of its citizens have huge hopes that this will happen (become a member of EU) within next ten years. The process of integration is nothing more than fulfilling the entire “package” of criteria. These criteria are related to the harmonization of the policies, standards and regulations. However, part of residents think that their country is not ready yet to enter into the EU market. One of the most problematic issues is competitiveness. Business and enterprises in these three countries are not ready or prepared to compete products being imported from other country members of the union. Local firms are considered to be weak and fragile. Taking this into account, the question is how we can improve the performance of the business. Performance of the business is influenced by many determinants both from outside such as economic environment, structure of the market, regulations, etc. and indoor aspects like professionalism of the employees, technology, ability of the entrepreneur and so on. Fighting the unemployment rate, in particular among young individuals, is another urgent issue for these economies. Additionally, governments of the three

countries are struggling with high rate of young individuals, especially graduated students, who migrate to make a living abroad and this is a pressing issue which need to be addressed. Despite the fact that there are many factors involved in the topic, this research is focused on the entrepreneur element.

1.3 Research contribution

This thesis contributes to the literature in at least two ways. First, this research will contribute to the entrepreneurship and institution literature by adding value to the existing models (Engle et al., 2011; Jackson & Deeg, 2008; Liñán et al., 2011). This offers the possibility to investigate the relationships between institutional, educational, and family contexts and the actual involvement of the individuals in start-up activity.

Second, the research contributes to enrich the existing literature by pointing out that (1) institutional environment governs the linkage between one's attitude and engagement in entrepreneurship, (2) educational context moderates the effects of an individual's attitude and perceived behavior control on engagement in entrepreneurship, and (3) family context moderates the linkages of the antecedents of one's behavior with engagement in entrepreneurship.

On the other hand, there are practical implications of the thesis. Scholars, university administration, government, and policymakers are particularly interested in understanding the impact of various factors on the intention to start a business in order to modify current policies and strategies or to design and develop new ones that support the process of new venture creation while taking into account the social and economic benefits of business activity among individuals. As a result, it's crucial to look at the psychological, environmental, and social elements that influence people's decisions to launch a firm (Schlaegel & Koenig, 2014; Tolentino et al., 2014; Trivedi, 2016).

In a wider perspective, policymakers should focus on creating a well-functioning education system and a friendly business environment (Brixiova & Égert, 2017) that would increase the supply of educated individuals in entrepreneurship (La Porta & Shleifer, 2014). Consequently, governmental authorities and institutions should think about devising policies and constructing curricula that boost students' capacity and skills toward entrepreneurial activity. Employers may also think about "nurturing entrepreneurship" by participating in internship programs with educational institutions and the government in order to foster an environment that is more welcoming and open to students. This means that in addition to imparting knowledge, the educational system should provide students with real-world experiences that will help them develop the competencies and skills necessary to launch a business.

Given that government support for businesses can influence both entrepreneurial intent and actual participation in start-up activity, attention should be made to governmental programs by changing policies aimed at enhancing entrepreneurial activity. These encourage the use of the triple-helix model in the public, private, and academic sectors (Feola et al., 2017). The three institutions can profit and establish a better business environment by coordinating their goals, as well as encourage people to join in start-up activities.

1.4 Structure of the thesis

This thesis consists of seven chapters and additional parts. The **first chapter, introduction,** provides the motivation for this research by highlighting the need of a study focusing on entrepreneurship intention in the framework of Albania, Kosovo, and North Macedonia. In this section, a brief description of the background for these three countries is also provided by underlining their similarities, hence the reader gets familiar with the overall framework of the study. This chapter explains the research gap and formulates the focus of the thesis. Based on context, the research questions and objectives are presented and listed accordingly. The first chapter briefly summarizes the research contribution of the thesis.

The second chapter presents the **literature review**, which consists of the theoretical background and discussion on the environmental factors as moderators of entrepreneurial intention. In this part of the thesis developed are formulated the research hypotheses, each based on the previous contribution of researchers in the field. The full conceptual framework of the thesis is provided in this part of the document.

The third chapter describes the **research design and methodology** of the study. In this part, the definition of each factor included in the conceptual framework is stated, the variable measurement, elaborated the data collection phase is elaborated, the sampling for data collection is designed. In this chapter, the data analysis approach and techniques for hypothesis testing are developed and executed.

The fourth chapter provides the **research results** of the thesis. In this part of the thesis the results of the analysis for both direct and moderating effect of the factors on entrepreneurship intention for Albania, Kosovo, and North Macedonia.

The fifth chapter aims to provide the **discussion of the results** and justifying them in the context of Albania, Kosovo, and North Macedonia. The discussion is organized by considering each hypothesis for the three countries.

The sixth chapter highlights the **contribution of the study** for the Albanian, Kosovan, and North Macedonian framework. In this part of the document the theoretical contribution of the thesis and the practical implications are elaborated for each country background. This chapter concludes by underlining the potential future development of this topic. The **last chapter** of the thesis summarizes the **conclusions** of the research.

In addition, this thesis includes references, list of publications, a brief curriculum vitae for the author, and the annexes of the thesis.

2 LITERATURE REVIEW

2.1 Theoretical background

The following four viewpoints are frequently utilized by academics as theoretical bases for research into the elements that influence entrepreneurial intention: the theory of planned behavior (Ajzen, 1991), human capital theory (Becker, 1994), entrepreneurial self-efficacy perspective (Chen et al., 1998) and triple helix model (Kim et al., 2012).

According to the theory of planned behavior (Ajzen, 1991), behavior intention along with perceived behavior control predict individuals' action, which in turn is determined by attitude towards behavior, subjective norms, and perceived behavior control. The conceptual framework of this approach is presented in the following picture, which depicts the factors which determine the entrepreneurial intention on an individual. According to this theory, each factor imposes a positive direct effect on the individual intention to get involved in business activities. In other words, when personal attitudes are high, the intention to start a business are higher. Same is concluded for subjective norms and perceived behavior control.

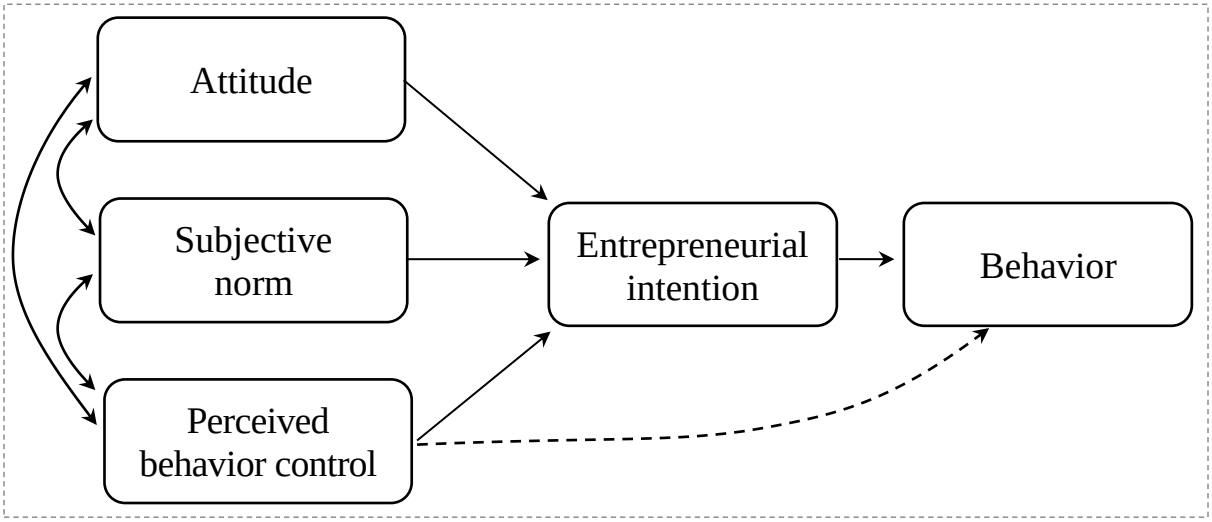

Figure 2. Theory of planed behavior introduced by Ajzen. Source: Ajzen (1991)

The human capital theory (Becker, 1994) underlines the importance of education in providing people with general knowledge and skills they can use in daily life, which might have an impact on the factors that determine someone's intention to start their own business.

The entrepreneurial self-efficacy perspective (Chen et al., 1998) emphasizes the idea that study programs in entrepreneurship can influence people's attitudes and intentions, particularly their desire to work for themselves. Chen et al. (1998)

argue the fact that human behavior can be explained in terms of three main factors, which in turn are affected in a reciprocal way among each other. These factors are personal behavior, cognitive and other personal aspects, and environment events. The reciprocal causation notion between these factors is essential for the self-efficacy theory: each of them can cause and be influences by the other two. According to this theory, people with high self-efficacy are more intrinsically interested in the tasks, more eager to put up effort, and more persistent in the face of setbacks. Consequently, they are more productive. Performance and achievement are not only the results of self-efficacy, but they are also the determinants of self-efficacy. The most influential factor in shaping and measuring one's self-efficacy is one's performance achievements.

Individuals track and evaluate their own performance in order to develop and alter their feeling of self-efficacy. As a result, performance and self-efficacy form a mutually reinforcing circle. Self-efficacy influences performance through interest, motivation, and perseverance, whereas performance gives feedback information that is used to further evaluate and modify self-efficacy.

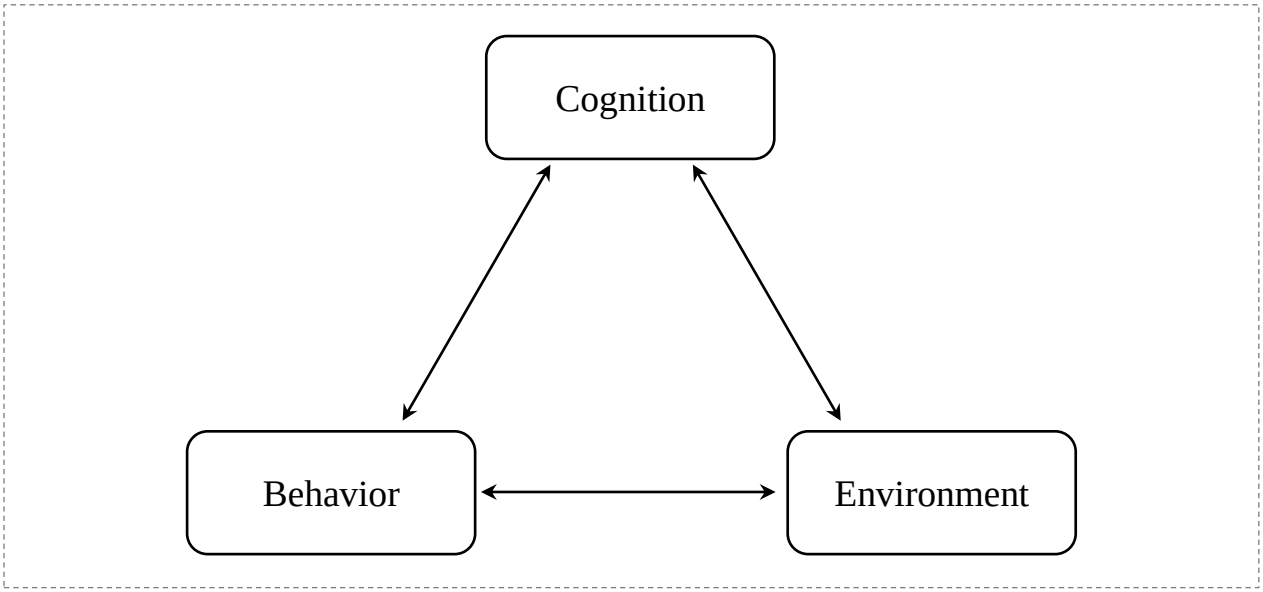

Figure 3. Relations among behavior, cognition and environment according to Chen et al. (1998). Source: Chen et al. (1998)

The triple helix model (Etzkowitz, 2003; Kim et al., 2012), the most recent viewpoint stated above, contends that the alignment of university, industry, and government policies and tactics can either encourage or dissuade students from participating in start-up activity. The goal of the university is to attract more students to its study programs. One way to do this is to show that getting a job is simple for its students. (Lüthje & Franke, 2003; Navratilova, 2013). On the other hand, from the business' point of view, it is important to attract the best potential

employees (Babikova & Bucek, 2019). According to the government, students who successfully graduate and find employment pose no problem in terms of youth unemployment (Dvouletý, 2017; Herrington & Penny, 2017). Etzkowitz (2003) describes the four stages of the triple helix model: The first stage is when each helix undergoes an internal metamorphosis. Universities and other knowledge-producing organizations take on a new role in society, not only in terms of student education and research, but also in terms of attempting to put knowledge to good use. The entrepreneurial university blurs the conventional barriers between academics and business, as evidenced by technology transfer offices and the requirements of government grant programs for research assistance. Strategic research and development agreements between companies and governments acting as venture capitalists. The second stage: The effect of one helix on another. Through programs or broad agreements, the US federal government built a robust environment for academic technology transfer. The change to the Patent and Trademark Law, for example, established an indirect industrial strategy by encouraging colleges to support industrial innovation. Furthermore, clear rules of the game for disposing of intellectual property emerging from government-funded research aided the growth of technology transfer to a wider variety of universities and enlarged the academic technology-transfer profession. Because universities and their representatives were active in pushing for the bill, there was a two-way flow of influence. Third stage: the interaction between the three helices results in the formation of a new overlay of trilateral networks and structures. By "brain storming" new ideas, such groups often form to address all gaps in an innovation system. Final stage: triple helix networks have a recursive influence on the spirals from which they formed as well as on society as a whole. One of the effects is on science. The commercialization of knowledge has superseded disinterestedness, the idea that scientific information would be distributed and that researchers would be compensated exclusively for their peers' acknowledgment.

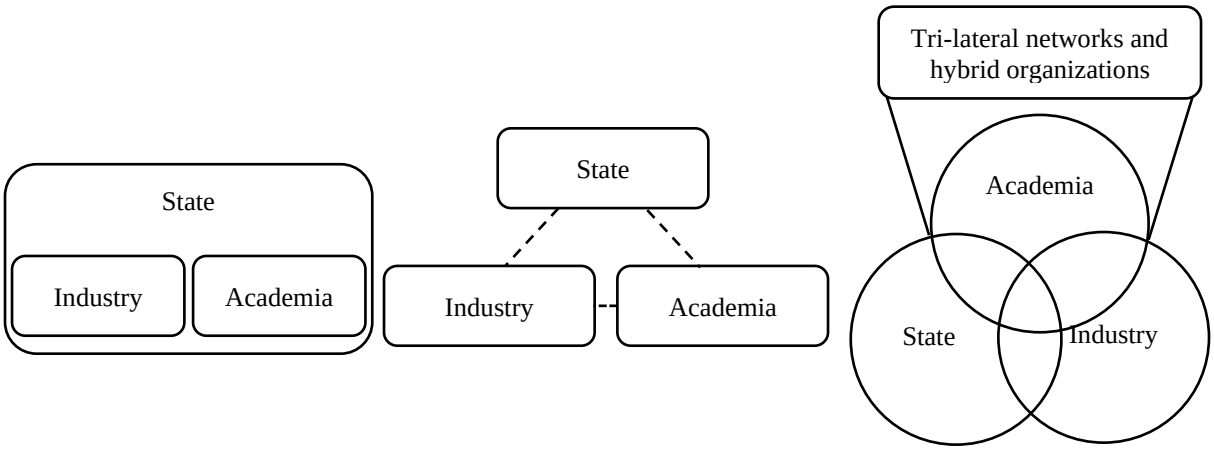

Figure 4. Illustration of triple-helix model. Source: Etzkowitz (2003)

Education-based human capital is regarded as a crucial element that might encourage entrepreneurship (Martin et al., 2013; Unger et al., 2011; Van Der Sluis et al., 2008). In this context, researchers have discovered a favorable relationship between schooling years and graduate student start-up activity (Lafuente & Vaillant, 2013; Millán et al., 2014). Additionally, having a dual degree or vocational diploma increases the likelihood that someone will take steps to start their own business (Joensuu-Salo et al., 2015) or if one has been graduated (Johansen, 2013; Millán et al., 2014). Education and training are therefore crucial if we want to encourage young people to establish businesses. Therefore, institutions of higher education offer educational support for entrepreneurship (Kraaijenbrink et al., 2010; Máté & Darabos, 2017).

For a better understanding of the cognitive process of entrepreneurship, psychological aspects must be integrated in addition to the examined environmental factors (Sieger et al., 2014). For this, the most used theoretical foundation is Ajzen's (1991) TPB. The combined influence of personal and social elements on the entrepreneurial process has solidified TPB as the most widely used perspective in recent study (Entrialgo & Iglesias, 2016; Lima et al., 2015; Lingappa et al., 2020; Sait & Semira, 2016; Shirokova et al., 2016; Turra & Melinda, 2021; Vamvaka et al., 2020). Personal attitude, perceived behavior control, and subjective norms are three distinct elements that affect entrepreneurial inclination, according to TPB (Ajzen, 1991). A person's level of positive or negative self-evaluation is referred to as their "personal attitude." The term "perceived behavior control" refers to how easily or difficultly that behavior is thought to be under control. Both the capacity for self-perception and the degree of perceived control are included in this term. The sense of the level of agreement – or lack thereof – between relatives, friends, and other persons of reference over the choice to adopt a particular conduct is captured by the term "subjective norms." Following Ajzen (1991), the three antecedents listed, are adequate to explain the intentions, however their relative relevance varies from context to context. This viewpoint contends that the perception of these three antecedent elements of entrepreneurial involvement will determine whether or not one decides to being involved in entrepreneurial activities.

Hence, the research aims to shed light and provide answer to the following **research question** (RQ1): *To what extent do an individual's (a) attitude, (b) subjective norms, and (c) perceived behavior control affect engagement in entrepreneurship?*

Accordingly, the **research objective** (RO1) for this case is as follows. *To identify how (a) attitude, (b) subjective norms, and (c) perceived behavior control influence an individual's engagement in entrepreneurship.*

Based on the research needs and the literature, the following **research hypotheses** are proposed:

Hypothesis 1 (H1). *An individual's personal attitude toward entrepreneurship positively influences his/her engagement to create a business as a professional career.*

Hypothesis 2 (H2). *The subjective norms perceived by the individual influence positively in engagement to create a business as a professional opportunity.*

Hypothesis 3 (H3). *The perceived control of the individual's behavior positively influences the engagement to create a business.*

2.2 Institutional, educational, and family context

The environment factors or, differently known as contextual factors, play a key role in learning and furthering cognitive processes, according to the social learning theory (Bandura, 1997). Consequently, the behavior of individuals can be the result of stimulus from environmental conditions. According to North (1990), these factors can be grouped into formal and informal institutions. The relationship between institutions and intention to start a business has been studied by many researchers (Engle et al., 2011; Jackson & Deeg, 2008; Liñán et al., 2011). It is widely accepted that contextual conditions affect the intentions of individuals by influencing perceptions and beliefs (Ajzen & Fshbein, 2005).

The **institutional factor** or dimension is closely related to North's (1990) concept of the "rule of the game," and reflects such factors as the legal system and the tax system. By utilizing various policy measures the institution dimension can influence the entrepreneurial process (Bruton et al., 2010). According to Pryor (2008) the regulations and which help entrepreneurship as well as incentives can effectively lower barriers to entrepreneurial activities. Nonetheless, it is observed that entrepreneurship in emerging economies is impeded by the overload of bureaucracy, ineffective tax system and problems related to legislation (Krasniqi & Kume, 2013). Although the favorable regulations can be used in fighting poverty in emerging economies (McMullen, 2011); their failures can be big issue for entrepreneurs. These regulatory challenges include overload bureaucracy, high tax burdens, an inefficient tax administration, bribe anomaly, and failure to deliver on existing legal commitments. Based on the fact that such institutional impediments can close the possible pathways by which individuals can generate optimistic outcomes from business undertakings, it is likely that these obstacles make it more difficult for individuals to engage their personal resources toward entrepreneurship. On the other hand, in economies with favorable institutional conditions, personal resources may be applied more effectively to engagement in entrepreneurial opportunities.

There are scholars who have examined the aforementioned linkages and they report that these linkages could be different among countries. The context and

environment where the behaviors take place influences an key role in the start-up and entrepreneurial activities (Stam, 2009). Scholars have confirmed this result by considering the country as a separate factor which plays the role moderator of the effect of individual behavior toward engagement in entrepreneurship (Lim et al., 2015).

Indeed, research demonstrates that national differences in entrepreneurial intention exist. (Bae et al., 2014; Engle et al., 2010, 2011; Shinnar et al., 2012) even in the Central Europe context (Belas et al., 2019). Moreover, in an effort to identify variations in entrepreneurial potentials, Mueller and Thomas (2001) came to the conclusion that there are differences among nine nations, including the Czech Republic. A previous study found that Slovak students shown a greater interest in business than Czech students (Çera et al., 2018). Even the impact of the macroeconomic environment on entrepreneurial intention varied between nations (Dvorský et al., 2019).

An enormous amount of study has concentrated only on the economic environment as elements that would influence entrepreneurial intention. (Cuervo, 2005; Engle et al., 2011). Economic growth affects the structure of opportunities, resources, competencies, and interests, which in turn determine behaviors (Wennekers et al., 2002). In a broader context, Straus (2007) and Kibler (2013) contend that institutions and economic considerations, as well as environmental conditions, have an impact on people's cognition, preferences, and intentions. Contrary to what was anticipated, Griffiths et al. (2009) discovered that GDP per capita has a negative impact on entrepreneurial intention. However, a favorable macroeconomic climate can encourage people to become entrepreneurs (Engle et al., 2011). Thus, it is hypothesized:

Hypothesis 4 (H4): *Institutional context moderates the relationship between individual's attitude and engagement in entrepreneurship, such that the relationship is stronger in case of favorable institutional context*.

The corresponding **research question** (RQ2) for this dimension is: *Is there any moderating effect of institutional environment towards the influences of the attitude on engagement in entrepreneurship?* While the **research objective** (RO2) is: *To investigate the moderating effect of institutional environment on the relationship between one's attitude and engagement in entrepreneurship.*

To investigate the moderating effect of institutional environment on the relationship between one's attitude and engagement in entrepreneurship.

When it comes to entrepreneurship, **the educational environment** can either support students or put obstacles in their way (Lüthje & Franke, 2003). It is reported that there is a clear linkage between the level of education and the level of entrepreneurial activities (GEM, 2022), meaning that those with higher level

of education have higher level of entrepreneurial intentions or actions due to the possession of additional skills to manage a business.

According to Franke and Lüthje (2004), educational environment is among external factors that affect both the mindset toward self-employment and entrepreneurial intention. The educational environment can give students access to a variety of tools, affect their entrepreneurial behavior, and aid in the creation of successful new businesses. The resources provided by their universities can be utilized by student entrepreneurs. The availability of entrepreneurial courses, which advance students' knowledge and abilities and give them access to business contacts, networks, and financial resources, is essential for their capacity to effectively identify possibilities (Robinson & Sexton, 1994). Education supports the growth of perceived behavioral control, enhancing students' competences and equipping them with the skills necessary to start a successful business. On the other hand, enhancing entrepreneurship education in schools could be viewed as a low-cost, high-impact strategy for enhancing the entrepreneurial atmosphere (GEM, 2022). Additionally, there is evidence to support the idea that offering programs for business aid sponsored by education enhances the likelihood of students actually acting (Parker & Belghitar, 2006).

Trivedi (2016) reported statistical variations among nations in his study on the association between educational environment and inclination to establish a business. Additionally, a study conducted by Franke and Lüthje (2004) in three different countries (Germany, Austria, and the United States of America) revealed evidence of differences in entrepreneurial intention, environmental factors, including market factors, government policies promoting entrepreneurship, and educational environments.

Furthermore, the aim of students to launch a business can be influenced by a higher education institution through training, networking, motivation, etc. Universities foster motivation by implementing rules and tools that encourage students to start their own businesses (Feola et al., 2017). In conclusion, in order to encourage students to pursue an entrepreneurial career, higher education institutions play a crucial role (Trivedi, 2016; Turker & Sonmez Selcuk, 2009). Therefore, there is need to explore the following **research question** (RQ3) *Does educational context moderate the effects of one's (a) attitude and (b) perceived behavior control on engagement in entrepreneurship?* while aiming the following **research objective** (RO3): *To investigate the moderating effect of educational context on the impact of one's (a) attitude and (b) perceived behavior control on engagement in entrepreneurship.*

Based on the above discussion and the need to address the respective research question and objective the **hypothesis** can be formulated:

Hypothesis 5 (H5): *Educational context positively moderates the influence of individual's (H5a) attitude and (H5b) perceived behavior control on engagement*

in entrepreneurship, such that the relationships are stronger in case of having high levels in educational context.

Entrepreneurial family background it the third dimension of the environment which imposes influence toward the individual to undertake business activities. It refers to those people whose parents or family members are involved in business activity or self-employment (Bae et al., 2014). The family background and engagement in business activities are two factors that are also seen as drivers of intention in the literature on entrepreneurship. Numerous research actually indicate that students with a history of entrepreneurial ancestors may affect their career intention (Dimitrova et al., 2014; Shirokova et al., 2016). Family members' prior business experience may have an impact on someone's decision to pursue an entrepreneurial profession through the development of attitudes, subjective norms, and perceived behavioral control (Kolvereid, 1996).

Based on the evidence from literature about student entrepreneurship attitude, studies suggest that graduated students with family business context may affect their future intentions towards undertaking business activities (Laspita et al., 2012; Sieger et al., 2014) and strengthen their proclivity to transform these intentions into actual behaviors (Shirokova et al., 2016). The importance of parental business experience is confirmed by a several empirical studies, suggesting a significant influence on children's intentions and behavior to start a business (Carr & Sequeira, 2007).

According to Dunn & Holtz-Eakin (2000) findings, prior entrepreneurial experience is considered to be a key element to determine the self-employment intentions of the individuals. In other words, having a family member who is engaged in business activity or self-employment, can create the conditions so that individuals can be influenced towards entrepreneurial career choices by providing social capital, including contacts and network with business partners, clients, etc.; thus, such individuals may benefit from parents' network and experience when trying to start up a business as a new entrepreneur (Laspita et al., 2012), which provides them a jump start in terms of moving from intentions to engagement when compared to other individuals who also manifest the desire to start a business but do not benefit from a variety of resources that are stem from having parents involved in entrepreneurship activities.

The chance to learn from self-employed parents who act as role models is provided by being a part of an entrepreneurial environment (Chlosta et al., 2012) creating the necessary conditions and the supportive beliefs that a similar career is a choice worth taking and also creates a favorable attitude towards engaging into entrepreneurial activities. Furthermore, the business background of the family provides insights into entrepreneurial activity and decision-making process (P. Mueller, 2006), which helps in shifting from entrepreneurial

intentions to engagement as individuals having such knowledge will be less afraid of a possible failure. In the majority of cases, parents assist their children by providing financial capital (Dunn & Holtz-Eakin, 2000) and creating the conditions to acquire human capital (Lentz & Laband, 1990). Consequently, being part of a family with entrepreneurship background, is equal to having additional resources and being more confident regarding their perceived behavioral control as the available resources and opportunities outline the chances of a successful behavioral achievement as well as individual's perception of his or her probabilities to succeed (Shirokova et al., 2016). This conclusion is consistent with the planned behavior theory put forth by Ajzen (1991), which predicates on the idea that behavioral achievement may be directly influenced by perceived behavioral control, behavioral intention, and behavioral conduct. A student's perception of behavioral control – which is likely greater in the case of students coming from families with entrepreneurial experience – increases the chance of effective action initiation and engagement when intention is held constant.

Apart from assisting with resources, families that have an entrepreneurial context are likely to emotionally support their family members towards entrepreneurial actions creating this way an in favor-business subjective norm (Shirokova et al., 2016).

Families with businesses are more likely to emotionally support their children's entrepreneurial endeavors, providing a favorable subjective norm, i.e., endorsing their career choice, in addition to providing help with various resources. There are studies which confirm this linkage by suggesting that individuals who perceive support from their family and social contacts are more likely to shift from entrepreneurial intentions to engagement in business activities (Carr & Sequeira, 2007; Zanakis et al., 2012). Therefore, the following **hypothesis** is derived:

Hypothesis 6 (H6): *The family experience positively moderates the effects of (H6a) personal attitude, (H6b) subjective norms and (H6c) the perceived behavior control on engagement in entrepreneurship, such that these linkages are stronger in case of having previous business family experiences.*

This hypothesis will address the following **research question** and **objective**:

- (RQ4) *Does family context moderate the effects of one's (a) attitude, (b) subjective norms, and (c) perceived behavior control on engagement in entrepreneurship?*
- (RO4) *To investigate the moderating effect of family context on the impact of one's (a) attitude, (b) subjective norms, and (c) perceived behavior control on engagement in entrepreneurship.*

2.3 Conceptual framework

Based on the literature review, this study develops a research model as shown in *Figure 5*. Personal attitude, subjective norms and perceived behavior control are part of theory proposed by Ajzen (1991), and they are hypothesized to have a direct impact on engagement in entrepreneurship.

On the other hand, there are the environment factors namely institutional, educational and family context, which in this study, are analyzed as moderators of the relationship between the original proposed factors and the entrepreneurship intention. Institutional context moderates the linkage between attitude and engagement in entrepreneurship; educational context moderates the relationship between subjective norms and perceived behavior control toward the engagement in entrepreneurship; family entrepreneurial background moderates the linkages between all three original determinants and the engagement in entrepreneurship.

This conceptual frame combines theories for the two types of factors in focus of this study. There are three individual level factors, which are part of theory of planned behavior introduced by Ajzen (1991) and they play a direct role towards the entrepreneurial intention. Meanwhile, there are three different environment factors which are motivated by three theories: human capital (Becker, 1994), self-efficacity (Chen et al., 1998) and triple-helix model (Etzkowitz, 2003). The role the contextual factors in the case of the current research is to moderate certain effects and relationships between the individual factors and the engagement in entrepreneurship.

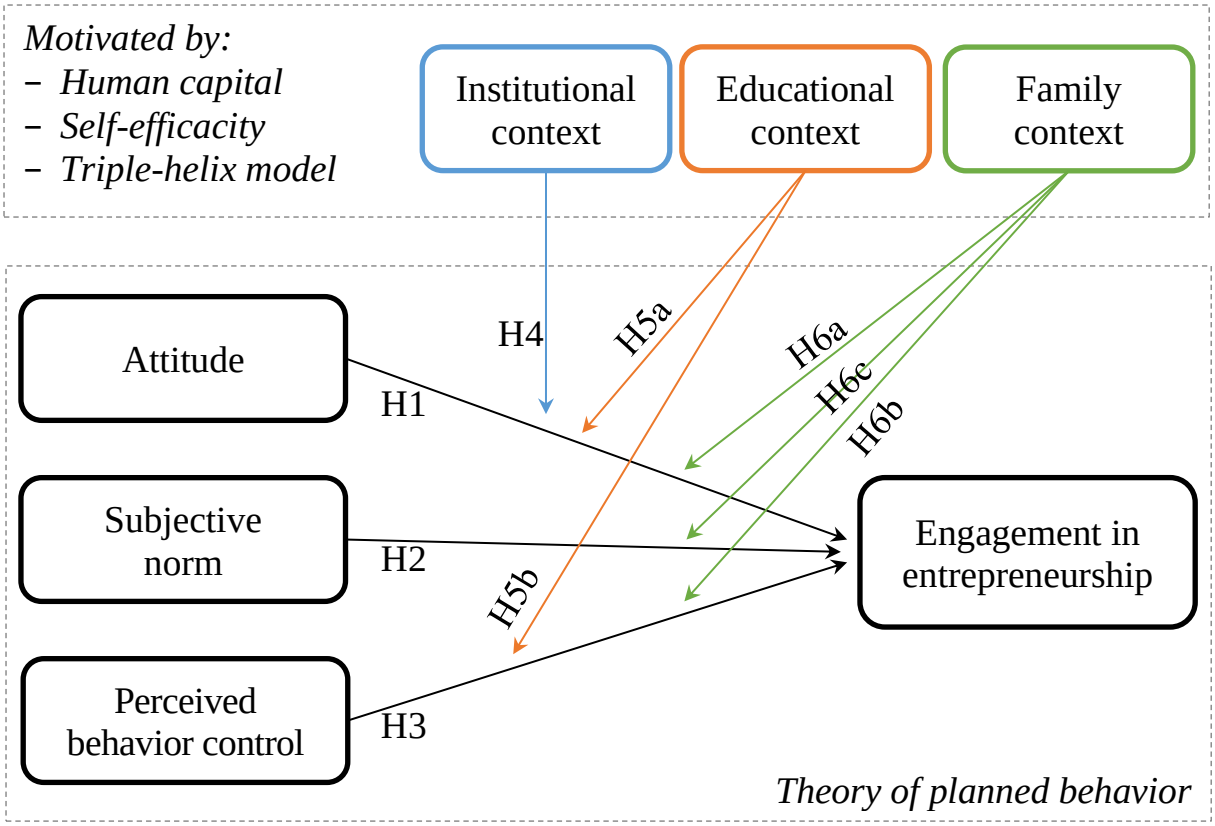

Figure 5. The Conceptual Model. Source: Own Research

3 RESEARCH DESIGN AND METHODOLOGY

3.1 Research hypothesis

Here is a summary of the **research hypothesis** formulated for this thesis, which were derived based on the literature review. The list of hypotheses is grouped based on the effect they target with regard to the relationship of the factors towards entrepreneurial intention:

Direct effect:

Hypothesis 1 (**H1**). *An individual's personal attitude toward entrepreneurship positively influences his/her engagement to create a business as a professional career.*

Hypothesis 2 (**H2**). *The subjective norms perceived by the individual influence positively in engagement to create a business as a professional opportunity.*

Hypothesis 3 (**H3**). *The perceived control of the individual's behavior positively influences the engagement to create a business.*

Moderating effect:

Hypothesis 4 (**H4**): *Institutional context moderates the relationship between individual's attitude and engagement in entrepreneurship, such that the relationship is stronger in case of favorable institutional context*.

Hypothesis 5 (**H5**): *Educational context positively moderates the influence of individual's (**H5a**) attitude and (**H5b**) perceived behavior control on engagement in entrepreneurship, such that the relationships are stronger in case of having high levels in educational context.*

Hypothesis 6 (**H6**): *The family experience positively moderates the effects of (**H6a**) personal attitude, (**H6b**) subjective norms and (**H6c**) the perceived behavior control on engagement in entrepreneurship, such that these linkages are stronger in case of having previous business family experiences.*

3.2 Research questions

As derived above, the **research problem** for this study is to investigate the role of institutional, educational and family contexts on the individuals' engagement

in entrepreneurship for three Western Balkan countries: Albania, Kosovo and North Macedonia.

The following serve as overall **research question (RQ)** of the thesis is formulated: how institutional, educational and family contexts influence the individuals' engagement in entrepreneurship?

Based on the fact that the current study encompasses several dimensions and aspects, the following specific partial research questions are formulated to address the respective dimension of the study:

- **RQ1:** *To what extent do an individual's (a) attitude, (b) subjective norms, and (c) perceived behavior control affect engagement in entrepreneurship?*
- **RQ2:** *Is there any moderating effect of institutional environment towards the influences of the attitude on engagement in entrepreneurship?*
- **RQ3:** *Does educational context moderate the effects of one's (a) attitude and (b) perceived behavior control on engagement in entrepreneurship?*
- **RQ4:** *Does family context moderate the effects of one's (a) attitude, (b) subjective norms, and (c) perceived behavior control on engagement in entrepreneurship?*

This thesis answers to all these research questions and, therefore, fulfilling the limitations of previous work.

3.3 Research objectives

Based on a combination of different theories within the realm of entrepreneurship, this study aims to shed light on the relationships and influences both personal and environment factors toward entrepreneurship intention. Accordingly, the research objectives are formulated aiming every relationship of this thesis focus. Below are listed the research objectives, which correspond to the research questions:

- **RO1:** *To identify how (a) attitude, (b) subjective norms, and (c) perceived behavior control influence an individual's engagement in entrepreneurship.*
- **RO2:** *To investigate the moderating effect of institutional environment on the relationship between one's attitude and engagement in entrepreneurship.*
- **RO3:** *To investigate the moderating effect of educational context on the impact of one's (a) attitude and (b) perceived behavior control on engagement in entrepreneurship.*

- **RO4:** *To investigate the moderating effect of family context on the impact of one's (a) attitude, (b) subjective norms, and (c) perceived behavior control on engagement in entrepreneurship.*

3.4 Research instrument

This research is based on the survey approach by collecting representative face-to-face interviews in Albania, Kosovo and North Macedonia. When studying entrepreneurship, a survey-based methodology is most commonly utilized since the samples of data obtained allow for the validation of theories and correlations between the variables or questions collected (Hlady-Rispal & Jouison-Laffitte, 2014). The target audience of the survey is anyone between 18 and 35 years of age and the selection of respondent is random. Since the approach is to collect primary data, the research the development of a questionnaire is addressed. Therefore, certain definitions need to be defined and constructed for data collection purpose. The literature review helped define, develop, and constructing the constructs of this research.

The dependent variable in this case is the entrepreneurial intention and is defined by a set of statements representing certain characteristics of entrepreneurial intention measured through Likert-scale questions. The Liñán and Chen (2006) definition is adopted for this research.

The notion of North (1990) notion concerning the institutional framework of the society is used to measure the institutional context of the current study. It stands for the underlying political, social, and legal principles that provide the framework for business activities. The educational environment is measured through the definition of Lüthje and Franke (2003), which can either encourage students towards the involvement in business activities or not. The literature review helped to design the family factor and for this case, the definition of Shirokova et al. (2016) was adopted for the current study. The family context is regarded as the accumulated social capital as having at least one parent or close relative currently or previously engaged in business management.

Table 1. Definitions of key terms.

Variables	**Definition**	**Source**
Entrepreneurial intention	General statements outlining several characteristics of entrepreneurial intention as evaluated by Likert-type questions	(Liñán & Chen, 2006)
Institutional context	Organizations must adhere to it in order to earn support and legitimacy. The institutional	(North, 1990)

	framework of a society consists of the basic political, social, and legal ground rules that create the basis for production and distribution.	
Educational context	The educational environment may either support students' entrepreneurial aspirations or present obstacles to them.	(Lüthje & Franke, 2003)
Family context	The accumulated social capital as *having at least one family member self-employed (prior self-employed experience*)	(Shirokova et al., 2016)
Attitudes	It is a personal assessment of whether or not to accept or reject a given activity.	(Ajzen, 1991)
Subjective norms	The degree of agreement or disagreement among family, friends, and other referents over the decision to adopt a particular behavior.	
Perceived behavior control	The perceived ease or complexity of regulating their favorable or unfavorable personal behavior	

Source: Own research

3.5 Variable measurement

Here is presented the variable measurement based on the respective source. The construct of the dependent variable is based on the formulation introduced and used by Liñán and Chen (2006). According to this source, the **engagement in entrepreneurship** is represented by a set of statements measured through likert-scale questions. The set of statements explore different aspects of the intention to be an entrepreneur, such as "*I'm ready to make anything to be an entrepreneur"* or "*My professional goal is becoming an entrepreneur*". The main question here is formulated: "*indicate your level of agreement with each of the statements*" and the responses are recorded using a scale from 1 to 5, where 1 is "*strongly disagree*" and 5 denotes "*strongly agree*".

The following three constructs represent the environmental factors that play the moderation role in our model. The **institutional context** is adopted by Lim et al. (2015), who measure it by collecting responses concerning the extent of agreement with several statements that describe certain aspects of the formal governmental policies and regulations which affect business activity. Overall, there are five statements like "*In my country, government policies (e.g., public procurement) consistently favor new firms*". The next moderator is **educational**

context and the definition provided by Franke and Lüthje (2004) is used for it. For this construct, statements such as "*I consider school and university education of my country to be of good quality*" support the measurement of educational context. **The family context** is the third moderator factor for this thesis model and is based on the instructions provided by Shirokova et al. (2016). The measurement of this factor is done through a dummy variable asking if there are any of the parents or close relatives who are currently or previously engaged in running or managing a business. The question here is asked in the following format "*Is at least one of your parents an entrepreneur?*" and the same is asked for siblings and other relatives.

The remaining constructs are three individual level factors which are based on the theory of planed behavior (Ajzen, 1991) and in the current study are adopted by García-Rodríguez and his collaborators (2017). These factors are:

- **Personal attitude**, which is measured through several questions which explore certain views of personal attitude toward entrepreneurship. There are a set of sentences which are evaluated though a 1-5 Likert scale. "*Being an entrepreneur implies more advantages than disadvantages to me*" is one of the questions of this set.
- **Perceived behavior** control is measured by statements like "*I am usually able to protect my personal interests*" or "*When I make plans, I am almost certain to make them work*". The answers are recorded in a Likert-scale format.
- **Subjective norm** is the third factor of the theory of planed behavior, and it is measured by asking how people who are close to the respondent react when pursuing a career as an entrepreneur.

Below is presented the full set of constructs and the respective formulated items for this thesis.

Table 2. Measurement of the variables

	Construct and statements
	Engagement in entrepreneurship (Liñán & Chen, 2006)
	(*Dependent variable*)
EIE	*Indicate your level of agreement with the following statements using a scale from 1 to 5, where 1 is "strongly disagree" and 5 "strongly agree"*
ent1	I'm ready to make anything to be an entrepreneur
ent2	My professional goal is becoming an entrepreneur

ent3	I will make every effort to start and run my own firm
ent4	I'm determined to create a firm in the future
ent5	I have very seriously thought in starting a firm
ent6	I've got the firm intention to start a firm some day
	Please indicate your level of agreement with the following statements (1 = strongly disagree, 5 = strongly agree)
INS	**Institutional context** (Lim et al., 2015)
ins1	In my country, government policies (e.g., public procurement) consistently favor new firms
ins2	In my country, the support for new and growing firms is a high priority for policy at the national government level
ins3	In my country, new firms can get most of the required permits and licenses in about a week
ins4	In my country, taxes and other government regulations are applied to new and growing firms in a predictable and consistent way
ins5	In my country, coping with government bureaucracy, regulations, and licensing requirements it is not unduly difficult for new and growing firm
EDU	**Educational context** (Franke & Lüthje, 2004)
edu1	I consider school and university education of my country to be of good quality (self-adopted)
edu2	The atmosphere at schools and universities inspires me to develop ideas for new businesses
edu3	There is a favorable climate for becoming an entrepreneur at schools and universities in my country
edu4	At schools/universities, students are encouraged to engage in entrepreneurial activities
ATT	**Attitude** (García-Rodríguez et al., 2017)
att1	Being an entrepreneur implies more advantages than disadvantages to me
att2	A career as entrepreneur is attractive for me
att3	If I had the opportunity and resources, I would become an entrepreneur
att4	Being an entrepreneur would entail great satisfaction for me
att5	Among various options, I would rather become an entrepreneur
PBC	**Perceived behavior control** (García-Rodríguez et al., 2017)
pbc1	I am usually able to protect my personal interests

pbc2	When I make plans, I am almost certain to make them work	
pbc3	I can pretty much determine what will happen in my life	
pbc4	For me, being an entrepreneur would be very easy	
pbc5	If I wanted to, I could easily pursue a career as entrepreneur	
pbc6	As entrepreneur, I would have complete control over the situation	
pbc7	As an entrepreneur, the chances of success would be very high	
SN	**Subjective norms**	(García-Rodríguez et al., 2017)
	Pursuing a career as an entrepreneur, how do people in your environment react? (1=very negatively, 5=very positively)	
sn1	Your close family	
sn2	Your friends	
sn3	Your fellow students/colleagues	
	Family context	(Shirokova et al., 2016)
fam	A dummy variable taking value of 1 if at least one of the individual's parents is an entrepreneur and 0 otherwise.	
	Household's income	(van der Zwan et al., 2016)
inc	Perceived household income (1 = very hard to manage on the present income; 5 = live comfortably)	

Source: Own research

3.6 Data collection

First, the existing literature was reviewed related to determinants of one's engagement in entrepreneurship. Articles published in journals indexed mainly in Scopus and Web of Science databases are considered. Additional consultation of these sources helped regarding the identification of the existing and unsolved problems. Moreover, this process provided motivation and objective for research. The review on the linkages is presented along with relevant studies. Through analyzing the existing literature, the study proposes a conceptual model.

Once the measurement of the constructs was designed for the proposed research model, all survey items, originally elaborated in English language, were translated into the local language – Albanian. When the translation was completed, a focus group and the pilot test were conducted to ensure the understanding of all questions by subjects and no ambiguous question was included in the research instrument. A focus groups helped to examine the adequacy of the proposed model constructs and the relations among them. This step explored whether important variable or relationships were missing from the model. The participants in focus groups were two academics as expert in the field

of entrepreneurship, and four businessmen. This focus group was conducted in Albania and in Albanian language. In case of Kosovo and North Macedonia, a discussion was held with the local survey agency to understand whether there is anything that should be revised. The summary notes of the focus group, was translated back into the language of the research following the instructions of Krueger and Casey (2002).

Table 3. Procedure of Research Design

Stage	**Procedure**	**Objectives**
1	Review the existing literature	To detect existing and unsolved problems, and gives motivation and objective for study
2	Qualitative: Focus group consisting of two academics as expert in the field of entrepreneurship and four businessmen	To check and explore whether any critical variables or connections are missing from the model
3	Quantitative: • Pre-test: two academics as expert in the field of entrepreneurship, and four businessmen • Pilot test: 30 interviews • Main survey	• To determine how well the assertions describe the related structures • To assess the content's quality and the reliability of the parameters • To collect the data

Source: Own research

Both, the focus group and the pilot interviews made sure the research instrument was developed correctly and was ready for the main phase of the data collection. Two academics as expert in the field of entrepreneurship and four businessmen who participated the focus group assessed the items' accuracy in respect to the corresponding constructs. The formulation of the questions and the flow of the questionnaire was another important task of the focus group discussion. Mock interviews were carried out and participants were asked to reformulate the questions and put them in play. The aspect of the missing dimensions was discussed as well. The second round of questionnaire examination was the pilot test. This consisted in conducting 30 interviews with respondents randomly selected in each country. The main goal of this step was to examine whether the questionnaire had the appropriate flow, and the questions

were formulated in an understandable way, so the respondent was able to answer each and every question. The final version of the questionnaire was programmed into google forms, which provides all necessary functions for the data collection such as the friendly usage, applying the routing or filters, organizing the questions into several sessions, accessed by computer, PC tablets or mobile, reporting the timing and location of the interview, etc.

The questionnaire was first drafted in English and then translated into the local languages. To ensure that the questionnaire was correctly translated, the back translation procedure was employed following Vijver at al. (2021) instructions.

In addition to the focus group, as elaborated in detail by van Teijlingen and Hundley (2002) the pilot survey helped in developing and testing adequacy of research instrument, identifying logistical problems which might occur using proposed methods, assessing the likely success of proposed recruitment tactics, evaluating whether the research protocol is realistic and practical, testing the programmed version of the questionnaire for computer-assisted personal interviewing (CAPI). The pilot exercise was conducted in each country and collected 30 interviews in total, 10 per each country. Notes of the pilot survey were recorded and addressed for the next step. As a result, the wording, flow and understanding of the questions was appropriate. Also, the programming of the questionnaire for CAPI was correct showing questions in correct order and applying rules as defined in the questionnaire. Minor changes were implemented in the questions formulations by adding synonymous terms in few cases.

After the pilot survey was completed and all necessary amendments were carried out, the full and main survey started. The data collection approach was face-to-face, and the interview was recorded by using the electronic data entry procedure. There were some cases where the respondent asked for an online link of the questionnaire so they could fill it out in a more convenient time. In these cases, the link was provided and marked as “self-answered.” When attempting the interviews, participants were informed for being randomly selected and that they could interrupt the interview in case they felt that it was not comfortable for them. There was no financial incentive or rewards in any kind offered to the respondent. However, s/he was informed that the data will be treated confidentially, and that his/her responses will not be shared with any third party. The ethical consent was required before data collection.

The data collection was performed by employing interviewers. To make sure the methodology, the questionnaire and all other details of the project were correctly and uniformly applied, three training session were held: one per each country. The following details were covered during the training:

1. Introduction to the Survey
    - Familiarize enumerators with the scope and methodology of the survey,

- Introduce the survey objectives and discuss their purpose,
- Questions and answers about the purpose of the project,
- Methodology explanation.

2. Understanding the Survey and Survey Questions
    - Familiarize enumerators with assessment design and content,
    - Question-by-question, explanation and discussion,
    - Mock interviews.
3. Interviewing Techniques
    - Tips for good interviewing,
    - Practice beginning steps of survey.

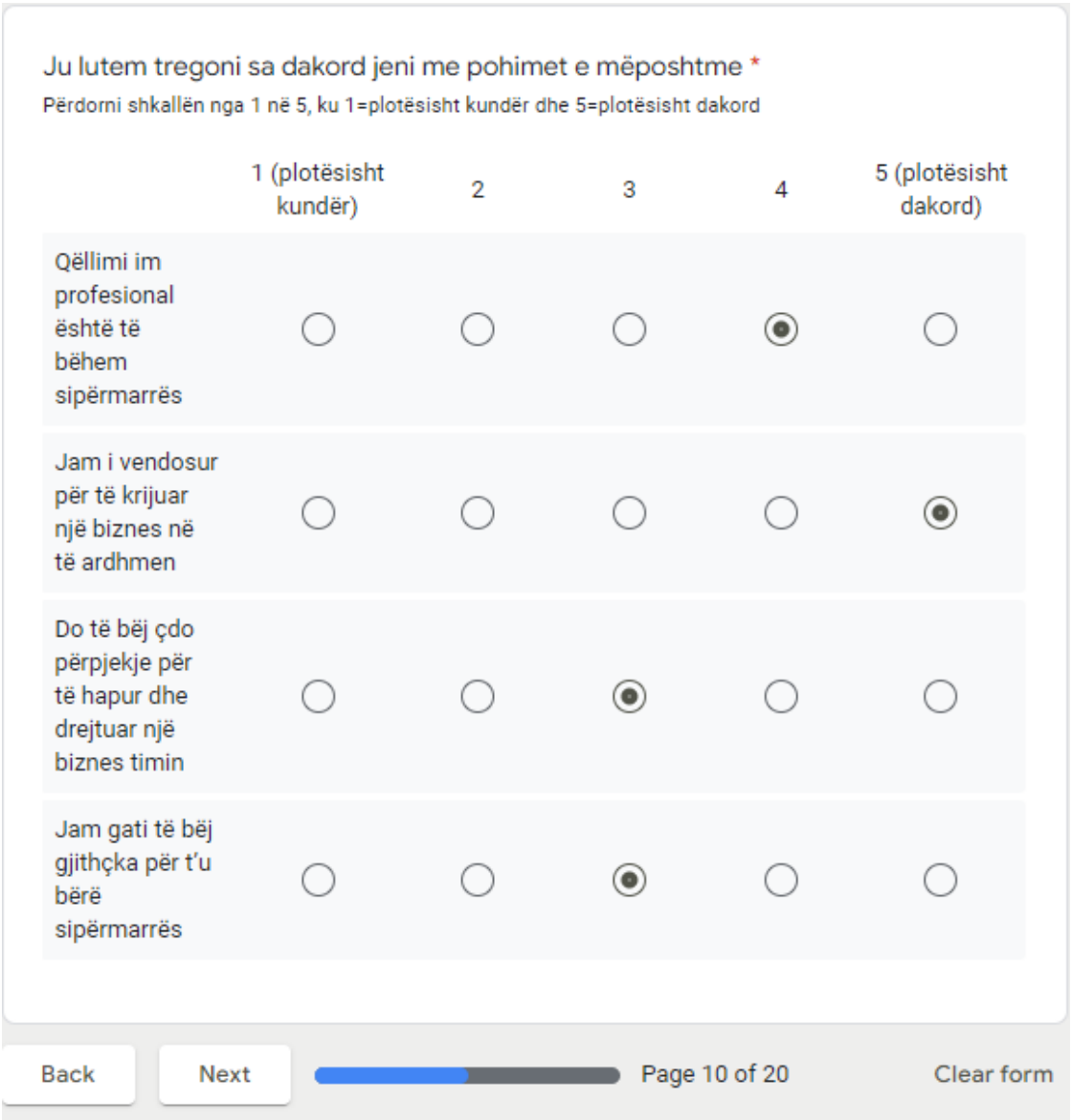

Figure 6. Illustration of the programmed questionnaire in Google forms, shown in Albanian language. Source: Own Research

The Electronic Data Capturing technology was employed for the data-gathering process: all interviews both pilot and main survey were conducted via CAPI (Computer Assisted Personal Interviewing). There are a lot of advantages when applying electronic data collection and it is not only the fact of receiving the records in real-time, which helps in monitoring the data collection process. The scripts defining the entry form automatically performed logical controls and consistency checks and immediately alerted interviewers of potential issues. Google forms platform was employed to script the questionnaire for data collection via electronic data capturing devices. Here is presented an illustration of how the programmed questionnaire looked like when responding to the questions.

The interviews were stored in Google Drive platform and then exported into Microsoft Excel, which was imported into a SPSS file and SmartPLS software for data analysis.

3.7 Sampling

The sample ensured the appropriate proportion of interviews corresponding to the regional distribution of population in Albania, Kosovo and North Macedonia. For the sample distribution of the interviews the official data regarding the geographical or regional coverage was considered. To ensure the random selection, the sampling was designed with multi-stage stratified method. There are two main stages for sampling:

1. Selection of primary sampling unit and
2. Selection of respondent.

The primary sampling unit are represented by the voting centres (Central Elections Commission, 2017) and they played the role for enumerator area. Each voting centre has registered all adults of a certain area and the voting centres are similar to each other in terms of the number of citizens which covers. There are about 5,500 voting centres in Albania. In the case of this study, the polling area served as sampling unit. To ensure the geographical coverage, the stratification by region was applied (12 regions in Albania). Each region had a total number of interviews as indicated by CENSUS 2011. Based on this information and considering an 8-interview per sampling unit, the number of sampling unit per region can be calculated. The voting centres are selected based on Probability Proportional to Size method while using SPSS, which means that larger voting centres have more chances to be selected. Only urban areas will be considered.

Second stage is the selection of respondent. Interviewers were instructed to start from the voting centre building and conducting interviews in the street but in different points. The movement of the interviewer is defined as going in circles, always getting farther from the starting point. The starting point was pre-defined

and shared with the interviewer (voting centre location). A certain step was applied to ensure that the respondent was not next to the previous one: preferably one in three citizens. The target audience was 18 to 35-year-old citizens. The sampling and selection procedure was applied in similar fashion for all three countries.

The minimum sample size of 10 observations for each independent variable is suggested by Hair et al. (2010). The size of minimum 200 interviews is the target set for this thesis taking into account the model complexity and the guidelines of researchers for applying analysis. The target sample size is 200 interviews.

The interviews were carried out by survey local agencies in each country and the data collection phase started in September 2021 and was completed in October 2021. Due to COVID-19 pandemic situation and restrictions to prevent the spread of the coronavirus, the fieldwork was able to be carried out not early than September 2021.

3.8 Data Analysis

The focus of this study is to investigate the relationships of both individual and environmental level factors toward the entrepreneurial intention, and this is done for three different countries: Albania, Kosovo, and North Macedonia. The following diagram illustrates the fact that the same analysis is carried out respectively for each country. In other words, the analysis design for Kosovo and North Macedonia is a replica of the one applied for Albania. This approach is consistent with previous researches (Klassen et al., 2013; Moriano et al., 2012; Nowiński et al., 2019), who carried out their study in several different countries. Multi-group analysis, on the other hand, was not supported by the data since its assumptions were not satisfied.

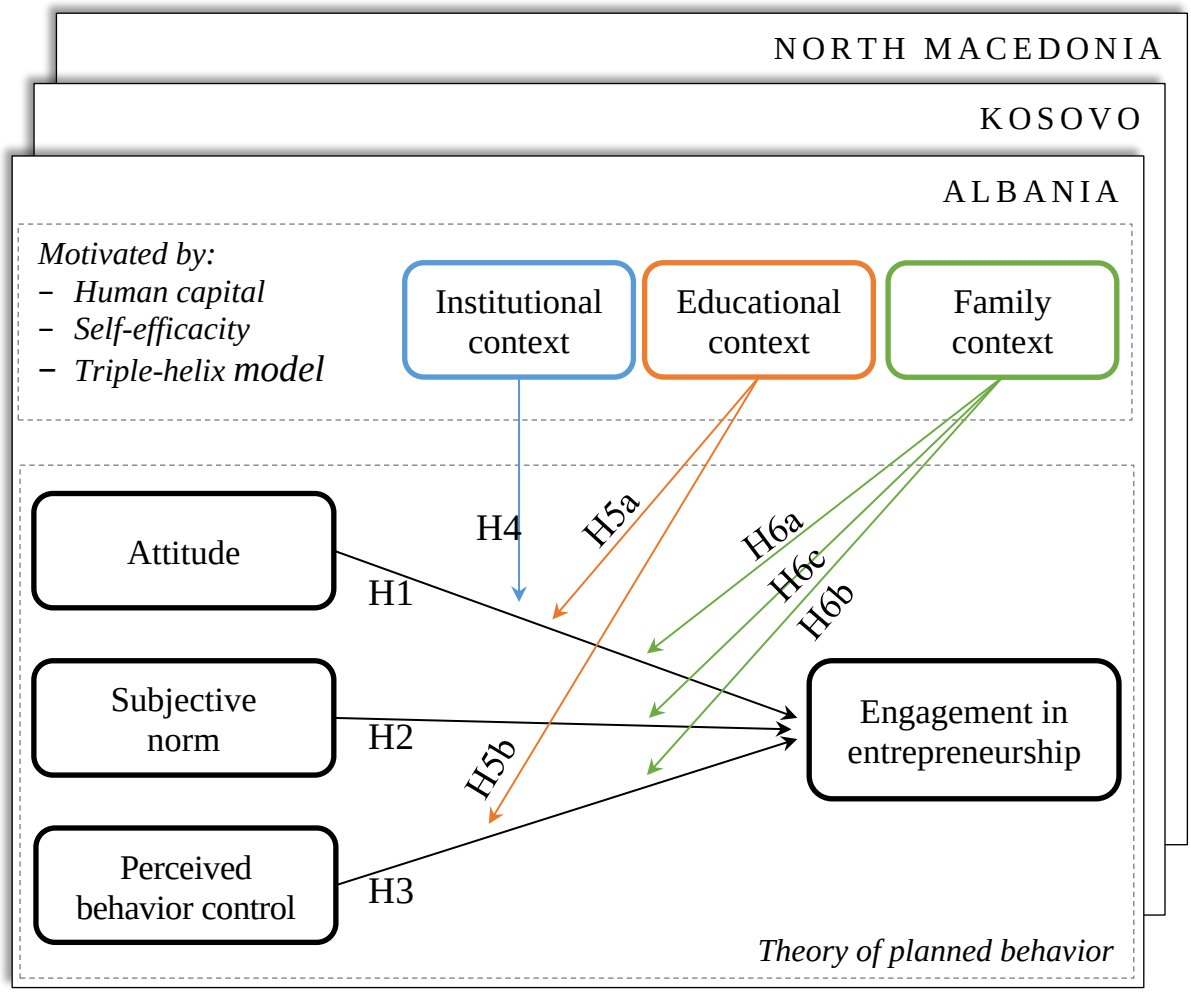

Figure 7. Conceptual framework for data analysis pointing out the three countries. Source: Own Research

SPSS 25.0 and SmartPLS 3.0 were used to analyze the gathered data in order to accomplish the objective of this study and test hypotheses (Ringle et al., 2015). The model in SmartPLS 3.0 was executed reflecting the hypotheses and conceptual framework of the study and it looks like the following illustration.

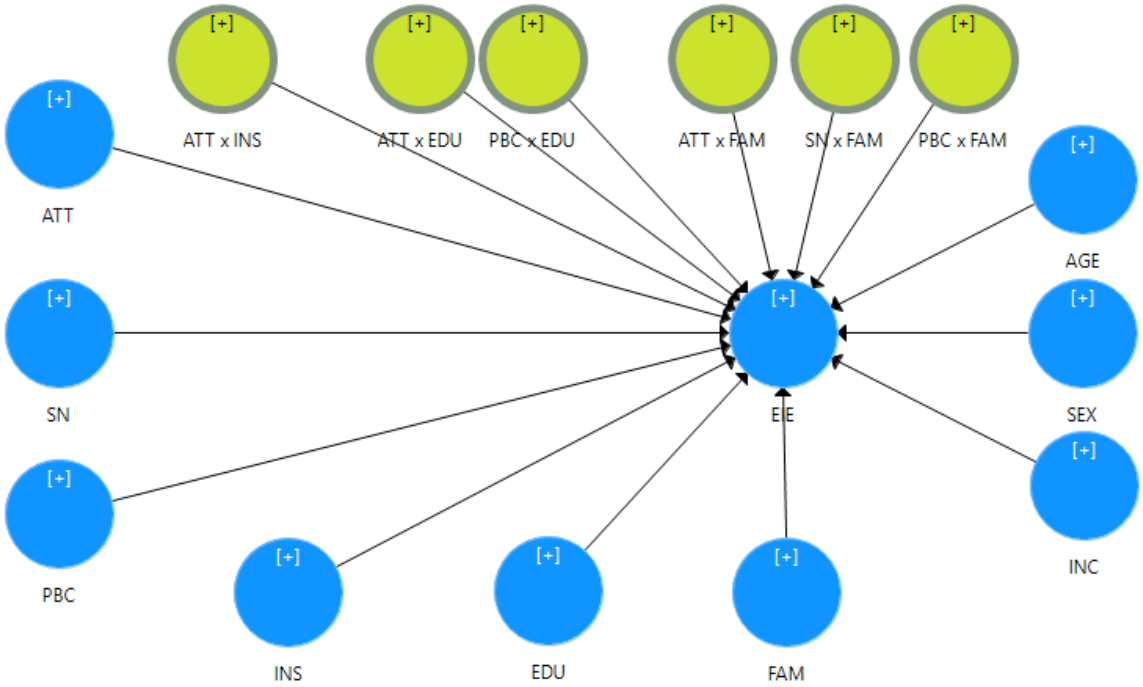

Figure 8. Illustration of the model in SmartPLS software. Source: Own Research

Prior to the data processing validation and consistency tests were executed. After this process the following sample was qualified for the analysis: 412 successful interviews in Albania, 206 in Kosovo and 203 in North Macedonia.

3.8.1 Descriptive statistics

A descriptive statistical analysis was done to examine each variable's characteristics. First, descriptive statistical methods are used to describe the profile in terms of frequency and distribution.

According to the survey data, the distribution of interviews by age groups is almost in half between the two main age groups: 18-24 and 25-35 years old. As for the level of respondent's education, about 63% of respondents in Albania have a university degree (be it bachelor or higher), meanwhile the same category is 61.4% in Kosovo and 55.2% in North Macedonia. The survey collected information concerning also whether the respondent completed education is related to economic or not. The data report that about half of respondents in Albania and Kosovo have attended economic related studies, while 33% did so in North Macedonia.

Part of the respondent profile is considered the economic condition of the family and results indicate that fewer families in Albania live comfortably compared with Kosovo and North Macedonia; approximately 20%, 44% and 23%, respectively. Furthermore, when considering all three levels of the

dependent variable, the survey data show that there is a similar result for Albania and North Macedonia: half of the respondents are qualified as engaged in entrepreneurship activities, while in Kosovo this category is slightly higher, 60%.

Table 4. Profile of respondent by country

Demographic aspect (question format)	**Answer choice**	**Albania (n=412)**	**Kosovo (n=206)**	**North Macedonia (n=203)**
How old are you?	*18-24 years old*	58.3%	42.5%	48.3%
	25-35 years old	41.7%	57.5%	51.7%
What is your highest completed level of education?	*High school or lower*	37.0%	38.6%	44.8%
	University or higher	63.0%	61.4%	55.2%
What is the field of your completed studies?	*General (high school)*	14.6%	18.4%	36.1%
	Economic related	49.8%	51.9%	33.2%
	No economic related	35.6%	29.6%	30.7%
Based on the level of my household income, it is:	*1 (very hard to manage on the present income)*	1.7%	3.4%	2.5%
	2	3.9%	4.8%	4.9%
	3	42.2%	17.4%	31.5%
	4	32.3%	30.9%	38.4%
	5 (comfortably to live)	19.9%	43.5%	22.7%
Engagement in entrepreneurship[1]	*Yes*	50.7%	59.9%	50.2%
	No	49.3%	40.1%	49.8%

Source: own research

To better understand the respondent profile certain dimensions of the profile such as age, education, field of studies, and level of income are analyzed according to the type of engagement in entrepreneurial activities. Therefore, in the case of Albania, the age groups do not show any significant differences, see Table 5. About 51.5% of those aged 18-24 years old are categorized as engaged

[1] This is an output of three levels construct: (i) discovering entrepreneurial opportunities; (ii) engagement in evaluating entrepreneurial opportunities and (iii) engagement in exploiting entrepreneurial opportunities. This is a construct used by Lim at al. (2015).

in entrepreneurial activities, while about 48.5% and almost the same figures are reported for the 25-35 age group.

Data show that those with a high school degree or lower education level are slightly more engaged in entrepreneurial activities than those with university diploma, 57.6% and 49.7% respectively. The survey results indicate that there are slightly more cases who are engaged in entrepreneurial actions compared to those who have not studied a similar field of studies, 53.4% vs. 48.6%, respectively. The study results confirm that a better household economic situation correlates with higher chances to get involved in business activities.

Table 5. Respondent profile by type of engagement in entrepreneurship – case of Albania

Question	**Answer choice**	**Engagement in entrepreneurial**		***Total n***
		Yes	**No**	
		Row %	*Row %*	
How old are you?	*18-24 years old*	51.5%	48.5%	274
	25-35 years old	49.3%	50.7%	138
What is your highest completed level of education?	*High school or lower*	57.6%	42.4%	152
	University or higher	49.7%	50.3%	260
What is the field of your completed studies?	*General (high school)*	48.3%	51.7%	60
	Economic related	53.4%	46.6%	204
	No economic related	48.6%	51.4%	146
Based on the level of my household income, it is:	*1 (very hard to manage on the present income)*	-	-	7[2]
	2	-	-	16
	3	47.1%	52.9%	174
	4	48.9%	51.1%	133
	5 (live comfortably)	62.2%	37.8%	82

Source: own research

[2] In cases when the total number of respondents is low (under 30), the respective percentages are not calculated due to the fact that they are statistically insignificant.

Survey data show that in case of Kosovo, those under 25 years old are more involved in entrepreneurial activities compared with older age group, 65.6% vs. 55%, respectively. As in Albania, those with a high school or lower education level are more interested in business activities than those with university degree, 66.7% and 52.6% respectively. Regarding the field of completed studies, respondents who have attended an economic related field of study are significantly more likely to get involved in business activities compared to those who have completed their studies in a noneconomic field, 60.7% vs. 41%. Like in Albania, those who have a higher income level tend to get engaged more in entrepreneurial actions.

Table 6. Respondent profile by type of engagement in entrepreneurship – case of Kosovo

Question	**Answer choice**	**Engagement in entrepreneurial**		***Total n***
		Yes	**No**	
		Row %	*Row %*	
How old are you?	*18-24 years old*	65.6%	34.4%	96
	25-35 years old	55.0%	45.0%	111
What is your highest completed level of education?	*High school or lower*	66.7%	33.3%	80
	University or higher	52.6%	47.4%	126
What is the field of your completed studies?	*General (high school)*	86.8%	13.2%	38
	Economic related	60.7%	39.3%	107
	No economic related	41.0%	59.0%	61
Based on the level of my household income, it is:	*1 (very hard to manage on the present income)*	-	-	7
	2	-	-	10
	3	50.0%	50.0%	36
	4	32.8%	67.2%	64
	5 (live comfortably)	77.8%	22.2%	90

Source: own research

In the case of North Macedonia, those 25 years old and over are slightly more involved in business activities than those under 25 years old, 52.9% and 48.3% respectively. Overall, those with high school, the category of respondents who

attended an economic-related field of study and those who live comfortably are slightly more than the counterpart category.

Table 7. Respondent profile by type of engagement in entrepreneurship – case of North Macedonia

Question	**Answer choice**	**Engagement in entrepreneurial**		
		Yes	**No**	***Total n***
		Row %	*Row %*	
How old are you?	*18-24 years old*	48.3%	51.7%	118
	25-35 years old	52.9%	47.1%	85
What is your highest completed level of education?	*High school or lower*	53.8%	46.2%	91
	University or higher	47.3%	52.7%	112
What is the field of your completed studies?	*General (high school)*	57.5%	42.5%	73
	Economic related	49.3%	50.7%	67
	No economic related	43.5%	56.5%	62
Based on the level of my household income, it is:	*1 (very hard to manage on the present income)*	-	-	5
	2	-	-	10
	3	46.9%	53.1%	64
	4	53.8%	46.2%	78
	5 (live comfortably)	54.3%	45.7%	46

Source: own research

Researchers pay attention also to the descriptive statistics of unobservable variables, latent variables. After the variables were measured through the SmartPLS software, they were imported into SPSS to run descriptive statistics. In case of Albania, the following table presents the main aspects of such statistics. *Figure 9* provides a full picture of all these variables with regard to their respective maximum, mean, and minimum values. In similar fashion is done also for the measured variables in case of Kosovo and North Macedonia, see the tables in the annex.

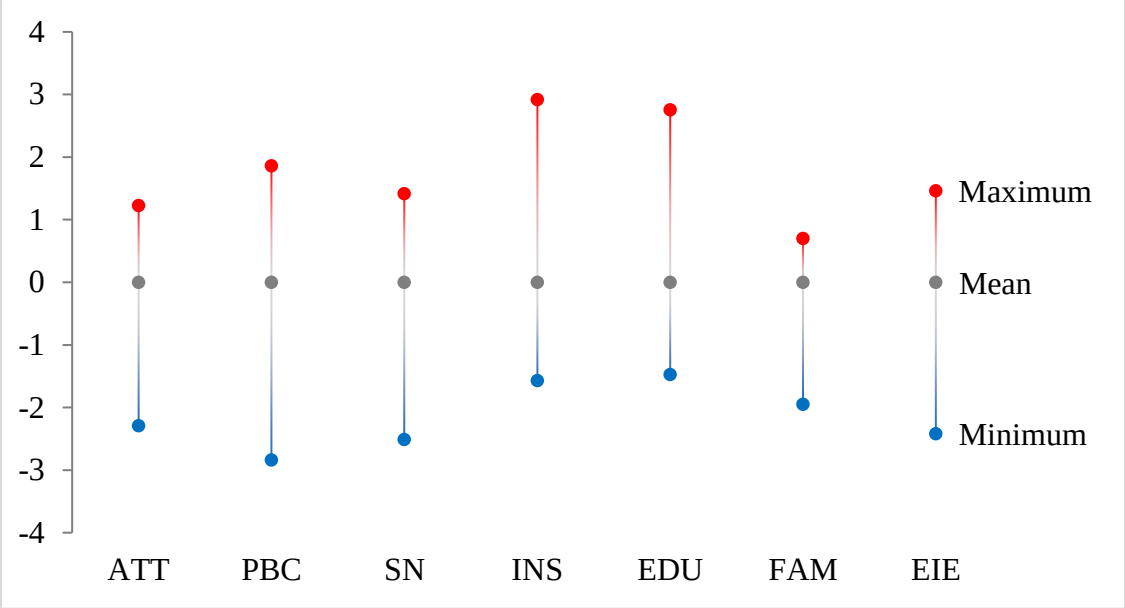

Figure 9. Illustration of minimum, maximum and mean value of the latent variables for Albania. Source: Own Research

Table 8. Descriptive statistics of latent variables, case of Albania

Statistic		ATT	PBC	SN	INS	EDU	FAM	EIE
Mean		.0000	.0000	.0000	.0000	.0001	.0000	.0000
95% Conf. Int. for Mean	Lower Bound	-.0970	-.0969	-.0969	-.0970	-.0969	-.0970	-.0970
	Upper Bound	.0970	.0970	.0970	.0970	.0970	.0969	.0969
5% Trimmed Mean		.0444	.0092	.0283	-.0327	-.0460	.0691	.0344
Median		.0920	-.0430	.1440	-.1300	-.1270	.7010	.0130
Variance		1.002	1.002	1.003	1.002	1.002	1.002	1.002
Std. Deviation		1.001	1.001	1.001	1.001	1.001	1.001	1.001
Minimum		-2.29	-2.84	-2.51	-1.57	-1.47	-1.95	-2.42
Maximum		1.23	1.86	1.42	2.92	2.75	.70	1.46
Range		3.52	4.70	3.93	4.49	4.23	2.65	3.88
Interquartile Range		1.76	1.59	1.38	1.42	1.46	1.95	1.48
Skewness		-.362	-.063	-.294	.369	.568	-.968	-.261
Kurtosis		-.979	-.611	-.878	-.382	-.171	-.779	-.702

Source: own research

3.8.2 Common method variance

The common method variance raises significant concerns when data are gathered through a questionnaire (Chang et al., 2010). To determine whether or not common method variation is a problem in the study, Harman's single factor test and a number of pre-tests focusing on the clarity of the measurement items were used (Podsakoff et al., 2003). This test was evaluated by employing factor analysis in SPSS, with Principal Axis Factoring as a rotated method. According to the rule of thumb, the first factor should explain less than 50% of the total variance, which is below the conservative threshold (Podsakoff et al., 2003). The current research reports that the first emerged factor explains 28.99%, 48.57% and 36.01% of the variance of the data from Albania, Kosovo, and North Macedonia, respectively (see Table 9 or the **Annex** for **Common method variance**). Taking into account that there is no single factor and none of the factors is accountable for the majority of the overall variance, it can be concluded that common method variance is not an issue of this research.

Table 9. Results of Principal Axis Factoring for common method variance

Statistic	**Albania**	**Kosovo**	**North Macedonia**
Total Variance Explained (%)	28.990	48.570	36.009

Source: own research

3.8.3 Measurement model

A preliminary examination of the model measurement was performed before the hypotheses were tested. Therefore, the PLS-SEM assumptions of collinearity and item loading, scale reliability, and discriminant validity between constructs were met properly. All item loadings ought to be more than the 0.70 conservative threshold (Hair et al., 2019). Moreover, no multicollinearity problem was reported. The variance inflation factor coefficients were examined to check this test.

Construct reliability of the items loading into a factor will be estimated by Cronbach's alpha. According to the rules, all constructs should reflect a reasonable scale reliability since when the Cronbach's alpha, and composite reliability values ranged from 0.70 to 0.95 (Hair et al., 2019). Moreover, measured constructs should reflect sufficient convergent validity, which can be examined by average variance extracted values.

Furthermore, the measured constructs should be distinct one from another. This is called as discriminant analysis and in PSL-SEM it can be investigated by

examining the Heterotrait-Monotrait coefficients. They should be below the threshold of 0.85 (Henseler et al., 2014). As a result, based on Hair et al.'s (Hair et al., 2019) principals, all PLS-SEM assumptions should satisfy in order to go further with hypotheses testing.

The results of the measurement model for the three countries are summarized in Table 10, in particular, item loadings and coefficients of Variance Inflation Factor (VIF). The rule is that item loadings should be above the value of 0.70. VIF is an instrument used to check for multicollinearity issues within the assessed relationships. If the value of the VIF coefficients is below the threshold of 5, then one can say that the multicollinearity is not present. As reported in Table 10, the values of item loadings for data from Albania ranges from 0.733 (minimum) to 0.961 (maximum); for the sample of Kosovo, they vary from 0.819 (minimum) to 0.956 (maximum); for the data from North Macedonia their rage is from 0.727 (minimum) to 0.956 (maximum). As can be seen, the all item-loadings are above the critical threshold of 0.70, indicating that the constructs explain more than 50% of the indicator's variance, leading to an acceptable item reliability (Hair et al., 2019). In addition, there was noted no multicollinearity issue in the three samples. Thus, the assumption of item loadings to be above 0.70 and VIF coefficients lower than 3, are both satisfied in the three countries.

Table 10. Measurement model

code	Albania		Kosovo		North Macedonia	
	Loading	*VIF*	*Loading*	*VIF*	*Loading*	*VIF*
EIE – **Engagement in entrepreneurship** (Liñán & Chen, 2006)						
eie1	0.836	2.066	0.882	2.844	0.900	3.086
eie2	0.872	2.417	0.935	3.057	0.902	3.066
eie3	0.892	3.025	0.916	3.008	0.905	3.021
eie4	0.866	2.558	0.904	2.392	0.877	2.788
ATT – **Attitude** (García-Rodríguez et al., 2017)						
att1	0.887	2.581	0.925	2.420	0.917	2.741
att2	0.935	2.942	0.956	2.618	0.926	2.850
att4	0.937	2.627	0.921	2.445	0.940	2.236
EDU – **Educational context** (Franke & Lüthje, 2004)						
edu1	0.772	1.565	0.870	2.229	0.851	1.767
edu2	0.877	3.160	0.879	2.976	0.780	2.202
edu3	0.904	2.820	0.862	2.524	0.830	1.961
edu4	0.870	2.699	0.904	2.403	0.790	2.529
FAM – **Family context** (Shirokova et al., 2016)						
fam1	0.961	1.096	0.899	1.308	0.779	1.106
fam2	0.749	1.096	0.819	1.308	0.908	1.106
INS – **Institutional context** (Lim et al., 2015)						

code	Albania		Kosovo		North Macedonia	
	Loading	*VIF*	*Loading*	*VIF*	*Loading*	*VIF*
ins1	0.752	1.717	0.832	2.497	0.841	1.947
ins2	0.826	1.580	0.819	2.005	0.776	1.812
ins4	0.733	1.395	0.853	2.331	0.861	1.808
ins5	0.735	1.367	0.881	2.250	0.727	1.441
SN – **Subjective norms** (García-Rodríguez et al., 2017)						
sn1	0.890	1.943	0.901	1.778	0.867	2.255
sn2	0.907	3.008	0.903	2.956	0.938	3.003
sn3	0.846	2.315	0.833	2.960	0.948	2.483
PBC – **Perceived behavior control** (García-Rodríguez et al., 2017)						
pbc1	0.791	2.002	0.826	2.399	0.841	2.343
pbc2	0.775	1.952	0.903	2.796	0.865	2.657
pbc5	0.801	1.787	0.830	2.430	0.777	1.710
pbc6	0.820	2.084	0.899	2.381	0.738	1.808
pbc7	0.856	2.243	0.863	2.291	0.790	1.781

Source: own research

One of the key issues to deal with in such modelling, is to satisfy the scale reliability requirements. It can be checked by performing reliability analysis. In Table 11 are reported the values of Cronbach's Alpha and composite reliability, which are instruments that can assess the scale reliability. The results of this analysis suggest that all scales reflect satisfactory to good reliability for data of the three countries. Even though Cronbach's Alpha of the *Family context* scale is found to be less than 0.70 in case of Albania and Kosovo, yet it is not removed from the analysis, since the value is very close to the threshold and, additionally, composite reliability values are well above that threshold.

Table 11. Reliability analysis

Code	Albania		Kosovo		North Macedonia	
	CA	CR	CA	CR	CA	CR
ATT	0.909	0.943	0.927	0.954	0.920	0.949
EDU	0.880	0.917	0.902	0.931	0.836	0.886
EIE	0.889	0.924	0.930	0.950	0.918	0.942
FAM	0.695	0.746	0.685	0.850	0.711	0.779
INS	0.766	0.847	0.871	0.910	0.819	0.879
PBC	0.869	0.904	0.916	0.937	0.863	0.901
SN	0.859	0.913	0.869	0.911	0.907	0.942

Note: CA stands for Cronbach's Alpha; CR stands for Composite Reliability. Source: own research

The next step is to assess discriminant validity. Since the model is a PLS-SEM, the heterotrait-monotrait (HTMT) ratio is used to assess discriminant validity (Henseler et al., 2014). The rule is that discriminant validity is set when the HTMT coefficients are lower than 0.85. This rule is not violated for none of the datasets analyzed in this thesis (see Table 12).

Table 12. Discriminant validity

Country	Code	ATT	EDU	EIE	INS	PBC	SN
AL	ATT	-					
	EDU	0.160	-				
	EIE	0.540	0.135	-			
	INS	0.145	0.465	0.137	-		
	PBC	0.653	0.167	0.451	0.305	-	
	SN	0.499	0.243	0.406	0.203	0.566	-
KS	ATT	-					
	EDU	0.542	-				
	EIE	0.681	0.461	-			
	INS	0.583	0.631	0.503	-		
	PBC	0.807	0.567	0.721	0.544	-	
	SN	0.470	0.627	0.476	0.394	0.759	-
NM	ATT	-					
	EDU	0.267	-				
	EIE	0.628	0.356	-			
	INS	0.306	0.557	0.207	-		
	PBC	0.622	0.337	0.410	0.462	-	
	SN	0.460	0.387	0.398	0.441	0.560	-

Source: own research

In addition to discriminant validity, Table 13 informs on the matrix of the correlation coefficients between assessed scales. In case of Albania, the highest value of the correlation coefficient is reported between attitude and perceived behavior control (correl=0.585), while the lowest is between institutional context and the engagement in entrepreneurship (correl=0.121).

Regarding the correlation coefficients for Kosovo, the data report the highest value between attitude and perceived behavior control (correl=0.754), whereas the lowest coefficient is calculated between institutional context and subjective norms (correl=0.409). In the case of North Macedonia, the highest correlation coefficient is reported between personal attitude and involvement in

entrepreneurship (correl=0.584), while the lowest entrepreneurial intention and institutional context (correl=0.187).

Table 13. Correlation coefficients matrix

Country	Code	ATT	EDU	EIE	INS	PBC	SN
Albania	ATT	-					
	EDU	0.147	-				
	EIE	0.491	0.126	-			
	INS	0.125	0.373	0.121	-		
	PBC	0.585	0.148	0.404	0.253	-	
	SN	0.454	0.220	0.367	0.163	0.495	-
Kosovo	ATT	-					
	EDU	0.502	-				
	EIE	0.643	0.437	-			
	INS	0.541	0.567	0.485	-		
	PBC	0.754	0.523	0.685	0.507	-	
	SN	0.472	0.553	0.483	0.409	0.711	-
North Macedonia	ATT	-					
	EDU	0.244	-				
	EIE	0.584	0.337	-			
	INS	0.289	0.461	0.187	-		
	PBC	0.570	0.271	0.371	0.391	-	
	SN	0.427	0.355	0.367	0.397	0.509	-

Source: own research

3.8.4 Hypothesis testing

The measurement model is analyzed through the partial least squares (PLS) approach via SmartPLS 3.0 software. The PLS approach is a variance-based SEM method. Additionally, the PLS method enables the parallel testing of the measurement and structural models. According to Urbano, Aparicio and Audretsch (2019), SEM is among the most statistical technique used by scholars concerning the measurement of the effect of institutions on entrepreneurship.

In order to assess the variance of the internal causes of the constructs based on the suggested theoretical model and each of their associated manifest variables, PLS-SEM is utilized (Hair et al., 2017). PLS is an effective tool for evaluating moderation effects since it delivers a connection indicator that is comparable to the classic regression coefficients. Since the aim is also to check the relevance of the moderating effect, the chosen calculation method for the moderator variable is a two-stage approach as advised in the literature (Hair et al., 2017). In the

current study, every construct is modeled as a reflecting indicator. PLS-SEM is executed through SmartPLS 3.0 computer software (Ringle et al., 2015). To begin with, the structural model is intended to help define the variables and their relationships. In order to demonstrate the links between the constructs, the reliability, validity, and discriminant validity of the construct measurement model are first determined (Hair et al., 2017). The standardized pathways are looked at in order to determine the relevance of these associations. The bootstrap method is used to calculate these pathways, using 5000 iterations of resampling.

4 RESEARCH RESULTS

In the **Methodology** section, the PLS-SEM assumptions are checked. According to the results of different tests, no violation of any assumption was recorded in the three datasets. Ensuring no violation of those assumption leads to the possibility of interpreting the results of PLS-SEM.

The assessed research model explains 35.4%, 74.3% and 45% of the variation in EIE in the data from Albania, Kosovo and North Macedonia, respectively. Such rates of the variance explanation are considered moderate to strong in term of the effect size. In Table 14, beside the R-squares of three models, the R-Square Adjusted is reported as well.

Table 14. R-square for three models

Country	R Square	R Square Adjusted
Albania	0.354	0.330
Kosovo	0.743	0.722
North Macedonia	0.450	0.406

Source: own research

4.1 Direct effects

The hypotheses are tested in PLS-SEM. Its results are summarized in Table 15, Table 16 and Table 17, each table presenting the respective country. These tables report the results of research model for the three countries and are organized according to the nature of the path: direct or interactive. In the following paragraphs are interpreted the direct paths only for the three countries. Then, the moderating effects are interpreted in the next section.

There are three direct paths that are of interest for the research and are indicated by three hypotheses: H1, H2, and H3. In the case of Albania, those paths are statistically significant. Therefore, the attitude is found to positively influence engagement in entrepreneurship (*beta* = 0.329, $t = 5.665$, $p < 0.001$). Evidence shows that social norms positively impact engagement in entrepreneurship (*beta* = 0.174, $t = 3.039$, $p < 0.01$). Regarding the linkage between perceived behavior control and engagement in entrepreneurship, the data support a positive influence (*beta* = 0.120, $t = 2.083$, $p < 0.05$). Altogether, evidence fails to reject H1, H2, and H3.

In case of Kosovo, the following results are found. Different from the Albanian case, only perceived behavior control is found to be a significant factor in predicting engagement in entrepreneurship (*beta* = 0.582, $t = 5.454$, $p < 0.001$).

On the other hand, engagement in entrepreneurship is not affected neither by attitude (*beta* = 0.071, *t* = 0.868, *p* > 0.10), nor by social norms (*beta* = 0.082, *t* = 0.964, *p* > 0. 01). Given these results, one can conclude that in the case of Kosovo, only H3 is supported.

In the case of North Macedonia, different results from those of Albania and Kosovo are found. Hence, the data show that out of three direct paths, only one of them is statistically significant. Attitude positively influences individual's engagement in entrepreneurship (*beta* = 0.501, *t* = 6.790, *p* < 0.001), while social norms (*beta* = 0.044, *t* = 0.564, *p* > 0.10) and perceived behavior control (*beta* = 0.072, *t* = 0.879, *p* > 0.10) do not influence it. Considering these results, it can be said that in the case of North Macedonia, H1 is supported, whereas H2 and H3 are not.

Table 15 below presents the results of the hypotheses testing in the case of Albania, introducing the category of the effect, indicating the hypothesis and its path, and the respective statistics.

Table 15. Hypotheses testing in case of Albania

Effect	Hypothesis	Path	*beta*	*t*	*p*
Direct	-	AGE → EIE	-0.113	2.584	0.010
	-	SEX → EIE	-0.160	3.906	0.000
	-	INC → EIE	-0.050	1.014	0.311
	H1	ATT → EIE	0.329	5.665	0.000
	H2	SN → EIE	0.174	3.039	0.002
	H3	PBC → EIE	0.120	2.083	0.037
	-	EDU → EIE	0.029	0.576	0.565
	-	FAM → EIE	-0.188	4.643	0.000
	-	INS → EIE	0.021	0.441	0.659
Interactive	H4	ATT × INS → EIE	0.039	2.015	0.044
	H5a	ATT × EDU → EIE	0.074	1.707	0.088
	H6a	ATT × FAM → EIE	0.039	1.779	0.075
	H5b	PBC × EDU → EIE	-0.021	0.446	0.655
	H6c	PBC × FAM → EIE	-0.006	0.120	0.905
	H6b	SN × FAM → EIE	0.039	1.723	0.085

Source: own research

In summary, as indicated by the results of the data analysis in case of Albania, all three hypotheses for the individual level factors (H1, H2, H3) are confirmed, while for the environmental factors the following hypotheses are confirmed:

- the institutional context moderates the linkage between personal attitudes and entrepreneurial intention (H4),
- the educational context governs the relationship of individual attitudes and entrepreneurial intention (H5a),
- the family context impacts the relationship between personal attitudes and entrepreneurial intention (H6a);
- the family context affects the link between subjective norms and entrepreneurial intention (H6b).

Table 16. Hypotheses testing in case of Kosovo

Effect	Hypothesis	Path	*beta*	*t*	*p*
Direct	-	AGE → EIE	-0.286	5.605	0.000
	-	SEX → EIE	-0.071	1.248	0.212
	-	INC → EIE	-0.302	4.743	0.000
	H1	ATT → EIE	0.071	0.868	0.386
	H2	SN → EIE	0.081	0.964	0.335
	H3	PBC → EIE	0.582	5.454	0.000
	-	EDU → EIE	0.000	0.002	0.998
	-	FAM → EIE	-0.478	7.505	0.000
	-	INS → EIE	0.010	0.157	0.875
Interactive	H4	ATT × INS → EIE	-0.010	0.147	0.883
	H5a	ATT × EDU → EIE	0.050	1.775	0.076
	H6a	ATT × FAM → EIE	0.317	4.002	0.000
	H5b	PBC × EDU → EIE	0.002	0.022	0.983
	H6c	PBC × FAM → EIE	0.279	2.530	0.011
	H6b	SN × FAM → EIE	0.110	1.802	0.072

Source: own research

Table 16 reports the results of the hypotheses test in case of Kosovo sample. As described above, for the Kosovo hypothesis H1 and H2 are rejected, while H3

which tests the relationship between perceived behavior control and entrepreneurship intention is supported. Furthermore, as expanded and interpreted in the next section of the document, the following hypotheses are supported for the moderator factors:

- educational context impacts the relationship of personal attitudes and entrepreneurial intention (H5a),
- family context affects the linkage of personal attitudes and engagement in start-up activities (H6a),
- family background moderates the relationship of subjective norms and engagement in business actions (H6b) and
- previous family business experience moderates the linkage of perceived behavior control and entrepreneurial intention (H6c).

Table 17. Hypotheses testing in case of North Macedonia

Effect	Hypothesis	Path	*beta*	*t*	*p*
Direct	-	AGE → EIE	-0.068	1.106	0.269
	-	SEX → EIE	0.053	1.055	0.291
	-	INC → EIE	0.085	1.406	0.160
	H1	ATT → EIE	0.501	6.790	0.000
	H2	SN → EIE	0.044	0.564	0.573
	H3	PBC → EIE	0.072	0.879	0.379
	-	EDU → EIE	0.269	3.183	0.001
	-	FAM → EIE	-0.120	1.698	0.090
	-	INS → EIE	-0.168	1.823	0.068
Interactive	H4	ATT × INS → EIE	0.047	1.857	0.063
	H5a	ATT × EDU → EIE	-0.008	0.092	0.927
	H6a	ATT × FAM → EIE	-0.117	1.190	0.234
	H5b	PBC × EDU → EIE	-0.049	0.688	0.491
	H6c	PBC × FAM → EIE	0.001	0.011	0.991
	H6b	SN × FAM → EIE	0.010	0.106	0.915

Source: own research

In Table 17 are shown the results of hypotheses testing for North Macedonia case. The results show that the hypothesis investigating the relationship between attitudes and the entrepreneurial intention is confirmed (H1). On the other hand, in case of hypotheses which check the moderation impact of environment factors, the only supported hypothesis is the one that concerns the institutional context and personal attitudes.

The table below presents the collinearity statistics, differently known as variance inflation factor (VIF), for the model, and it is used to check collinearity. As mentioned above in this document, when VIF values are higher, the level of collinearity is higher, and values of VIF lower than 3 are considered ideal (Hair et al., 2019). In the current study, the data report that there is no VIF larger than 3, which reports that the model does not suffer from collinearity.

Table 18. Collinearity Statistics (Variance Inflation Factor - VIF)

	Albania	**Kosovo**	**North Macedonia**
AGE	1.068	1.497	1.293
ATT	1.731	3.645	2.034
ATT × EDU	1.673	3.190	2.488
ATT × FAM	1.966	3.733	2.561
ATT × INS	1.384	1.747	2.000
EDU	1.376	2.288	2.259
FAM	1.040	1.755	1.423
INC	1.123	2.068	1.235
INS	1.356	2.334	2.140
PBC	1.894	4.741	2.133
PBC × EDU	1.455	2.759	2.038
PBC × FAM	2.141	4.543	1.597
SEX	1.027	1.586	1.180
SN	1.507	2.868	1.796
SN × FAM	1.799	2.818	1.955

Source: own research

4.2 Interactive effects

In addition to the examination of the direct paths, the interactive effects are tested, and the results are shown in the second part of tables presenting the hypotheses testing for each country. In case of Albania, the results inform that institutional, educational and family contexts manifest moderating roles in governing the relationships of attitude and social norms with individual's engagement in entrepreneurship. Thus, it was found that institutional context statistically moderates the attitude–engagement in entrepreneurship relationship (*beta* = 0.039, *t* = 2.015, $p < 0.05$), confirming H4. Educational context has mixed findings: it moderates the influence of attitude on engagement in entrepreneurship (*beta* = 0.074, *t* = 1.707, $p < 0.10$), but not the effect of perceived behavior control on engagement in entrepreneurship (*beta* = 0.044, *t* = 0.564, $p > 0.10$), which leads to the confirmation of H5a and rejection of H5b. It is hypothesized that family context moderates the effects of attitude (H6a), perceived behavior control (H6c), and social norms (H6b) on engagement in entrepreneurship. However, the data in the case of Albania only H6a (*beta* = 0.039, *t* = 1.779, $p < 0.10$) and H6b (*beta* = 0.039, *t* = 1.723, $p < 0.10$) are supported. The evidence failed to support H6c (*beta* = -0.006, *t* = 0.120, $p > 0.01$).

The same examination of the interactive effects is done for the case of Kosovo. Results show that the influence of attitude on engagement in entrepreneurship is moderated by educational (*beta* = 0.050, *t* = 1.775, $p < 0.10$) and family contexts (*beta* = 0.317, *t* = 4.002, $p < 0.10$), leading to the confirmation of H5a and H6a. Moreover, family context is found to be a statistically significant moderator of two other linkages as well: perceived behavior control (*beta* = 0.279, *t* = 2.530, $p < 0.05$) and social norms (*beta* = 0.11, *t* = 1.802, $p < 0.10$) with engagement in entrepreneurship. Given these findings, one can conclude that the data from Kosovo supports H6b and H6c. However, the analysis fails to support H4 and H5b.

Regarding the moderating effects in case of North Macedonia, the analysis does not show similar findings to the cases of Albania and Kosovo. Hence, the data in the North Macedonia case excluding H4, fails to support any moderating effect. As shown in Table 17, it was found evidence of the moderating effect of institutional context in the relationship between attitude and engagement in entrepreneurship (*beta* = 0.047, *t* = 1.857, $p < 0.10$), which leads to the confirmation of H4. The other hypotheses dealing with moderating role of educational and family contexts are rejected (H5a, H5b, H6a-c).

Having the results of the interactive effects is not enough in judging about the strengthen of the moderation. To give a full picture over the statistically significant interactive effects, there is a need to plot them in a graph. In *Figure 10* and *Figure 11* is exhibited the moderating effect of institutional context in the attitude-engagement in entrepreneurship linkage respectively in case of Albania

and North Macedonia, which corresponds to H4. In both cases, as it was expected, the graphs show that the above relationship is stronger in the environment with high levels in institutional context. This means that favorable institutional environment strengthens the effect of attitude on engagement in entrepreneurship.

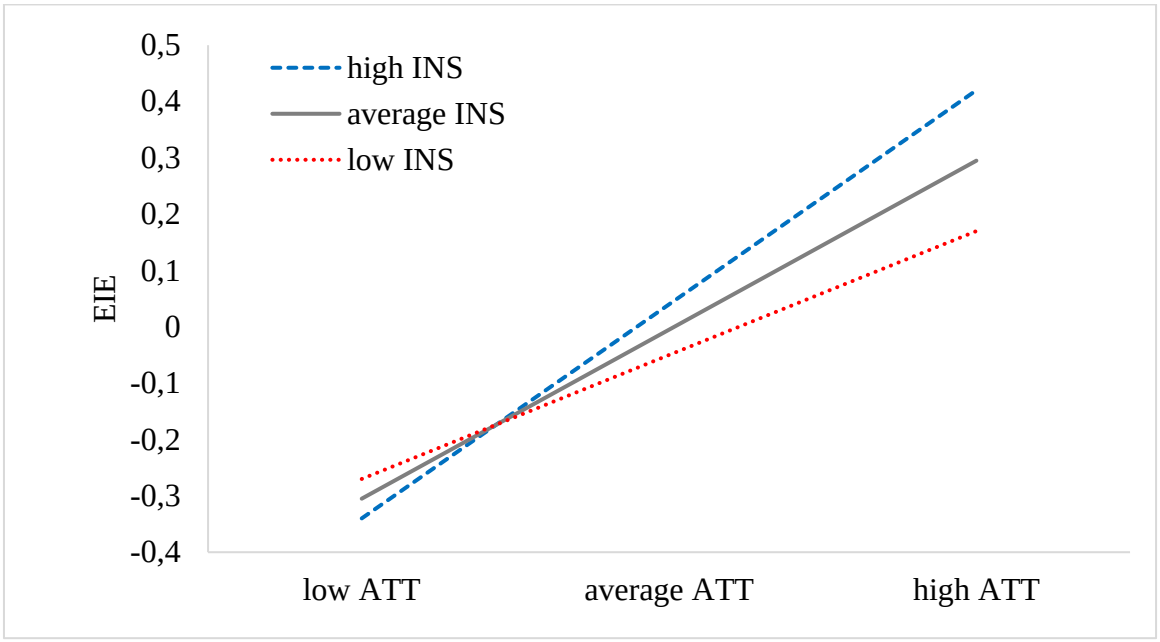

Figure 10. Moderation effect of institutional context on attitude – engagement in entrepreneurship relationship in case of Albania. Source: Own Research

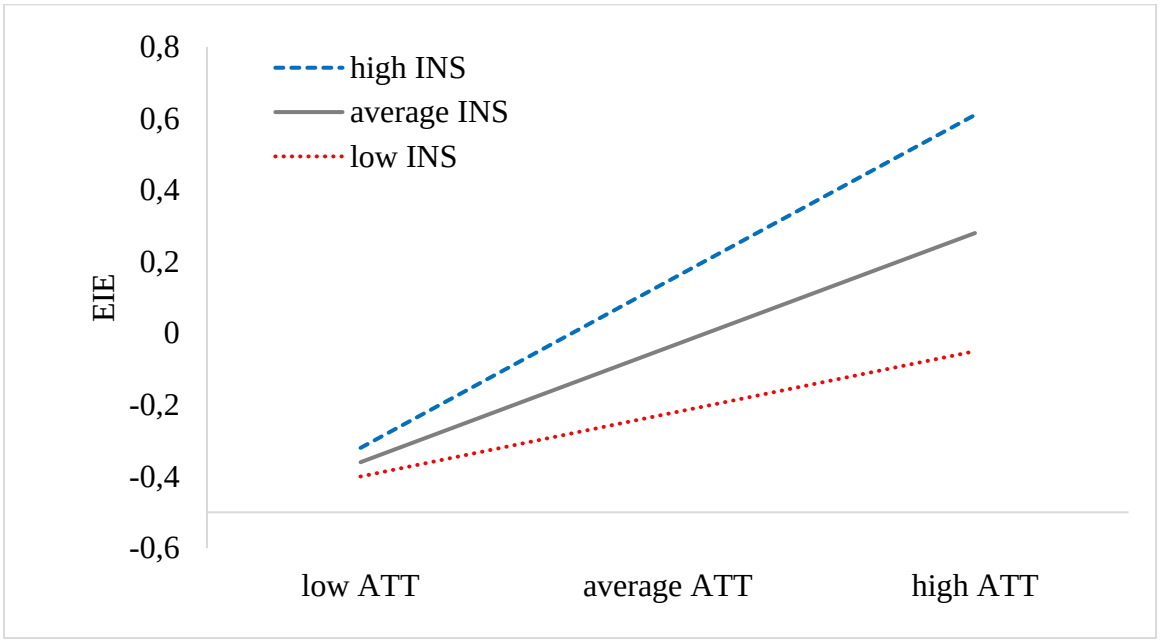

Figure 11. Moderation effect of institutional context on attitude – engagement in entrepreneurship relationship in case of North Macedonia. Source: Own Research

The PLS-SEM reported that educational context moderates the influence of attitude on engagement in entrepreneurship for individuals from Albania and Kosovo. A more in-depth analysis is required to better understand this moderation role, which can be done by plotting it in graphs. *Figure 12* and *Figure 13* illustrate the moderating effect of educational context in the attitude-engagement in entrepreneurship relationship for Albania and Kosovo, respectively. As can be seen, high level in educational context leads to a stronger linkage between attitude and engagement in entrepreneurship, which confirms H5a for Albania and Kosovo.

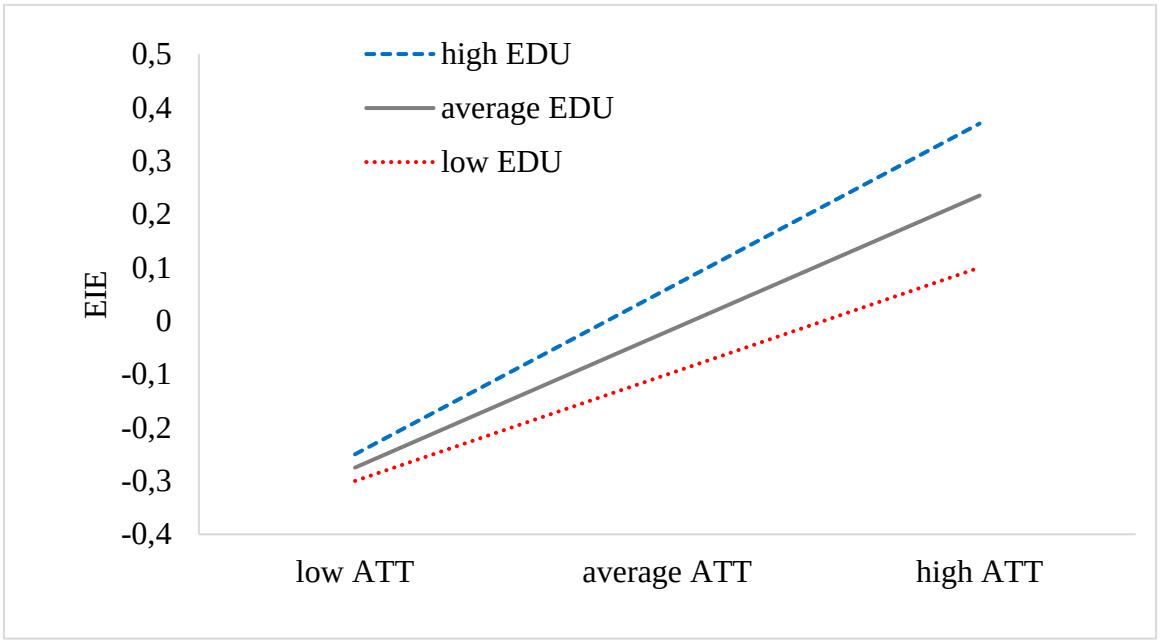

Figure 12. Moderation effect of educational context of on attitude-engagement in entrepreneurship relationship in case of Albania. Source: Own Research

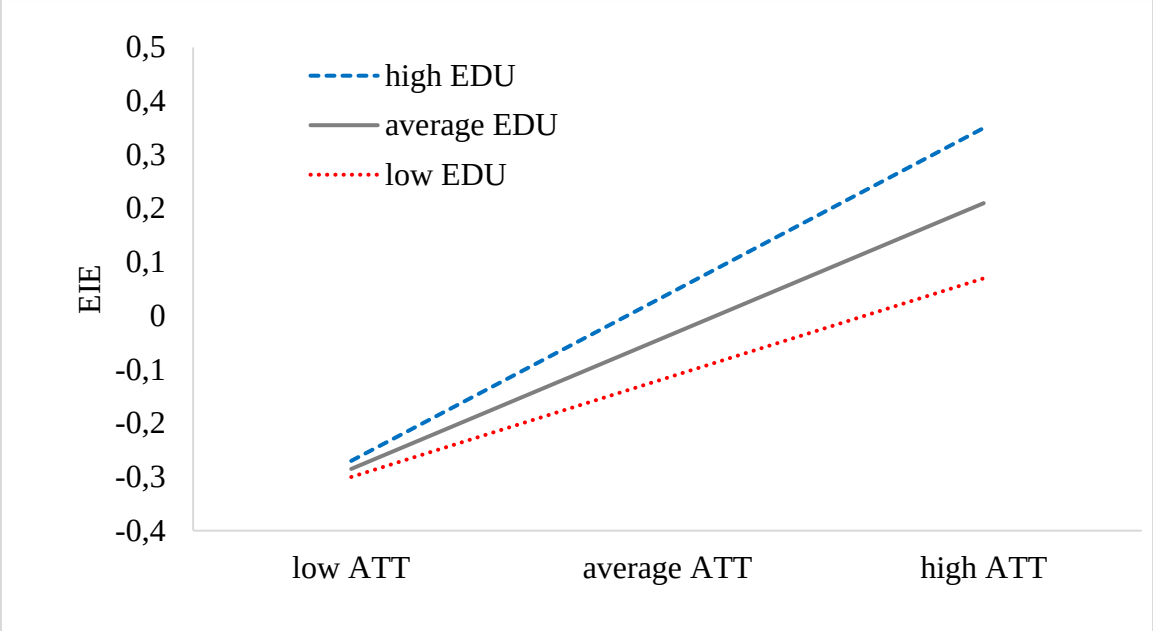

Figure 13. Moderation effect of educational context of on attitude-engagement in entrepreneurship relationship in case of Kosovo. Source: Own Research

The analysis demonstrated that family context is a significant moderator, however not similar results across the three countries are found. Regarding the relationship between attitude and engagement in entrepreneurship, family context is a statistical moderator for individuals from Albania and Kosovo. In *Figure 14* and *Figure 15* are illustrated the above moderating effect in case of Albania and Kosovo. It is clear that the influence of attitude on engagement in entrepreneurship is stronger for those individuals which manifest higher levels in family context. It is interesting analyzing this moderating effect in case of Kosovo. As displayed in *Figure 15*, the extent to which family context is present in the environment, it has different role in moderating the influence of attitude on engagement in entrepreneurship. More in details, having low level in the family context scale and moving from low to high level of attitude lead to lower chances of engaging in entrepreneurship.

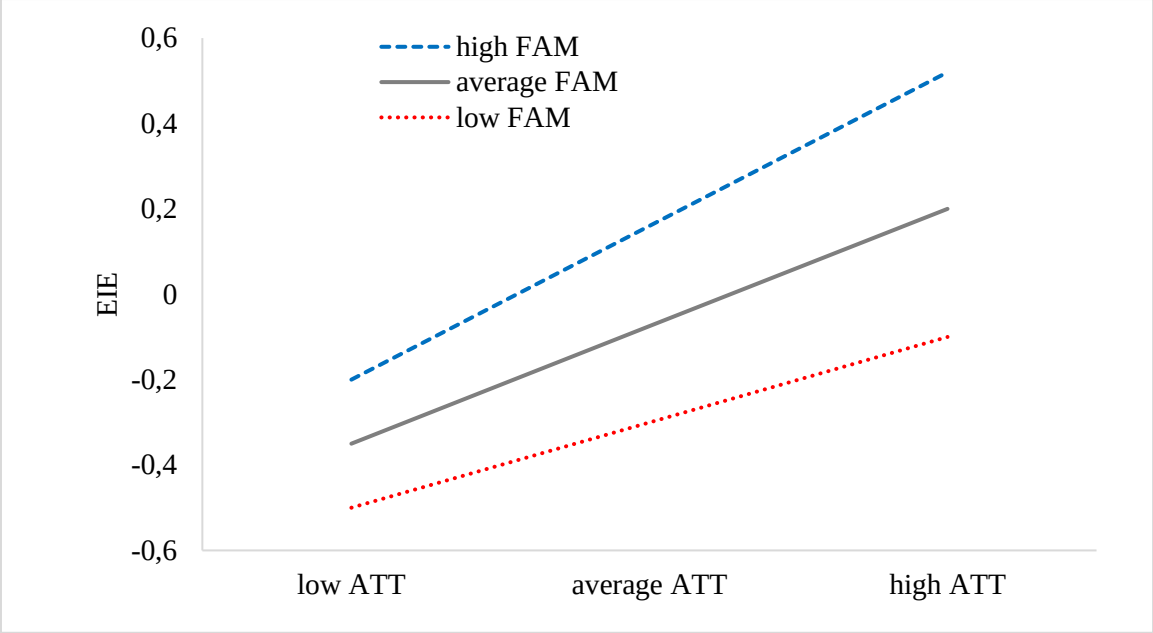

Figure 14. Moderation effect of family context on attitude-engagement in entrepreneurship relationship in case of Albania. Source: Own Research

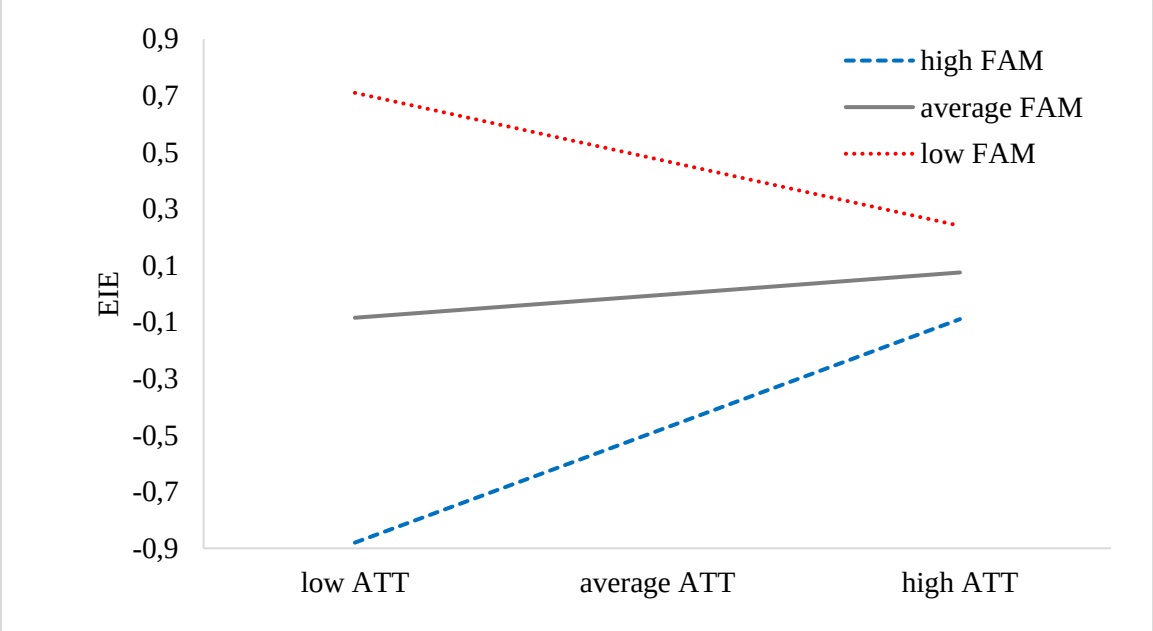

Figure 15. Moderation effect of family context on attitude-engagement in entrepreneurship relationship in case of Kosovo. Source: Own Research

Family context is also found to be a significant moderator of the relationship between perceived behavior control and engagement in entrepreneurship in case of Albania only. This situation is plotted in *Figure 16*. The analysis shows that perceived behavior control impacts engagement in entrepreneurship stronger when individuals are associated with high level in the family context scale.

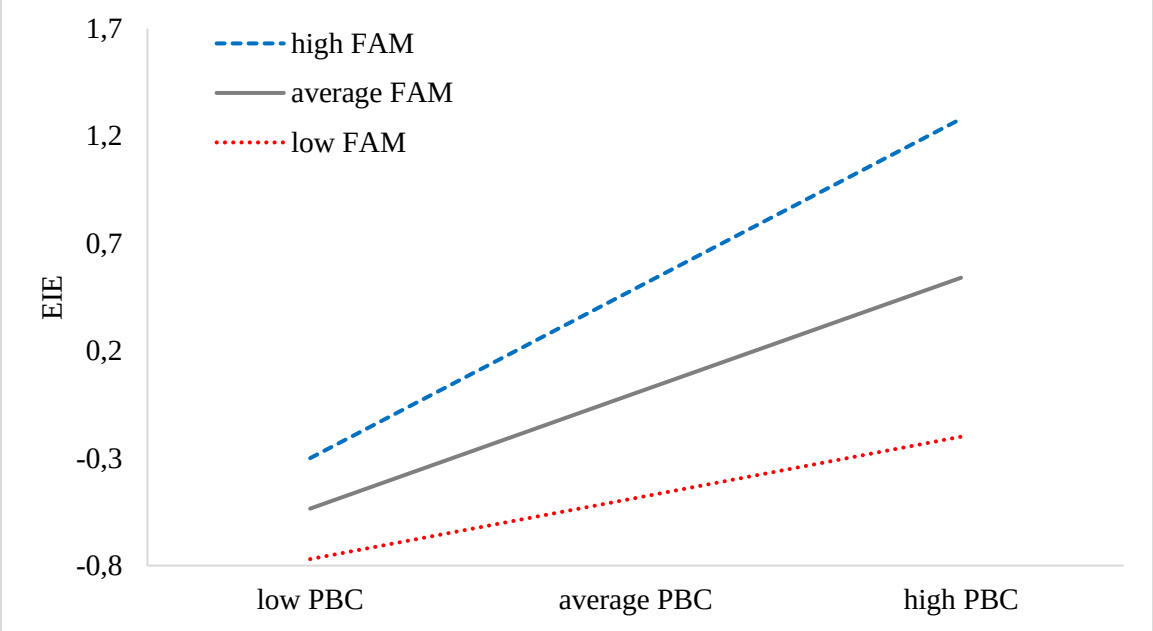

Figure 16. Moderation effect of family context on perceived behavior control – engagement in entrepreneurship relationship in case of Kosovo. Source: Own Research

The last relationship moderated by family context is the one that links the influence of social norms on individuals' engagement in entrepreneurship. As interpreted when reading the results of Table 15 and Table 16 such moderation is confirmed in the cases of Albania and Kosovo. This moderating effect are illustrated in *Figure 17* and *Figure 18*. As it was hypothesized, the graphs show that, in both countries, having high scores in the family context scale leads to a strengthen influence of social norms on engagement in entrepreneurship, when compared to low family context.

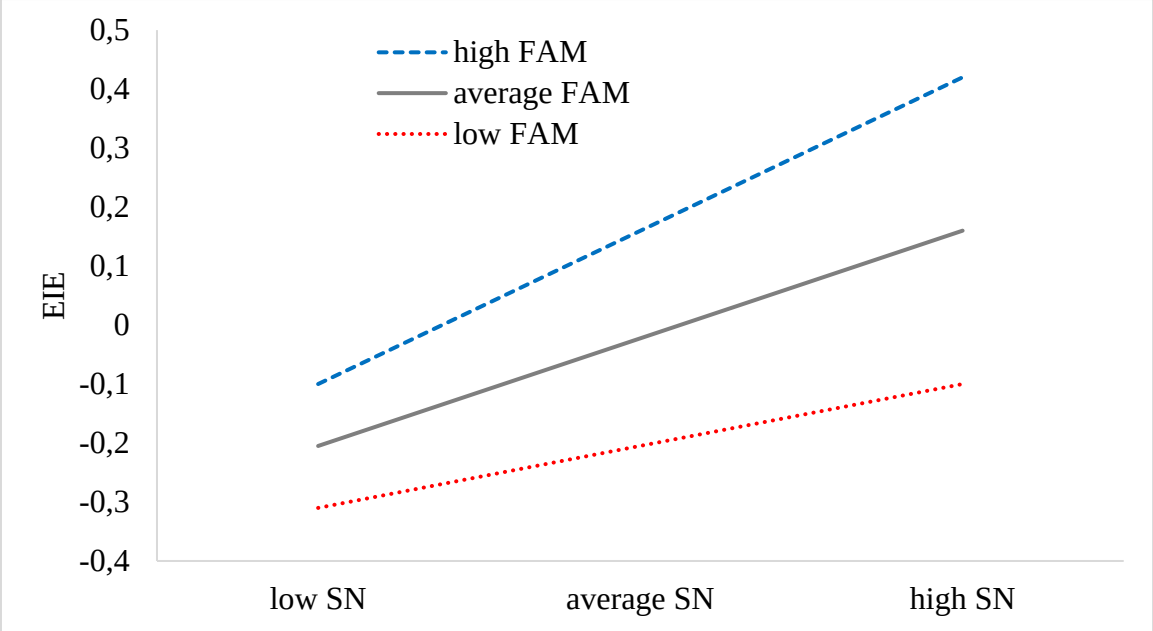

Figure 17. Moderation effect of family context on subjective norms – engagement in entrepreneurship relationship in case of Albania. Source: Own Research

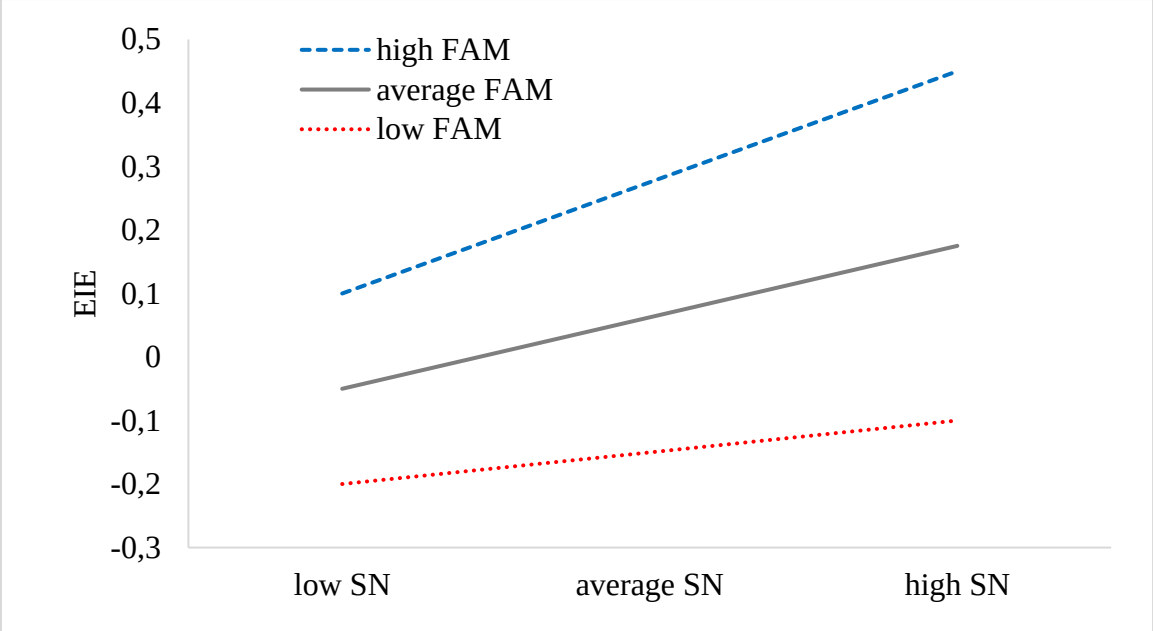

Figure 18. Moderation effect of family context on subjective norms – engagement in entrepreneurship relationship in case of Kosovo. Source: Own Research

5 DISCUSSION OF RESULTS

The results of this thesis point to the relationship of engagement in entrepreneurship with several factors which impose both direct and moderate effect, which in turn are emitted by individual and environment factors, respectively. In case of the current research the direct effect on engagement in entrepreneurship for an individual is issued by his/her personal attitude, subjective norms and perceived behavior control, while the moderate effect is delivered by the context of institutions, education, and previous family experience in business. The flow of discussion below is arranged according to the research objectives of the thesis.

The following paragraphs discuss the research findings for the first research objective of this thesis, which is to **identify how attitude, subjective norms, and perceived behavior control influence an individual's engagement in entrepreneurship**.

The current research reported that *personal attitude* has a positive influence on the entrepreneurial intention in the case of Albania and North Macedonia. This finding means that the personal attitude is an important direct individual-level factor when considering engagement in start-up activities by imposing a positive influence on this linkage. The personal attitude is considered among the most important drivers to get involved in business activities. It is worth underlining that this finding is in line with previous research that highlights the direct effect of personal attitude towards participation in business activities (Ajzen, 1991; García-Rodríguez et al., 2017; Lingappa et al., 2020; Sait & Semira, 2016; Turra & Melinda, 2021; Vamvaka et al., 2020).

Through this study, it is confirmed that there is a positive effect of *subjective norms* toward the initiative of a person to start a business as a professional opportunity in the case of Albania. Taking into account the construction of this concept, which encompasses the reaction of family members, relatives, and close friends or colleagues, or in other words social pressure, it can be stated that in this case, social circles influence one's decision to pursue a career as an entrepreneur. This finding corresponds to previous studies (Ajzen, 1991; García-Rodríguez et al., 2017). While in the case of Kosovo and North Macedonia, this result is not supported, which goes in line with other studies, such as Duong et al. (2022); Moriano et al. (2012), Sait and Semira (2016), Liñán et al. (2011), Thomas and Mueller (2000). These findings could also be explained by the country background. Because these small countries are still transitioning from socialism to an open market economy, the residents lack an entrepreneurial culture. Entrepreneurship is also discouraged by government rules, procedures, and the financial costs of starting a business. Potential entrepreneurs in these countries are discouraged from engaging in entrepreneurial activities for these reasons, and their judgments of their own capacities and skills in the development and

operation of businesses are often unfavorable. This is argued also by Sait and Semira (2016) when analyzing the entrepreneurial intention of individuals in another Western Balkan country, Bosnia and Hercegovina. In addition, subjective norms as a construct seem to yield conflicting results among different studies. Gomes and her collaborators (2021) found that subjective norms have a negative impact on entrepreneurial intention while studying the motivation to become a business owner under the COVID-19 pandemic situation. Furthermore, Moriano et al. (2012) reason that subjective norms have a poor or non-significant influence in this area because younger individuals base their entrepreneurial career decisions more on personal attitudes.

The positive impact of *perceived behavior control* on intention to create a business is confirmed in the case of Albania and Kosovo. Perceived behavior control can be considered as another type of self-efficacy. This element describes the behavior's previous experiences. It also embraces all the information available to the individual prior to taking action and often is known as one's control beliefs. These findings show that having stronger self-esteem and confidence in own ability to control the process of starting and maintaining a business will boost the individual entrepreneurial proclivities. This is in line with findings of other researchers (Ajzen, 1991; Duong et al., 2022; García-Rodríguez et al., 2017; Gomes et al., 2021; Sait & Semira, 2016; Turra & Melinda, 2021; Vamvaka et al., 2020). Nonetheless, this is not supported in the case of North Macedonia.

Having non-converging results between three countries goes in line with the findings from other researchers such as Agolli et al. (2015), Edo et al. (2018), Gomes and her collaborators (2021), Jovanov Apasieva et al. (2020), Karamanos & Vasileiou (2015), Moriano et al. (2012), Sait and Semira (2016). Most of these studies have been carried out in Balkan countries and they underline the fact that the standard linkages proposed by the theory of plan behavior are not reflected in all countries. All the above-mentioned authors have a consensus over the reasons that fact that TPB is not supported. They argue that it is due to many factors such as social, cultural, historical and the development level of the respective country. Social, cultural, and historical factors play a promotor or detractor role when considering the individual intention to start a business. On the other hand, institutions that are not well-functioning, affected by election periods, and dependent/controlled education system together with the unfavorable business climate form obstacles for individuals to start a business. Even the moderation effect of the contextual factors, which is discussed below, needs to be interpreted in the light of this argument: there are also other factors that affect the individual intention to get involved in entrepreneurship activities.

The second objective of this thesis is to **investigate the moderating effect of institutional environment on the relationship between one's attitude and engagement in entrepreneurship.**

According to the survey findings in the case of Albania and North Macedonia, it is confirmed that the institutional context plays a moderating role on the linkage between individual attitudes and entrepreneurial intention. The macroeconomic environment is foreseen to have a positive impact on entrepreneurial intention (Cuervo, 2005; Kibler, 2013). The moderating role of institution toward the entrepreneurship intention is confirmed by studies, such as Lim et al. (2015). In addition, scholars have revealed that the effect of the macroeconomic environment on entrepreneurial intent differs between countries (Dvorský et al., 2019). Overall, there's a consensus in the literature that a favorable institutional environment can stimulate individuals toward business opportunities. According to the current study, organizations must adhere to this institutional framework in order to be supported and recognized as legitimate. This framework is made up of the fundamental political, social, and legal guidelines that provide the foundation for production and distribution. Its construct does not include specific regulations rather than generalized statements of different aspects that identify and form the environment of starting and managing a business. Such a role is important in moderating attitudes toward the motivation to start a business venture. This finding indicates that friendly intuitional environment can strengthen the attitude-entrepreneurial intention linkage, which can be translated into insights for policymakers. Therefore, designing instruments and policies that feed individual attitudes toward start-up activities would address contribute to the overall objective of increasing entrepreneurship rate. However, the survey data fails to support the moderating effect in the case of Kosovo.

The third research objective is to **investigate the moderating effect of educational context on the impact of one's attitude and perceived behavior control on engagement in entrepreneurship.**

According to the research findings, the moderating effect of educational context on the relationship between one's attitude and engagement in entrepreneurship is confirmed in case of Albania and Kosovo. According to Turker and Sonmez Selcuk (2009), a better university environment based on the quality of entrepreneurship education increases the likelihood of students engaging in the process of starting a business. Our findings support Audretsch's (2017) claim that "the university's role in generating both knowledge spillover entrepreneurship and entrepreneurship capital may ultimately prove to be the most significant and compelling." Scholars have discovered empirical data indicating that participation in an entrepreneurial education program increases a person's desire to engage in start-up activities, especially if they study engineering or science (Åstebro et al., 2012; Barba-Sánchez & Atienza-

Sahuquillo, 2018; Maresch et al., 2016; Souitaris et al., 2007; Vij & Ball, 2010; Westhead & Solesvik, 2016) and even of those in lower levels of education (Johansen et al., 2012; Johansen & Clausen, 2011; Rodrigues et al., 2012). Also, entrepreneurship trainings, programs and courses at universities can help people develop a more positive attitude toward starting a business (Abebe et al., 2020; Anwar et al., 2021; Dionco-Adetayo, 2006; Entrialgo & Iglesias, 2016). According to the current study, entrepreneurship educational context provides the information and necessary business-related knowledge to trigger and support the personal attitude of one's motivation to get involved in self-employment actions. This finding is supported by studies such as Wach and Wojciechowski (2016), Shirokova et al. (2016). In other words, as stated by Shah and his collaborators (2020), entrepreneurship education positively contributes to strengthening and channeling the attitude toward business actions. The entrepreneurship education is seen with considerable interest form European Commission and have designed a plan how to put in action several aspects of entrepreneurship education aiming the increase of self-employment rate (European Commission, 2020).

The fourth and final objective of the thesis is to **investigate the moderating effect of family context on the impact of one's attitude, subjective norms, and perceived behavior control on engagement in entrepreneurship.**

Considering the results of this thesis, the moderation effect of family background on the relationship of attitudes with entrepreneurial intention is confirmed in case of Albania. Therefore, having a family member involved in business activity, be it like ownership or management, can foster other family members to manifest attitudes toward starting their own business. The influence of previous experience with business activity of family members has a favorable effect on attitudes toward entrepreneurship. This is in line with other studies (Abebe et al., 2020; Shirokova et al., 2016).

The current research findings confirm that family background plays the moderating role between subjective norms and motivation to start a business in case of Albania and Kosovo. This means that having previous experience with business activity, family members tend to manifest higher regards and consideration when one is thinking to start a business by their own. Subjective norms and previous business experience of the family members are closely tied. Parents help their children in the majority of cases by providing financial resources (Dunn & Holtz-Eakin, 2000). As stated before, being part of an entrepreneurial environment allows children to learn from self-employed parents who act as role models, providing the necessary conditions and positive beliefs that pursuing a similar career is a worthwhile endeavor, as well as a positive attitude toward engaging in entrepreneurial activities.

Furthermore, the results reported that the family background influences the linkage between perceived behavior control and engagement in entrepreneurship

in case of Kosovo. Individuals belonging to collectivist cultures value their viewpoint highly, hence family presence in entrepreneurship has always been a significant aspect. Due to earlier exposure, the family's involvement in entrepreneurship provides an advantage of knowledge, which may increase self-efficacy perceptions (Lingappa et al., 2020).

6 CONTRIBUTIONS OF THE STUDY

Driven by the theory of planned behavior (Ajzen, 1991) and institutional perspective (North, 1990), this study provides a unique and improved framework, which offers the possibility of identifying how the level of institutional, educational, and family contexts influence the relationships between antecedents of an individual's behavior and engagement in entrepreneurship. Besides the fact that this study is among the first to investigate the theory of planned behavior and the moderating effect of environmental factors for three Western Balkan countries, it provides both theoretical contribution to the existing literature and practical implications.

6.1 Theoretical contribution

This thesis contributes to the literature in at least two ways. First, this research contributes to the entrepreneurship and institution literature by adding value to the existing models (Engle et al., 2011; Jackson & Deeg, 2008; Liñán et al., 2011). This offers the possibility to investigate the relationships between institutional, educational, and family contexts and the actual involvement of the individuals in start-up activity. The literature review revealed that the theory of planned behavior has been analyzed in many aspects and perspectives, also including here those studies which inspected the moderating effect from environmental factors. However, the set of constructs which represent the moderators in the current research are unique. The combination of these factors and inspecting their influence on the relationships between individual level factors (attitude, subjective norms and perceived behavior control) and the entrepreneurial intention is not found in other studies.

Second, the research contributes to enrich the existing literature by investigating whether the environment factors moderate the relationships of classic individual factors and motivation to start a business. In this line, it examines whether (1) institutional environment governs the linkage between one's attitude and engagement in entrepreneurship; (2) educational context moderates the effects of an individual's attitude and perceived behavior control on engagement in entrepreneurship; (3) family context moderates the linkages of the antecedents of one's behavior with engagement in entrepreneurship.

It is important to highlight the fact that this research provides contribution to the literature by offering insights from three different Western Balkan countries, which all three have a common communist past and aspire to be part of European Union.

6.2 Practical implications

In order to make adjustments to current policies and strategies or design and develop new ones that foster the process of new venture creation while taking into account the social and economic benefits of business activity among individuals, academics, university management, government, and policymakers are particularly interested in understanding the effect of various factors on the intention to start a business. As a result, it's critical to look at the psychological, situational, and contextual actors that influence people's decision to start a business (Schlaegel & Koenig, 2014; Tolentino et al., 2014; Trivedi, 2016).

In a broader sense, policymakers should work on developing a well-functioning education system and a welcoming business environment (Brixiova and Égert, 2017) in order to enhance the supply of educated entrepreneurs (La Porta and Shleifer, 2014). As a result, governmental authorities and institutions should consider adopting policies and constructing curricula that boost students' capacity and skills toward entrepreneurial activity. Employers may also try 'nurturing entrepreneurship' by participating in internship programs in collaboration with educational institutions and government to create a more open and welcoming environment for students. This means that, in addition to knowledge, the educational system should provide students with practical experiences that will help them develop their abilities and skills for a successful start-up.

There are several inputs from the government and academic point of view that can be considered for this perspective (European Commission, 2020), such as draft strategies or plans defining specific entrepreneurship education goals and objectives; educational institutions prioritizing entrepreneurship education content and methods in teaching and learning; schools and universities introducing entrepreneurship education in the form of individual courses and classes.

Government programs should be given attention through changing policies aimed at enhancing entrepreneurial activity, since business assistance from the government may impact entrepreneurial intention and actual engagement in start-up activity. The following are among the policy-tools at hand when designing and implementing friendlier business policies from public administration: shortening the timing and paperwork for registration procedures; tax supporting the new businesses and initiatives; reducing tax burden and procedures for tax reporting; promoting e-solution for entrepreneurs; encouraging collaboration between researchers and university institutions, form one side, the private sector, from the other; assisting entrepreneurs in gaining access to networks; expanding the financial support and providing grants for new business ideas; etc. Scoring higher result in terms of business climate yield benefits.

It is also important to understand the full potential of contextual factors which might strengthen the relationship of individual level factors with the motivation to start a business, so the policymakers acknowledge all tools at their disposal that they might use when thinking about increasing the self-employed rate. According to this study, in addition to the institutional and educational context, family background plays an important role in this regard. If a policy framework is designed and implemented to promote family members' business understanding and engagement, there is a good chance that entrepreneurial attitudes of other family members and/or close relatives will improve (Abebe et al., 2020). These lead to the application of the triple-helix model (academia, government, business) (Feola et al., 2017). By aligning their objectives, the three organizations may benefit through promoting a more welcoming business climate and encourage people to establish businesses.

6.3 Research limitation and further elaboration

However, there are several restrictions on the present research. First, rather than actual actions, the study focuses on intentions. In the future, it is uncertain if students' intentions will translate into deeds (Bogatyreva et al., 2019). Respondents were also asked to describe their perceptions, which might have differed from reality. Third, if examined inside an established theoretical framework guided by one or more field theories, the suggested conceptual model may produce more thorough findings. However, more study might help to get over these restrictions. Apart from these restrictions, the following are worth mentioning.

Though the regional, economic, institutional, and political environments in Albania, Kosovo, and North Macedonia may be similar to those in countries transitioning from a centralized to a market economy, research external validity (generalizability) may be limited, and caution is advised when applying the findings to other contexts; this could be considered a limitation of the current study.

It is worth highlighting that COVID-19 pandemic situation might have affected the results of this study as elaborated by Gomes et al. (2021), where it was found that compared with prior to the pandemic situation certain environmental factors impose a different effect on motivation to start a business. This is supported by other scholars too (Dereso et al., 2022; Krichen & Chaabouni, 2022; Soomro, 2021). Furthermore, Duong et al. (2022) argue that COVID-19 situation played a negative moderating effect between entrepreneurial intention and attitudes. In terms of the current research, such condition implies that certain results might have been impacted by COVID-19 situation. The application of the Stimulus-Organism-Response theory (Mehrabian & Russell, 1974) to explain the impact of the COVID-19 pandemic on competitive advantage and human decisions under

external influence could be a future study topic. These theories can be used as the foundation for a more advanced conceptual framework that can represent a company's ability to respond to environmental change, such as a pandemic. A project like this would give the research community more clarity. As a result, scholars should consider including such perspectives in their study models in the future. When it comes to studying organizational behavior during times of external actors, the influence of the COVID-19 epidemic on enterprises can be better captured this way.

Following discussion of Hagger et al. (2022), La Barbera and Ajzen (2021) in future research work can analyze the moderating effect of perceived behavior control toward attitudes and subjective norms. This might shed light in regard to the interplay and moderation role of the factors introduced by the theory of planned behavior and can be considered as future research for this topic.

7 CONCLUSIONS

Based on the existing literature, although the theory of planned behavior has been discussed and examined in many aspects and from different perspectives by scholars, this thesis is motivated by the combination of the following needs and research gaps:

- In the case of Albania, Kosovo and North Macedonia a considerable higher rate of unemployment and youth not in education, employed, or in training, compared to EU-28. Furthermore, these three countries suffer from the phenomenon of people leaving the country and moving abroad, especially young people and undergraduates. This represents a need to be addressed and, therefore, a study that aims to shed light on the factors that can be stimulated in order to impact and improve the current situation should be encouraged.
- The theory of planned behavior is not analyzed in full depth in the context of Albania, Kosovo and North Macedonia. In other words, there is no evidence whether the theory of planned behavior is conformed for these three Western Balkan countries. From this point of view, there is no answer for questions like "*do personal attitudes / subjective norms / perceived behavior control play a direct impact on entrepreneurial intention within the framework of Albania / Kosovo / North Macedonia?*"
- It is unclear whether contextual factors such as institutions, education organizations, or family background play a moderating effect toward the relationship of attitudes, subjective norms, and perceived behavior control, on one hand, and the motivation to start a business is not examined, on the other. Institutional, educational, and family context have not been analyzed as a set (together) of moderators for the theory of planned behavior.

This study aims to fill this research gap, by applying a combination of individual and contextual factors concerning the engagement in entrepreneurship. The individual factors consist of three components introduced by Ajzen (1991), which states that personal attitudes, subjective norms and perceived behavior control play a direct impact on entrepreneurial intention. Although the contextual factors are institutional framework (North, 1990), educational context (Lüthje & Franke, 2003) and family background (Shirokova et al., 2016), which are derived and adopted by the literature, and in the model of this research they play the moderating role of the linkages between personal attitudes, subjective norms and perceived behavior control, on one side, and engagement in entrepreneurship, on the other.

This thesis provides answers to the following research questions for Albania, Kosovo and North Macedonia:

- To what extent do an individual's attitude, subjective norms, and perceived behavior control affect engagement in entrepreneurship?
- Is there any moderating effect of institutional environment towards the influences of the attitude on engagement in entrepreneurship?
- Does educational context moderate the effects of one's attitude and perceived behavior control on engagement in entrepreneurship?
- Does family context moderate the effects of one's attitude, subjective norms, and perceived behavior control on engagement in entrepreneurship?

The literature review describes the different approaches used from other researches aiming the entrepreneurial intention and discusses the importance of environmental moderators in this subject. Through this discussion, the hypotheses are formulated, three of them testing the relationship of individual-level factors on entrepreneurial intention (H1, H2 and H3, respectively), and other six hypotheses targeting the moderating effect of contextual-level factors on the relationship of individual level factors with motivation to start a business (H4, H5a, H5b, H6a, H6c, and H6b).

In order to address the formulated hypotheses, a survey-based study is carried out through representative and face-to-face interviews through random selection with 18-35 years old in Albania, Kosovo and North Macedonia during September – October 2021. A questionnaire was developed adopting the definitions and constructs from the existing literature (Ajzen, 1991; García-Rodríguez et al., 2017; Lüthje & Franke, 2003; North, 1990; Shirokova et al., 2016), and it was validated through a focus group discussion with professionals in the field and academics. The constructs are defined through a dedicated set of statements measures in a Likert-scale approach. A pre-test of the survey was conducted prior to the main phase of the data collection, in order to address any potential issue regarding the flow of questions, terms used, etc. After the data collection and quality control, the overall number of successful interviews in Albania is 412, 206 in Kosovo, and 203 in North Macedonia.

For data analysis, descriptive statistics are used to analyze the characteristics of each variable and present the profile of the respondent by employing SPSS software. Common method variance was executed and assessed by employing the principal axis factoring in SPSS. The hypotheses are tested using PLS-SEM (partial least squares structural equation modeling) approach, however prior to this the respective assumptions such as Cronbach's alpha and discriminant analysis were checked. PLS-SEM calculations are performed using SmartPLS software.

The results of the study confirm that the direct effect of attitude, subjective norms, and perceived behavior control on entrepreneurial intention, in the case of Albania. Regarding the moderating effect, it is supported that institutional context

and educational background moderate the linkage of attitudes and entrepreneurial intention; previous family business experience affects the relationship of both personal attitudes and subjective norms toward entrepreneurial intention. The research findings for Kosovo confirm the direct effect of perceived behavior control on entrepreneurial intention, while the educational context plays a moderating role on the relationship of attitude and entrepreneurial intention. Furthermore, family context affects the linkage between individual attitude, subjective norms, and perceived behavior control with one's motivation to start a business. In North Macedonia, the results confirm that there is a direct effect of personal attitude on entrepreneurial intention and that the institutional framework moderates the relationship between personal attitudes and entrepreneurial intention.

By combining the theory of planned behavior (Ajzen, 1991) and institutional perspective (North, 1990), this thesis offers a unique and improved framework, which offers the possibility of identifying how the level of institutional, educational, and family contexts influence the relationships between antecedents of an individual's behavior and motivation to take part in self-employed opportunities. In terms of theoretical, the current study contributes to the entrepreneurship and institution literature by adding value to the existing models, and enriching it by providing insights for institutional framework, educational context and family background as moderators linkages of the antecedents of one's behavior with engagement in entrepreneurship. On the other hand, the practical implications of the study involve policymakers who deal with business environment, education policies, and strategies. They should focus on designing and developing a well-functioning educational system and a welcoming business environment to improve entrepreneurs' behavior. By aligning their goals, the three contextual factors can both profit and provide a more friendly business environment, as well as encourage people in startup activities.

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ANNEXES

Annex1. Research instrument

The questionnaire which was designed and used for this research is presented below. It was developed based on the literature review and its structure reflects the constructs elaborated under section 3.5 in the document.

Q1. Serial ID	_____
Q2. Date	__ __ 2021
Q3. Start time	__:__
Q4. End time	__:__
Q5. Region (select region - check quota)	____
Q6. Municipality (select municipality)	___
Q7. Write down the location/address	_____
Introduction	
Hello! I am [*interviewer name*] and I work for [*survey agency name*], which is a market research company located in [*city where the company is located*]. We conduct different surveys collecting general opinion on several topics and issues. At the moment we are interested in people's opinion regarding the entrepreneurship. You have been randomly selected and your answers will be considered confidential (your name will not be shared with other parties and the results will be grouped and aggregated). The interview will take about 7 minutes. Do you have any question? Can we start?	
Profile	
Q8. Gender (select the gender)	1. Male 2. Female
Q9. What is your age?	____ y.o.
Q10. What is your highest completed level of education?	1. Basic education 2. Secondary school 3. High school

	4. Professional high school 5. University (bachelor) 6. Master or equivalent or higher (Master, PhD)
Q11. (if level of education>2, ask) What is the field of your completed studies?	1. General (high school) 2. Economic related 3. No economic related
Q12. When were you graduated? (year)	____
Q13. What is your current main employment status?	1. Employed (private sector) 2. Employed (public sector) 3. Self-employed 4. Student 5. Retired 6. Unemployed, bus seeking job 7. Unemployed and not seeking job 8. Housewife 9. Other
Engagement in entrepreneurship (EIE)	
Please tell me if any of the following is true in your case.	
eie1. According to your opinion, will there be good opportunities for starting a business in the area where you live in the next six months?	1. Yes 2. No
eie2. Are you, alone, or with others, currently trying (or expecting) to start a new business, including any self-employment or selling any goods or services to others (within the next three years)?	1. Yes 2. No

eie3. Are you actively involved in start-up efforts as owner, or if s/he manages and owns a business that is up to 42 months old, and does so to take advantage of a business opportunity, rather than because there are no better work choices?	1. Yes 2. No
Please indicate your level of agreement with the following statements (1=strongly disagree, 5=strongly agree)	
ent1. I am ready to do anything to be an entrepreneur	1 – 2 – 3 – 4 – 5
ent2. My professional goal is to become an entrepreneur	1 – 2 – 3 – 4 – 5
ent3. I will make every effort to start and run my own firm	1 – 2 – 3 – 4 – 5
ent4. I am determined to create a firm in the future	1 – 2 – 3 – 4 – 5
ent5. I have very seriously thought in starting a firm	1 – 2 – 3 – 4 – 5
ent6. I've got the firm intention to start a firm some day	1 – 2 – 3 – 4 – 5
Institutional context (INS)	
Now I will read some statements and will ask to indicate your level of agreement with the following statements for each (1 = strongly disagree, 5 = strongly agree)	
ins1. In my country, government policies (e.g., regulations, laws) consistently favor new firms	1 – 2 – 3 – 4 – 5
ins2. In my country, the support for new and growing firms is a high priority for policy at the national government level	1 – 2 – 3 – 4 – 5
ins3. In my country, new firms can get most of the required permits and licenses in about a week	1 – 2 – 3 – 4 – 5
ins4. In my country, taxes and other government regulations are applied to new and growing firms in a predictable and consistent way	1 – 2 – 3 – 4 – 5
ins5. In my country, coping with government bureaucracy, regulations, and licensing requirements it is not unduly difficult for new and growing firm	1 – 2 – 3 – 4 – 5
ins6. The COVID-19 pandemic situation has made me optimistic in starting a business	1 – 2 – 3 – 4 – 5

Educational context (EDU)	
edu1. I consider university education of my country to be of good quality (self-adopted)	1 – 2 – 3 – 4 – 5
edu2. The atmosphere at universities inspires me to develop ideas for new businesses	1 – 2 – 3 – 4 – 5
edu3. Universities create a favorable climate for becoming an entrepreneur	1 – 2 – 3 – 4 – 5
edu4. At universities, students are encouraged to engage in entrepreneurial activities	1 – 2 – 3 – 4 – 5
Attitude (ATT)	
att1. Being an entrepreneur implies more advantages than disadvantages to me	1 – 2 – 3 – 4 – 5
att2. A career as entrepreneur is attractive for me	1 – 2 – 3 – 4 – 5
att3. If I had the opportunity and resources, I would become an entrepreneur	1 – 2 – 3 – 4 – 5
att4. Being an entrepreneur would entail great satisfaction for me	1 – 2 – 3 – 4 – 5
att5. Among various options, I would rather become an entrepreneur	1 – 2 – 3 – 4 – 5
att6. To what extent does fear of failure prevent you to start a business?	1 – 2 – 3 – 4 – 5
Perceived behavior control (PBC)	
pbc1. I am usually able to protect my personal interests	1 – 2 – 3 – 4 – 5
pbc2. When I make plans, I am almost certain to make them work	1 – 2 – 3 – 4 – 5
pbc3. I can pretty much determine what will happen in my life	1 – 2 – 3 – 4 – 5
pbc4. For me, being an entrepreneur would be very easy	1 – 2 – 3 – 4 – 5
pbc5. If I wanted to, I could easily pursue a career as entrepreneur	1 – 2 – 3 – 4 – 5
pbc6. As entrepreneur, I would have complete control over the situation	1 – 2 – 3 – 4 – 5

pbc7. As an entrepreneur, the chances of success would be very high	1 – 2 – 3 – 4 – 5
Subjective norms (SN)	
Pursuing a career as an entrepreneur, how do people in your environment react? (1=very negatively, 5=very positively)	
sn1. Your close family	1 – 2 – 3 – 4 – 5
sn2. Your friends	1 – 2 – 3 – 4 – 5
sn3. Your fellow students/colleagues	1 – 2 – 3 – 4 – 5
Family context (FAM)	
What of the following is true in your case?	
fam1. At least one of my parents is an entrepreneur	1. Yes 2. No
fam2. One of my siblings is an entrepreneur	1. Yes 2. No
fam3. At least one of my close relatives (uncle, cousin) is an entrepreneur	1. Yes 2. No
Household's income (INC)	
inc1. What of the following is true when considering your household's income? Based on the level of my household income, it is:	1. very hard to manage on the present income 2. difficult 3. get by 4. live comfortably
Thank you for your time and answers!	

Annex2. Frequency of items

Here are presented the frequency of items which construct the latent variables for this research. There are some missing items, when compared to the designed questionnaire. Those questions were removed due to the fact that they failed at least one of the statistical checks and/or validation of responses.

Below are introduced the frequency of responses for questions which define personal attitudes (ATT) according to each country.

Table 19. Frequency of responses for questions defining personal attitudes

Question - Attitudes	Response	Albania	Kosovo	North Macedonia
Being an entrepreneur implies more advantages than disadvantages to me	1 (min)	5.1%	8.7%	11.8%
	2	18.4%	35.7%	15.3%
	3	28.6%	27.5%	34.0%
	4	19.4%	8.2%	12.3%
	5 (max)	28.4%	19.8%	26.6%
A career as entrepreneur is attractive for me	1 (min)	4.4%	13.0%	7.4%
	2	16.3%	38.2%	19.7%
	3	23.5%	15.9%	29.1%
	4	19.7%	13.0%	14.3%
	5 (max)	36.2%	19.8%	29.6%
Being an entrepreneur would entail great satisfaction for me	1 (min)	4.4%	9.2%	6.9%
	2	17.2%	38.2%	24.6%
	3	22.8%	15.5%	23.6%
	4	20.4%	10.1%	12.8%
	5 (max)	35.2%	27.1%	32.0%

Source: Own Research

The distribution of responses for the set of questions that construct the perceived behavior control is reported in the table below.

Table 20. Frequency of responses for questions defining perceived behavior control

Question - perceived behavior control	Response	Albania	Kosovo	North Macedonia
I am usually able to protect my personal interests	1 (min)	1.2%	14.0%	4.9%
	2	12.1%	12.1%	14.8%
	3	29.6%	20.3%	22.7%
	4	28.6%	23.2%	28.6%
	5 (max)	28.4%	30.4%	29.1%

When I make plans, I am almost certain to make them work	1 (min)	1.9%	6.3%	3.4%
	2	14.6%	18.4%	16.3%
	3	32.3%	21.7%	26.6%
	4	33.0%	25.6%	26.1%
	5 (max)	18.2%	28.0%	27.6%
If I wanted to, I could easily pursue a career as entrepreneur	1 (min)	4.9%	10.1%	9.4%
	2	19.4%	13.5%	9.4%
	3	33.3%	30.4%	40.9%
	4	25.2%	19.8%	20.2%
	5 (max)	17.2%	26.1%	20.2%
As entrepreneur, I would have complete control over the situation	1 (min)	3.4%	6.8%	9.9%
	2	16.5%	10.1%	14.8%
	3	39.1%	34.3%	27.1%
	4	24.3%	30.0%	25.6%
	5 (max)	16.7%	18.8%	22.7%
As an entrepreneur, the chances of success would be very high	1 (min)	3.9%	5.3%	9.4%
	2	17.0%	30.0%	10.3%
	3	39.1%	19.3%	40.4%
	4	26.2%	25.1%	20.2%
	5 (max)	13.8%	20.3%	19.7%

Source: Own Research

The following table shows the frequency of answers for the set of questions that define subjective norms in case of all three countries.

Table 21. Frequency of responses for questions defining subjective norms

Question - subjective norms	**Response**	**Albania**	**Kosovo**	**North Macedonia**
At least one of my parents is an entrepreneur	1 (min)	2.7%	6.3%	3.9%
	2	14.3%	7.7%	15.3%
	3	26.5%	42.0%	17.7%
	4	18.2%	11.1%	14.3%
	5 (max)	38.3%	32.9%	48.8%
Your friends	1 (min)	3.6%	8.7%	0.0%
	2	16.3%	21.3%	20.2%
	3	25.5%	19.3%	21.7%
	4	27.4%	14.5%	23.6%
	5 (max)	27.2%	36.2%	34.5%
Your fellow students/colleagues	1 (min)	6.3%	6.8%	11.8%
	2	18.2%	20.3%	11.3%
	3	33.7%	29.0%	25.6%

	4	26.2%	14.5%	26.6%
	5 (max)	15.5%	29.5%	24.6%

Source: Own Research

The institutional context is measured by the following items. The table reports the frequency of responses for each item according to the respective country.

Table 22. Frequency of responses for questions measuring institutional context

Question - Institutional context	**Response**	**Albania**	**Kosovo**	**North Macedonia**
In my country, government policies (e.g., regulations, laws) consistently favor new firms	1 (min)	28.2%	40.1%	31.5%
	2	33.5%	30.0%	29.1%
	3	27.4%	22.7%	28.6%
	4	6.1%	2.9%	4.4%
	5 (max)	4.9%	4.3%	6.4%
In my country, the support for new and growing firms is a high priority for policy at the national government level	1 (min)	24.0%	31.9%	26.1%
	2	25.5%	36.2%	30.0%
	3	28.9%	13.0%	22.2%
	4	10.4%	9.7%	8.4%
	5 (max)	11.2%	9.2%	13.3%
In my country, taxes and other government regulations are applied to new and growing firms in a predictable and consistent way	1 (min)	23.1%	30.0%	24.1%
	2	31.6%	36.7%	30.5%
	3	28.2%	17.4%	28.1%
	4	10.4%	8.2%	11.3%
	5 (max)	6.8%	7.7%	5.9%
In my country, coping with government bureaucracy, regulations, and licensing requirements it is not unduly difficult for new and growing firm	1 (min)	31.1%	25.6%	28.6%
	2	33.7%	45.4%	32.5%
	3	21.4%	19.8%	25.6%
	4	10.4%	4.3%	5.4%
	5 (max)	3.4%	4.8%	7.9%

Source: Own Research

Educational context is constructed by the following questions and their frequencies are presented for each country.

Table 23. Frequency of responses for questions defining educational context

Question - Educational context	**Response**	**Albania**	**Kosovo**	**North Macedonia**
	1 (min)	22.1%	19.3%	33.0%
	2	30.1%	40.6%	18.7%

I consider university education of my country to be of good quality (self-adopted)	3	32.8%	15.5%	30.0%
	4	11.9%	16.4%	13.8%
	5 (max)	3.2%	8.2%	4.4%
The atmosphere at universities inspires me to develop ideas for new businesses	1 (min)	23.8%	17.4%	23.6%
	2	35.2%	29.5%	23.6%
	3	23.5%	22.2%	25.6%
	4	13.3%	14.0%	19.2%
	5 (max)	4.1%	16.9%	7.9%
Universities create a favorable climate for becoming an entrepreneur	1 (min)	26.9%	14.5%	26.1%
	2	34.0%	27.1%	26.1%
	3	24.5%	25.1%	34.0%
	4	9.5%	15.9%	10.3%
	5 (max)	5.1%	17.4%	3.4%
At universities, students are encouraged to engage in entrepreneurial activities	1 (min)	22.6%	13.0%	24.1%
	2	34.2%	23.2%	21.2%
	3	25.7%	34.8%	34.0%
	4	11.2%	15.9%	11.3%
	5 (max)	6.3%	13.0%	9.4%

Source: Own Research

Family context is a moderator factor for our case and the frequency of items which measure it are presented below.

Table 24. Frequency of responses for questions defining family context

Question	**Response**	**Albania**	**Kosovo**	**North Macedonia**
At least one of my parents is an entrepreneur	Yes	28.2%	43.5%	32.0%
	No	71.8%	56.5%	68.0%
One of my siblings is an entrepreneur	Yes	21.8%	39.6%	22.7%
	No	78.2%	60.4%	77.3%

Source: Own Research

Annex3. Crosstabulation of items with field of study

The following tables introduce the average score from 1 to 5 for each statement, and it is broken down by the field of study. *GHS* denotes general high school and here are all those who have a high school degree as their highest education level; *Econ* denotes all fields of studies that are related to economic; *No-Econ* indicates the respondents who have attended a field of study which has no relation with economic field.

Country: Albania

Question	**GHS** *Mean*	**Econ** *Mean*	**No-Econ** *Mean*	*Valid N*
I am ready to do anything to be an entrepreneur	3.3	3.2	3.4	410
My professional goal is to become an entrepreneur	3.3	3.4	3.3	410
I will make every effort to start and run my own firm	3.7	3.6	3.7	410
I am determined to create a firm in the future	3.8	3.7	3.7	410

Source: Own Research

Question	**GHS** *Mean*	**Econ** *Mean*	**No-Econ** *Mean*	*Valid N*
In my country, government policies (e.g., regulations, laws) consistently favor new firms	2.4	2.4	2.0	410
In my country, the support for new and growing firms is a high priority for policy at the national government level	2.9	2.7	2.4	410
In my country, new firms can get most of the required permits and licenses in about a week	2.2	2.5	1.9	410
In my country, taxes and other government regulations are applied to new and growing firms in a predictable and consistent way	2.5	2.6	2.3	410
In my country, coping with government bureaucracy, regulations, and licensing requirements it is not unduly difficult for new and growing firm	2.4	2.3	2.0	410

Source: Own Research

Question	GHS *Mean*	Econ *Mean*	No-Econ *Mean*	*Valid N*
I consider university education of my country to be of good quality (self-adopted)	2.5	2.6	2.2	410
The atmosphere at universities inspires me to develop ideas for new businesses	2.7	2.4	2.3	410
Universities create a favorable climate for becoming an entrepreneur	2.7	2.2	2.3	410
At universities, students are encouraged to engage in entrepreneurial activities	2.8	2.4	2.4	410

Source: Own Research

Question	GHS *Mean*	Econ *Mean*	No-Econ *Mean*	*Valid N*
Being an entrepreneur implies more advantages than disadvantages to me	3.5	3.4	3.6	410
A career as entrepreneur is attractive for me	3.6	3.7	3.7	410
If I had the opportunity and resources, I would become an entrepreneur	3.8	3.7	3.9	410
Being an entrepreneur would entail great satisfaction for me	3.6	3.7	3.7	410
Among various options, I would rather become an entrepreneur	3.4	3.4	3.5	410

Source: Own Research

Question	GHS *Mean*	Econ *Mean*	No-Econ *Mean*	*Valid N*
I am usually able to protect my personal interests	3.7	3.7	3.8	410
When I make plans, I am almost certain to make them work	3.3	3.6	3.5	410
I can pretty much determine what will happen in my life	3.6	3.8	3.7	410
For me, being an entrepreneur would be very easy	2.4	2.6	2.4	410
If I wanted to, I could easily pursue a career as entrepreneur	3.2	3.4	3.2	410

As entrepreneur, I would have complete control over the situation	3.4	3.3	3.4	410
As an entrepreneur, the chances of success would be very high	3.2	3.4	3.2	410

Source: Own Research

Question	**GHS** *Mean*	**Econ** *Mean*	**No-Econ** *Mean*	*Valid N*
Your close family	3.8	3.7	3.8	410
Your friends	3.5	3.6	3.6	410
Your fellow students/colleagues	3.4	3.3	3.2	410

Source: Own Research

Question	**GHS** *Mean*	**Econ** *Mean*	**No-Econ** *Mean*	*Valid N*
At least one of my parents is an entrepreneur	1.7	1.7	1.7	410
One of my siblings is an entrepreneur	1.9	1.7	1.8	410
At least one of my close relatives (uncle, cousin) is an entrepreneur	1.3	1.3	1.2	410

Source: Own Research

Annex4. Common method variance

Here are presented the results for the common method variance which was executed for each country separately by using Principal Axis Factoring as Extraction Method. First is introduced the SPSS syntax which generates the results, then the table for the communalities and the table for total variance explained.

Country: Albania

```
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ins5 edu1 edu2 edu3 edu4 att1 att2 att3 att4 att5
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  /ANALYSIS ENT1 ENT2 ENT3 ENT4 ins1 ins2 ins3 ins4
ins5 edu1 edu2 edu3 edu4 att1 att2 att3 att4 att5
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  /CRITERIA FACTORS(1) ITERATE(25)
  /EXTRACTION PAF
  /ROTATION NOROTATE
  /METHOD=CORRELATION.
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Communalities

	Initial	Extraction
I am ready to do anything to be an entrepreneur	.567	.359
My professional goal is to become an entrepreneur	.618	.373
I will make every effort to start and run my own firm	.688	.370
I am determined to create a firm in the future	.642	.390
In my country, government policies (e.g., regulations, laws) consistently favor new firms	.472	.053
In my country, the support for new and growing firms is a high priority for policy at the national government level	.392	.066
In my country, new firms can get most of the required permits and licenses in about a week	.403	.042
In my country, taxes and other government regulations are applied to new and growing firms in a predictable and consistent way	.383	.078

Communalities

	Initial	Extraction
In my country, coping with government bureaucracy, regulations, and licensing requirements it is not unduly difficult for new and growing firm	.370	.064
I consider university education of my country to be of good quality (self-adopted)	.467	.072
The atmosphere at universities inspires me to develop ideas for new businesses	.699	.076
Universities create a favorable climate for becoming an entrepreneur	.671	.107
At universities, students are encouraged to engage in entrepreneurial activities	.643	.092
Being an entrepreneur implies more advantages than disadvantages to me	.652	.515
A career as entrepreneur is attractive for me	.769	.654
If I had the opportunity and resources, I would become an entrepreneur	.753	.624
Being an entrepreneur would entail great satisfaction for me	.785	.652
Among various options, I would rather become an entrepreneur	.717	.633

Source: Own Research

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.750	31.946	31.946	5.218	28.990	28.990
2	3.635	20.193	52.139			
3	1.874	10.411	62.550			
4	1.708	9.488	72.038			
5	.700	3.886	75.924			
6	.599	3.329	79.254			
7	.548	3.042	82.295			
8	.488	2.710	85.005			
9	.435	2.415	87.420			
10	.394	2.189	89.609			

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
11	.321	1.783	91.392			
12	.301	1.674	93.066			
13	.272	1.513	94.579			
14	.237	1.314	95.893			
15	.223	1.240	97.133			
16	.198	1.100	98.233			
17	.167	.930	99.163			
18	.151	.837	100.000			

Source: Own Research

Country: Kosovo

```
FACTOR
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  /MISSING LISTWISE
  /ANALYSIS ENT1 ENT2 ENT3 ENT4 ins1 ins2 ins3 ins4
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  /ROTATION NOROTATE
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Communalities

	Initial	Extraction
I am ready to do anything to be an entrepreneur	.760	.470
My professional goal is to become an entrepreneur	.859	.578
I will make every effort to start and run my own firm	.851	.684
I am determined to create a firm in the future	.798	.401
In my country, government policies (e.g., regulations, laws) consistently favor new firms	.691	.261
In my country, the support for new and growing firms is a high priority for policy at the national government level	.701	.413

Communalities

	Initial	Extraction
In my country, new firms can get most of the required permits and licenses in about a week	.721	.406
In my country, taxes and other government regulations are applied to new and growing firms in a predictable and consistent way	.749	.404
In my country, coping with government bureaucracy, regulations, and licensing requirements it is not unduly difficult for new and growing firm	.680	.478
I consider university education of my country to be of good quality (self-adopted)	.678	.393
The atmosphere at universities inspires me to develop ideas for new businesses	.776	.404
Universities create a favorable climate for becoming an entrepreneur	.757	.284
At universities, students are encouraged to engage in entrepreneurial activities	.784	.404
Being an entrepreneur implies more advantages than disadvantages to me	.834	.604
A career as entrepreneur is attractive for me	.916	.725
If I had the opportunity and resources, I would become an entrepreneur	.860	.598
Being an entrepreneur would entail great satisfaction for me	.847	.577
Among various options, I would rather become an entrepreneur	.887	.658

Source: Own Research

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.224	51.243	51.243	8.743	48.570	48.570
2	2.326	12.921	64.165			
3	1.683	9.350	73.515			
4	1.360	7.554	81.069			
5	.644	3.578	84.647			

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
6	.490	2.723	87.370			
7	.398	2.211	89.581			
8	.328	1.821	91.402			
9	.292	1.623	93.025			
10	.258	1.435	94.460			
11	.228	1.267	95.727			
12	.178	.991	96.718			
13	.154	.856	97.574			
14	.121	.673	98.247			
15	.100	.556	98.804			
16	.085	.475	99.278			
17	.078	.436	99.714			
18	.052	.286	100.000			

Source: Own Research

Country: North Macedonia

```
FACTOR
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  /MISSING LISTWISE
  /ANALYSIS ENT1 ENT2 ENT3 ENT4 ins1 ins2 ins3 ins4
ins5 edu1 edu2 edu3 edu4 att1 att2 att3 att4 att5
  /SELECT=Country(2)
  /PRINT INITIAL EXTRACTION
  /CRITERIA FACTORS(1) ITERATE(25)
  /EXTRACTION PAF
  /ROTATION NOROTATE
  /METHOD=CORRELATION.
```

Communalities

	Initial	Extraction
I am ready to do anything to be an entrepreneur	.729	.483
My professional goal is to become an entrepreneur	.736	.527
I will make every effort to start and run my own firm	.769	.477
I am determined to create a firm in the future	.695	.365
In my country, government policies (e.g., regulations, laws) consistently favor new firms	.599	.179

Communalities

	Initial	Extraction
In my country, the support for new and growing firms is a high priority for policy at the national government level	.486	.101
In my country, new firms can get most of the required permits and licenses in about a week	.508	.159
In my country, taxes and other government regulations are applied to new and growing firms in a predictable and consistent way	.569	.221
In my country, coping with government bureaucracy, regulations, and licensing requirements it is not unduly difficult for new and growing firm	.423	.133
I consider university education of my country to be of good quality (self-adopted)	.574	.272
The atmosphere at universities inspires me to develop ideas for new businesses	.628	.193
Universities create a favorable climate for becoming an entrepreneur	.633	.151
At universities, students are encouraged to engage in entrepreneurial activities	.690	.163
Being an entrepreneur implies more advantages than disadvantages to me	.809	.690
A career as entrepreneur is attractive for me	.823	.526
If I had the opportunity and resources, I would become an entrepreneur	.778	.619
Being an entrepreneur would entail great satisfaction for me	.822	.581
Among various options, I would rather become an entrepreneur	.839	.641

Source: Own Research

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.019	38.995	38.995	6.482	36.009	36.009
2	3.376	18.754	57.748			
3	1.738	9.656	67.404			
4	1.260	6.997	74.401			
5	.695	3.864	78.265			

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
6	.612	3.402	81.667			
7	.602	3.346	85.013			
8	.474	2.636	87.649			
9	.410	2.276	89.925			
10	.348	1.932	91.856			
11	.275	1.530	93.386			
12	.256	1.423	94.809			
13	.224	1.247	96.056			
14	.197	1.095	97.152			
15	.159	.884	98.036			
16	.143	.792	98.828			
17	.123	.684	99.512			
18	.088	.488	100.000			

Source: Own Research

Annex5. Model in SmartPLS 3.0

The full model performed in SmartPLS software is provided in the following illustration. As it can be seen, the picture shows all factors and respective items part of the data analysis of this thesis.

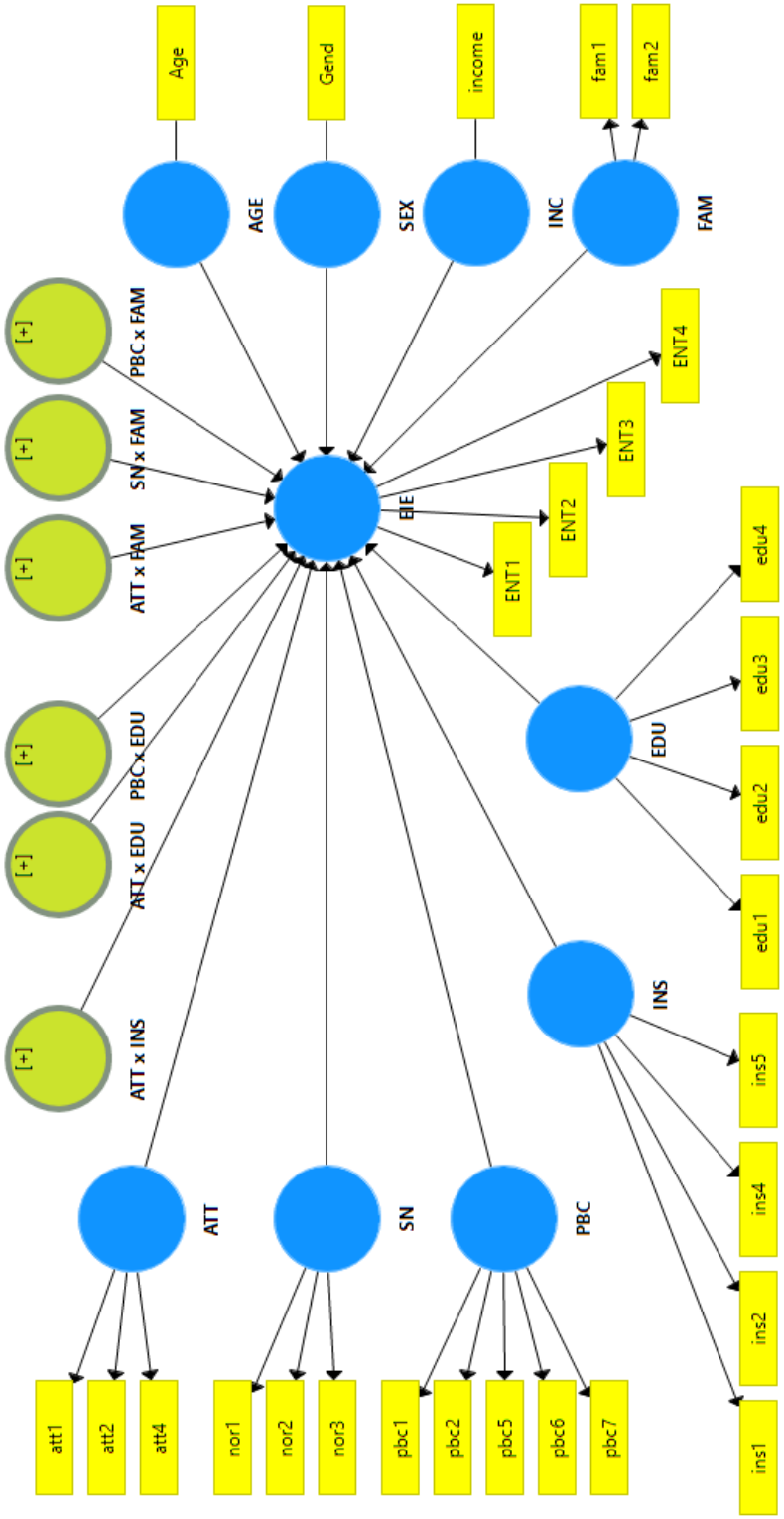

Figure 19. Model executed in SmartPLS software. Source: Own Research

Annex6. Descriptive statistics for latent variables

The descriptive statistics help understand better the variables. Here are presented in table format the statistics for the latent variables which are computed through the execution of PLS-SEM command in SmartPLS. Then variables were imported in SPSS and the descriptive statistics were produced for all latent variables and are grouped per each country as follows.

Country: Albania

```
EXAMINE VARIABLES=al_ATT al_PBC al_SN al_INS al_EDU
al_FAM al_EIE
  /PLOT BOXPLOT STEMLEAF
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Descriptive statistics

Statistic		ATT	PBC	SN	INS	EDU	FAM	EIE
Mean		.0000	.0000	.0000	.0000	.0001	.0000	.0000
95% Conf. Int. for Mean	Lower Bound	-.0970	-.0969	-.0969	-.0970	-.0969	-.0970	-.0970
	Upper Bound	.0970	.0970	.0970	.0970	.0970	.0969	.0969
5% Trimmed Mean		.0444	.0092	.0283	-.0327	-.0460	.0691	.0344
Median		.0920	-.0430	.1440	-.1300	-.1270	.7010	.0130
Variance		1.002	1.002	1.003	1.002	1.002	1.002	1.002
Std. Deviation		1.001	1.001	1.001	1.001	1.001	1.001	1.001
Minimum		-2.29	-2.84	-2.51	-1.57	-1.47	-1.95	-2.42
Maximum		1.23	1.86	1.42	2.92	2.75	.70	1.46
Range		3.52	4.70	3.93	4.49	4.23	2.65	3.88
Interquartile Range		1.76	1.59	1.38	1.42	1.46	1.95	1.48
Skewness		-.362	-.063	-.294	.369	.568	-.968	-.261
Kurtosis		-.979	-.611	-.878	-.382	-.171	-.779	-.702

Source: Own Research

Country: Kosovo

```
EXAMINE VARIABLES=ks_ATT ks_PBC ks_SN ks_INS ks_EDU
ks_FAM ks_EIE
  /PLOT BOXPLOT STEMLEAF
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Descriptive statistics

Statistic		ATT	PBC	SN	INS	EDU	FAM	EIE
Mean		.0000	.0001	-.0001	-.0001	.0001	.0001	.0001
95% Conf. Int. for Mean	Lower Bound	-.1374	-.1373	-.1374	-.1374	-.1372	-.1372	-.1373
	Upper Bound	.1374	.1375	.1373	.1373	.1375	.1375	.1374
5% Trimmed Mean		-.0035	.0412	.0417	-.0749	-.0172	.0215	.0180
Median		-.2030	.0210	.2630	-.2070	-.2120	-.0430	.0550
Variance		1.005	1.005	1.005	1.005	1.005	1.005	1.005
Std. Deviation		1.002	1.003	1.002	1.002	1.002	1.002	1.002
Minimum		-1.58	-2.23	-2.24	-1.25	-1.62	-1.37	-1.84
Maximum		1.64	1.48	1.34	2.93	2.01	.98	1.51
Range		3.22	3.71	3.58	4.18	3.63	2.35	3.34
Interquartile Range		1.61	1.55	1.39	1.14	1.55	2.35	1.49
Skewness		.390	-.372	-.280	.959	.289	-.314	-.117
Kurtosis		-.991	-.587	-.886	.575	-.787	-1.571	-1.095

Source: Own Research

Country: North Macedonia

```
EXAMINE VARIABLES=nm_ATT nm_PBC nm_SN nm_INS nm_EDU
nm_FAM nm_EIE
```

```
/PLOT BOXPLOT STEMLEAF
/COMPARE GROUPS
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.
```

Descriptive statistics

Statistic		ATT	PBC	SN	INS	EDU	FAM	EIE
Mean		.0000	.0000	-.0001	.0000	.0000	-.0001	.0000
95% Conf. Int. for Mean	Lower Bound	-.1387	-.1388	-.1388	-.1387	-.1387	-.1389	-.1387
	Upper Bound	.1387	.1387	.1387	.1387	.1387	.1386	.1388
5% Trimmed Mean		.0248	.0256	.0420	-.0471	-.0447	.0748	.0221
Median		-.2470	.1070	.2970	-.2630	-.1480	.7200	-.1610
Variance		1.005	1.005	1.005	1.005	1.005	1.005	1.005
Std. Deviation		1.003	1.003	1.002	1.002	1.002	1.003	1.002
Minimum		-1.92	-2.56	-2.02	-1.44	-1.52	-2.07	-1.90
Maximum		1.36	1.65	1.18	2.76	2.62	.72	1.50
Range		3.28	4.21	3.20	4.20	4.15	2.79	3.41
Interquartile Range		1.89	1.32	1.48	1.36	1.49	0.94	1.67
Skewness		-.067	-.421	-.498	.752	.447	-1.100	-.126
Kurtosis		-1.212	-.404	-.937	-.144	-.229	-.239	-.810

Source: Own Research

Annex7. Normality test for latent variables

The normality test is executed through SPSS program and the results are presented below. This statistical test reports that the latent variables for this research are not normally distributed and, therefore, this is another reason that supports the use of PLS-SEM.

Country: Albania

```
EXAMINE VARIABLES=al_ATT al_PBC al_SN al_INS al_EDU
al_FAM al_EIE
  /PLOT NPPLOT
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Attitude	.119	412	.000	.923	412	.000
Perceived behavior control	.076	412	.000	.984	412	.000
Subjective norms	.109	412	.000	.949	412	.000
Institutional context	.071	412	.000	.973	412	.000
Educational context	.093	412	.000	.960	412	.000
Family context	.375	412	.000	.681	412	.000
Engagement in entrepreneurship	.078	412	.000	.960	412	.000

a. Lilliefors Significance Correction. Source: Own Research

Country: Kosovo

```
EXAMINE VARIABLES=ks_ATT ks_PBC ks_SN ks_INS ks_EDU
ks_FAM ks_EIE
  /PLOT NPPLOT
```

```
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Attitude	.149	207	.000	.902	207	.000
Perceived behavior control	.113	207	.000	.957	207	.000
Subjective norms	.127	207	.000	.936	207	.000
Institutional context	.171	207	.000	.915	207	.000
Educational context	.126	207	.000	.957	207	.000
Family context	.295	207	.000	.765	207	.000
Engagement in entrepreneurship	.099	207	.000	.949	207	.000

a. Lilliefors Significance Correction. Source: Own Research

Country: North Macedonia

```
EXAMINE VARIABLES=nm_ATT nm_PBC nm_SN nm_INS nm_EDU
nm_FAM nm_EIE
  /PLOT NPPLOT
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.

Attitude	.116	203	.000	.922	203	.000
Perceived behavior control	.062	203	.024	.969	203	.000
Subjective norms	.135	203	.000	.905	203	.000
Institutional context	.139	203	.000	.937	203	.000
Educational context	.101	203	.000	.960	203	.000
Family context	.350	203	.000	.708	203	.000
Engagement in entrepreneurship	.071	203	.014	.951	203	.000

a. Lilliefors Significance Correction. Source: Own Research

Edmond Çera

The role of institutional, university and family context for engagement in entrepreneurship: evidence from a transition country

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