

Social Norm as a Moderating Variable on the Influence of Opportunity Recognition and Entrepreneurship Education on Students' Entrepreneurial Intention

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Abstract

This research examines the influence of opportunity recognition and entrepreneurship education on entrepreneurial intention, with social norms as a moderating variable. Using multiple regression analysis (MRA), the study investigates the direct impact of both opportunity recognition and entrepreneurship education on entrepreneurial intention and the moderating role of social norms in these relationships. The results show that both opportunity recognition and entrepreneurship education significantly positively affect entrepreneurial intention. Furthermore, the interaction between opportunity recognition and social norms and between entrepreneurship education and social norms are also significant, indicating that social norms strengthen the effects of these two variables on entrepreneurial intention. These findings support the hypothesis that social norms moderate the relationship between opportunity recognition and entrepreneurship education with entrepreneurial intention. This study contributes to the existing literature by reinforcing the importance of external social factors in enhancing entrepreneurial intentions. It underscores the need for institutions and policymakers to focus on fostering entrepreneurship education and recognizing entrepreneurial opportunities while considering the role of social context. The results align with previous studies, confirming the relevance of these factors in shaping entrepreneurial behavior and intention.

Keywords entrepreneurial intention, opportunity recognition, entrepreneurship education, social norm, moderating effect.

1. Introduction

Entrepreneurship has long been recognized as one of the key drivers of economic growth, innovation, and job creation in various countries (Wennekers & Thurik, 1999). Entrepreneurship helps mobilize economic resources and create innovative solutions to various social and economic challenges (Zeyen et al., 2014). In an increasingly competitive and dynamic global context, encouraging students' interest in becoming entrepreneurs is increasingly important (Wilson et al., 2009). In Indonesia, efforts to develop entrepreneurship among students have received great attention, especially through various entrepreneurship education programs organized by the Government, educational institutions, and non-profit organizations (Ghina, 2014). However, although various programs have been implemented, the

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main challenge is ensuring that entrepreneurship education can trigger entrepreneurial interest and intention among students (Piperopoulos & Dimov, 2015).

This research focuses on students' entrepreneurial intention as a key aspect that indicates one's potential to become an entrepreneur. Entrepreneurial intention is a psychological variable that can be measured before a person starts a business and is often the main predictor of future entrepreneurial behavior (Krueger Jr et al., 2000). Menurut teori Planned Behavior yang dikemukakan oleh According to the Planned Behavior theory proposed by Ajzen (1991), intention is a direct predictor of behavior, and entrepreneurial intention results from three factors: attitude toward behavior, subjective norm, and perceived behavioral control. In entrepreneurship, students' intention to start a business is influenced by their attitude towards entrepreneurship, the social support or norms around them, and their self-belief about their ability to run a business.

Two factors directly influencing entrepreneurial intention that will be examined in this study are opportunity recognition and entrepreneurship education (Ozgen & Baron, 2007; Sambasivan et al., 2009; Wiramihardja et al., 2022). Opportunity recognition refers to an individual's ability to identify new business opportunities in various situations and contexts (Baron, 2006). Students who recognize business opportunities are likelier to show strong entrepreneurial intentions because they see the opportunity as something that can be utilized to create a new venture (Puspitaningsih, 2014). On the other hand, entrepreneurship education is an important means to improve the skills and knowledge needed to become an entrepreneur (Marques & Albuquerque, 2012). This education provides an understanding of the technical and managerial aspects of entrepreneurship and assists students in building confidence and a positive attitude towards entrepreneurship (Fayolle & Gailly, 2015).

Although many studies have examined the effect of entrepreneurship education and opportunity recognition on entrepreneurial intentions, some gaps in the literature require further explanation. First, many previous studies have focused on only one independent variable, entrepreneurship education (Fayolle & Gailly, 2015) or opportunity recognition (Ardichvili et al., 2003), and have yet to consider the interaction between the two. The ability to recognize opportunities may be strengthened through entrepreneurship education, which provides insights into market trends, innovation, and business strategies. Second, previous studies tend to ignore the role of social norms as a moderating variable in influencing students' entrepreneurial intentions. Social norms, which refer to individuals' perceptions of whether people around them support or reject entrepreneurship, can strongly influence the extent to which entrepreneurship education and opportunity recognition contribute to entrepreneurial intentions (Liñán, 2004).

This study fills the gap by analyzing the interaction effect between opportunity recognition and entrepreneurship education on entrepreneurial intention while considering the role of social norms as a moderating variable. In the Indonesian context, where self-employment is seen as a solution to address unemployment and improve economic welfare (Tjan, 2023), understanding the factors that influence students' entrepreneurial intentions is crucial. In addition, this study also tries to answer the question of how the existing social context can strengthen or weaken

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the effect of entrepreneurship education and opportunity recognition on entrepreneurial intention.

One of the main reasons for the importance of this research is that Indonesia's economy continues to grow but faces the challenge of a high unemployment rate of university graduates (Badan Pusat Statistik, 2022). Entrepreneurship is considered one of the strategic solutions to overcome this problem by creating new jobs and promoting economic growth. However, a better understanding of the factors that can influence such intention is needed to encourage college graduates to be interested and have the intention to become entrepreneurs. Entrepreneurship education, which is systematically provided at various universities in Indonesia, is expected to prepare students to enter the business world. However, without a strong ability to recognize opportunities, entrepreneurship education may not effectively promote entrepreneurial intentions. Therefore, this study provides important insights into how these two factors can synergistically influence students' entrepreneurial intentions.

This study also contributes to the existing literature by introducing social norms as a moderating variable. Social norms reflect how individuals' perception of support or rejection from their social environment may influence their decision to become entrepreneurs. In Indonesia, where social norms play an important role in shaping individual behavior, understanding the role of social norms in entrepreneurship is becoming increasingly relevant. This study seeks to answer whether social support can strengthen the relationship between entrepreneurship education, opportunity recognition, and entrepreneurial intention or whether unsupportive social pressure can weaken the relationship.

Research Objectives This study has several main objectives, namely: (1) Analyzing the effect of opportunity recognition on student entrepreneurial intention; (2) Analyzing the effect of entrepreneurship education on student entrepreneurial intention; (3) Testing the role of social norms as a moderating variable in the relationship between opportunity recognition and entrepreneurial intention; (4) Testing the role of social norms as a moderating variable in the relationship between entrepreneurship education and entrepreneurial intention. This research will provide new insights into the interaction between educational factors, opportunity recognition, and social context in influencing students' entrepreneurial intention.

2. Literature Review

Research on entrepreneurial intention has been a topic of interest in the entrepreneurship literature due to its relevance to economic and social development. Entrepreneurial intention is an important predictor of entrepreneurial behavior that indicates one's potential to start a venture in the future (Krueger Jr et al., 2000). Planned behavior theory (Ajzen, 1991) is widely used to explain entrepreneurial intention. According to this theory, individuals' intentions are influenced by their attitudes toward certain behaviors, subjective norms, and perceived behavioral control. Several studies have addressed how these factors influence entrepreneurial intentions. However, there are differences in findings regarding how variables such as opportunity recognition, entrepreneurship education, and social norms influence such intentions.

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The relationship between Opportunity Recognition and Entrepreneurial Intention. Opportunity recognition is an important factor in encouraging individuals to have entrepreneurial intentions. Ardichvili et al. (2003) state that opportunity recognition is identifying new business opportunities in an existing context. Research by Shane (2000) emphasizes that this ability to recognize opportunities is central to the entrepreneurial process. However, not all individuals have the same ability to see these opportunities. Recognition of existing business opportunities is influenced by individual perceptions, experiences, and knowledge (Baron, 2006). The relationship between opportunity recognition and entrepreneurial intention suggests that the higher one's ability to recognize business opportunities, the higher the intention to enter the world of entrepreneurship. Therefore, the first hypothesis formulated is::

H1: Opportunity recognition has a positive effect on entrepreneurial intention

The relationship between Entrepreneurship Education and Entrepreneurial Intention. Entrepreneurship education also plays an important role in influencing an individual's intention to become an entrepreneur. Fayolle & Gailly (2015) menemukan bahwa pendidikan kewirausahaan tidak hanya memberikan pengetahuan dan keterampilan teknis yang diperlukan, tetapi juga dapat membangun sikap positif terhadap kewirausahaan. found that entrepreneurship education provides the necessary knowledge and technical skills and can build a positive attitude towards entrepreneurship. Through meta-analysis, Nabi & Liñán (2013) showed that entrepreneurship education programs consistently increase entrepreneurial intentions across different countries. This research suggests that the more an individual is exposed to effective entrepreneurship education, the more likely he or she is to have the intention to become an entrepreneur. Thus, the knowledge and skills provided through entrepreneurship education strongly influence the opportunity recognition process and entrepreneurial intention. Based on these findings, the second hypothesis can be formulated:

H2: Entrepreneurship education has a positive effect on entrepreneurial intention

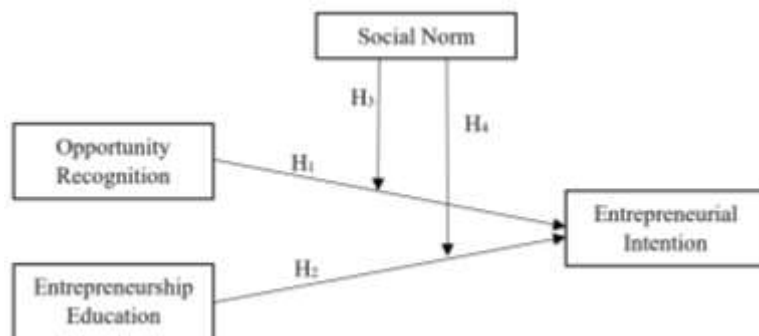
Moderating effect of Social Norm on the relationship between Opportunity Recognition, Entrepreneurship Education, and Entrepreneurial Intention. This study also examines the role of social norms as a moderating variable. Social norms reflect how the society around an individual views and supports entrepreneurial activity. According to Liñán & Chen (2009), supportive social norms can strengthen the relationship between entrepreneurship education and entrepreneurial intention, as well as between opportunity recognition and entrepreneurial intention. Community and family support is crucial in shaping entrepreneurial decisions in a collective culture like Indonesia. Conversely, if social norms are not supportive, one's intention to become an entrepreneur may be reduced even if one has adequate entrepreneurship education or can recognize opportunities well. Therefore, social norms are expected to strengthen the relationship between opportunity recognition and entrepreneurship education with entrepreneurial intention. Based on this, the third and fourth hypotheses are formulated:

H3: Social norm moderates the relationship between opportunity recognition and entrepreneurial intention

H4: Social norm moderates the relationship between entrepreneurship education and entrepreneurial intention

This study tries to fill the gap in the literature by combining these three factors in one model (Figure 1). This research will provide new insights into the effect of opportunity recognition and entrepreneurship education on entrepreneurial intention and explain how social context can moderate the relationship. In conclusion, this literature synthesis shows that although opportunity recognition and entrepreneurship education have been individually studied, the interaction effect of the two with social norms as moderation is rarely explored in depth in Indonesia's context of student entrepreneurship.

Figure 1. Hypothesised conceptual model



3. Research Method

This study uses a quantitative approach to examine the relationship between opportunity recognition, entrepreneurship education, and entrepreneurial intention, with social norms as a moderating variable. The research method is designed to collect primary data through surveys distributed to students who have taken entrepreneurship courses at universities in Indonesia. This section describes the population, sample, data collection instruments, and data analysis procedures used in detail.

The population of this study is students in universities who have attended entrepreneurship education and are considered to understand the concept of entrepreneurship. Sampling was conducted using purposive sampling because the relevant student criteria are those who have received formal entrepreneurship education. The targeted number of respondents was around 200 students selected from several universities in Aceh. This sample size is considered adequate based on the guidance of Hair et al. (2019), who stated that the minimum sample size is five times the number of variables in the regression analysis.

The questionnaire was adapted from previous studies (Krueger Jr et al., 2000; Liñán & Chen, 2009) and consisted of four main sections measuring Opportunity recognition (5 items), Entrepreneurship education (5 items), Entrepreneurial intention (6 items), and Social norm (5 items). All items use a 5-point Likert scale, where one indicates “strongly disagree” and five indicates “strongly agree.” The questionnaire was distributed online via Google Forms for three

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months (August-October 2024). Respondents received the survey link via WhatsApp, and reminders were sent periodically to ensure adequate participation rates. Respondents' participation was voluntary and anonymous.

The main hypothesis was tested using linear regression to measure the effect of opportunity recognition and entrepreneurship education on entrepreneurial intention. Moderated Regression Analysis (MRA) was used to test the moderating effect of social norms. This technique is used to see the interaction between the moderating variable (social norm) and the independent variable on the dependent variable (entrepreneurial intention). The questionnaires collected in this study amounted to 209 questionnaires. Based on the characteristics of the respondents, the majority are female (54.07%) and are in the age range of 20-21 years (44.02%). More than half of the respondents have no entrepreneurial experience (62.68%), and 55.02% do not have a family business.

Table 1. Demographic Profile of the Respondents

No.	Category	Range	Frequency	Percentage
1.	Gender	Male	96	45.93
		Female	113	54.07
2.	Age	18-19	48	22.97
		20-21	92	44.02
		22-23	51	24.40
		24-25	18	8.61
3.	Entrepreneurial Experience	Ever	78	44.98
		Never	131	62.68
4.	Own a Family Business	Yes	94	44.98
		No	115	55.02

4. Finding and Discussion

The validity test is conducted to determine the extent to which this research instrument is able to measure what should be measured, in this case, the variables of Social Norm (SN), Opportunity Recognition (OR), Entrepreneurship Education (EE), and Entrepreneurial Intention (EI). Each statement item is tested using Pearson correlation between its score and the total score of the related variable.

To determine validity, statement items are declared valid if the correlation value exceeds the r-table value. With 209 respondents and a significance level of 5% ($\alpha = 0.05$), the r-table value is 0.138. The validity test results show that all items on each variable have an item-total correlation value greater than the r-table, which is as follows.

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Table 2. Result of Validity and Reliability Test

No	Indicator	r-value	Cronbach Alpha	Remarks
Opportunity Recognition (X_1)			0.845	Reliable
1	OR1	0.712		Valid
2	OR2	0.741		
3	OR3	0.692		
4	OR4	0.723		
5	OR5	0.751		
Entrepreneurship Education (X_2)			0.832	Reliable
1	EE1	0.701		Valid
2	EE2	0.742		
3	EE3	0.768		
4	EE4	0.689		
5	EE4	0.727		
Social Norm (Z)			0.821	Reliable
1	SN1	0.652		Valid
2	SN2	0.710		
3	SN3	0.734		
4	SN4	0.689		
5	SN5	0.768		
Entrepreneurial Intention (Y)			0.860	Reliable
1	EI1	0.728		Valid
2	EI2	0.751		
3	EI3	0.763		
4	EI4	0.737		
5	EI5	0.775		
6	EI6	0.721		

Based on Table 2, all statement items on Social Norm, Opportunity Recognition, Entrepreneurship Education, and Entrepreneurial Intention variables have a correlation value greater than r-table (0.138), so they are declared valid. Thus, this questionnaire instrument has met the validity criteria and can be used for further research.

Table 3. Mean, Standard Deviation, and Correlation Between Variables

Variable	Mean	Standard Deviation	1	2	3	4
Opportunity Recognition (X_1)	4.00	0.90	1			
Entrepreneurship Education (X_2)	4.05	0.85	0.82	1		
Social Norm (Z)	3.95	0.88	0.85	0.87	1	
Entrepreneurial Intention (Y)	4.10	0.92	0.90	0.88	0.89	1

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Based on Table 3, four variables were measured: Opportunity Recognition (X1), Entrepreneurship Education (X2), Social Norm (Z) as moderation, and Entrepreneurial Intention (Y). From the statistical analysis results, each variable has an average (mean) and standard deviation that shows the average value's distribution level. The mean value for the entrepreneurial intention (Y) variable is the highest, at 4.10, with a standard deviation of 0.92. That indicates that, in general, respondents have a high tendency of entrepreneurial intention, with moderate variability.

The correlation between variables shows that all variables are positively correlated. The correlation between Opportunity Recognition (X1) and Entrepreneurial Intention (Y) has a strong correlation value of 0.90. This shows that the higher the opportunity recognition a person owns, the higher the entrepreneurial intention. This strengthens the hypothesis that opportunity recognition positively influences entrepreneurial intention. Furthermore, the correlation between Entrepreneurship Education (X2) and Entrepreneurial Intention (Y) also shows significant results, with a correlation value of 0.88. This indicates a strong relationship between entrepreneurship education and entrepreneurial intention. That is, the higher the level of entrepreneurship education received by individuals, the greater their intention to become entrepreneurs.

In addition, the Social Norm (Z) variable as a moderating factor significantly correlates with Entrepreneurial Intention (Y) of 0.89. That indicates that social norms can strengthen the relationship between opportunity recognition, entrepreneurship education, and entrepreneurial intention. Positive social norms can encourage individuals to be more committed to pursuing business opportunities and increase their entrepreneurial intentions. Overall, these correlation results show that opportunity recognition, entrepreneurship education, and social norms all have a strong relationship with entrepreneurial intention, which supports the hypothesis that these factors significantly influence entrepreneurial intention.

Table 4. Multiple Regression Analysis Results

Variable	β	t	Sig. (p-value)
Opportunity Recognition (X1)	0.450	5.625	0.000
Entrepreneurship Education (X2)	0.520	6.933	0.000

Opportunity Recognition (X1) has a positive coefficient of 0.450, which means that every one unit increase in the Opportunity Recognition variable will increase Entrepreneurial Intention by 0.450, assuming other variables are constant. The p-value for the Opportunity Recognition variable is 0.000, which is smaller than 0.05, indicating that both variables significantly affect Entrepreneurial Intention. This finding is supported by several previous studies that show the importance of opportunity recognition in the intention to start a business.

According to Ardichvili et al. (2003), opportunity recognition is identifying and understanding new market opportunities that can be turned into profitable business ventures. Entrepreneurs

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better at recognizing opportunities tend to be faster and more precise in utilizing available resources and networks. Research by Shane (2000) also emphasizes that opportunity recognition is at the core of the entrepreneurial process and is important in forming entrepreneurial intention. In line with the regression results in this study, the research by Baron (2006) found that individuals who are better at recognizing opportunities tend to have stronger intentions to start a business, especially when they also have social support supporting entrepreneurship.

Entrepreneurship Education (X2) has a positive coefficient of 0.520, which means that a one-unit increase in Entrepreneurship Education will increase Entrepreneurial Intention by 0.520. The p-value for the Entrepreneurship Education variable is 0.000, which is smaller than 0.05. That indicates that the entrepreneurial education variable significantly affects entrepreneurial intention. This result is consistent with previous research which shows that entrepreneurship education significantly influences entrepreneurial intention by increasing entrepreneurial skills, knowledge, and motivation.

Fayolle & Gailly (2015) emphasized that entrepreneurship education is important in building an entrepreneurial mindset, increasing individual confidence to take risks, and identifying opportunities. They found that participants of entrepreneurship education programs had a higher probability of starting a business than those who did not attend similar programs. That is reinforced by research from Nabi & Liñán (2013), which shows that entrepreneurship education improves technical skills and develops self-confidence, which is essential for turning intentions into concrete actions. In addition, research by Sánchez (2013) found that entrepreneurship education participants have higher entrepreneurial intentions, especially when the education program involves practical learning and interaction with successful entrepreneurs..

Table 5. R-Square and F Test for Multiple Regression Models

R-Square	Adj. R-Square	F	Sig. (p-value)
0.740	0.735	55.230	0.000

The R-Square value of 0.740 indicates that the model explains about 74% of the variation in Entrepreneurial Intention (Table 5), which means the model has strong predictive power. The F-test value of 55,230 with a p-value of 0.000 indicates that the regression model is significant overall.

Table 6. Moderated Regression Analysis (MRA) Results

Variable	β	t	Sig. (p-value)
Opportunity Recognition (X1)	0.400	4.706	0.000
Entrepreneurship Education (X2)	0.480	6.000	0.000
Social Norm (Z)	0.350	5.000	0.000
X1*Z	0.150	3.333	0.001
X2*Z	0.170	3.953	0.000

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Based on Table 6, the interaction between Opportunity Recognition and Social Norm (X1Z) is significant ($\beta = 0.150$, $p = 0.001$), which means that Social Norm moderates the relationship between Opportunity Recognition and Entrepreneurial Intention. That is, the effect of Opportunity Recognition on Entrepreneurial Intention increases when Social Norm is higher. Opportunity Recognition is one of the main aspects that drive entrepreneurial intention. However, the results of this study show that its influence on entrepreneurial intention becomes stronger when there is high social support. This finding aligns with the theory of planned behavior (TPB), which proposes by Ajzen (1991), that social norms are considered one factor influencing a person's behavioral intention. When social norms in the environment support entrepreneurship, individuals who recognize opportunities are more likely to be motivated to take entrepreneurial steps.

Clercq & Arenius (2006) research also found that perceptions of social norms and community support can improve individual skills in recognizing opportunities. They noted that the effect of Opportunity Recognition on entrepreneurial intention tends to be stronger in a supportive environment because individuals feel that the opportunities they identify will be supported by society. Research also reinforces by Krueger Jr et al. (2000), showing that people in an environment with positive social norms towards entrepreneurship tend to be more confident in exploiting the business opportunities they find.

In this context, the stronger the supportive social norms, the greater the influence of Opportunity Recognition on Entrepreneurial Intention. Social norms that support entrepreneurship create an environment that strengthens an individual's ability to recognize opportunities and take action based on those opportunities.

The interaction between Entrepreneurship Education and Social Norm (X2Z) is also significant ($\beta = 0.170$, $p = 0.000$), which indicates that Social Norm moderates the relationship between Entrepreneurship Education and Entrepreneurial Intention. The higher the Social Norm, the stronger the influence of Entrepreneurship Education on Entrepreneurial Intention. This moderation result highlights the importance of social norms as a key factor in strengthening the relationship between Opportunity Recognition and Entrepreneurship Education on Entrepreneurial Intentions. As described by Shane (2000) in their model of entrepreneurship, a social environment that supports entrepreneurship can accelerate an individual's decision-making process to start a business. When an individual can recognize opportunities and obtain a strong entrepreneurship education, the influence of these two variables on entrepreneurial intention becomes stronger when there is support from the social environment.

Table 7. R-Square and F Test for Moderation Model

R-Square	Adj. R-Square	F	Sig. (p-value)
0.800	0.792	60.800	0.000

The regression model with moderation shows an R-Square of 0.800, meaning that it explains 80% of the variation in Entrepreneurial Intention, an increase from the model without moderation. F-test: The F-test results show that the moderated model is significant overall ($F =$

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60.800, $p = 0.000$), indicating that the addition of moderating interactions increases the clarity and power of the model.

Table 8. Research Hypothesis Testing Results

	Hypothesis	Information
H ₁	Opportunity recognition influences entrepreneurial intention	Supported
H ₂	Entrepreneurship education influences entrepreneurial intention	Supported
H ₃	Social norm moderates the influences of opportunity recognition on entrepreneurial intention	Supported
H ₄	Social norm moderates the influences of entrepreneurship education on entrepreneurial intention	Supported

Based on Table 8, the first hypothesis states that opportunity recognition significantly influences entrepreneurial intention. The results show that this hypothesis is supported, meaning that individuals with a better ability to recognize business opportunities also tend to have a higher intention to become entrepreneurs. That suggests that recognizing business opportunities is important in forming entrepreneurial intention.

The second hypothesis states that entrepreneurship education positively influences entrepreneurial intention. The results support this hypothesis, which means that the higher the quality of entrepreneurship education a person receives, the greater his intention to enter the world of entrepreneurship. Entrepreneurship education equips individuals with the knowledge, skills, and motivation to start a business, thus increasing their entrepreneurial intention.

The third hypothesis states that social norms moderate the relationship between opportunity recognition and entrepreneurial intention. This hypothesis is also supported by the research results, which means that social norms can strengthen or weaken the effect of opportunity recognition on entrepreneurial intention. In other words, in an environment where social norms support entrepreneurship, the ability to recognize opportunities will have a greater impact on entrepreneurial intention.

The fourth hypothesis states that social norm moderates the relationship between entrepreneurship education and entrepreneurial intention. The results support this hypothesis, showing that social norms can strengthen or weaken the effect of entrepreneurship education on entrepreneurial intention. In a context where social norms support entrepreneurship, the effect of entrepreneurship education on entrepreneurial intention will be stronger.

All hypotheses in this study are supported, indicating that opportunity recognition and entrepreneurship education significantly influence entrepreneurial intention. In addition, social norms play an important role as a moderating factor that can strengthen the influence of both variables on entrepreneurial intention. Thus, social norms that support entrepreneurship can

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strengthen the impact of opportunity recognition and entrepreneurship education on one's intention to become an entrepreneur.

5. Conclusion

This research has explored the factors influencing entrepreneurial intentions and the role of entrepreneurship education in shaping these intentions. The findings suggest that entrepreneurial education significantly impacts students' entrepreneurial attitudes and intentions, as it provides them with the necessary knowledge, skills, and motivation to pursue entrepreneurship. Moreover, elements such as social capital, perceived opportunities, and individual attitudes were found to be key determinants in fostering entrepreneurial behavior.

The research also highlights that entrepreneurship education programs, when effectively designed and implemented, not only influence short-term entrepreneurial intentions but also create a lasting impact on individuals' entrepreneurial mindsets. These programs help bridge the gap between theoretical knowledge and practical application, equipping students with the confidence and competencies to start and sustain entrepreneurial ventures.

The implications of this research are both theoretical and practical. From a theoretical perspective, this study enriches the existing literature on entrepreneurial intentions by confirming the importance of entrepreneurship education as a critical factor in shaping these intentions. It also provides further evidence supporting models like Ajzen's Theory of Planned Behavior, illustrating how attitudes, perceived behavioral control, and subjective norms interact in the context of entrepreneurship.

Practically, the research underscores the need for educational institutions and policymakers to design and implement comprehensive entrepreneurship education programs that teach business concepts and foster an entrepreneurial mindset. Enhancing students' exposure to real-world entrepreneurial challenges through mentorship, internships, and practical assignments can increase the effectiveness of these programs. Creating an entrepreneurial ecosystem within educational institutions—where students can access resources, networks, and support—can further increase entrepreneurial activity and success.

In conclusion, fostering entrepreneurial intentions through education is essential for promoting innovation and economic growth. By investing in quality entrepreneurship education and understanding its long-term effects, policymakers and educators can cultivate a new generation of entrepreneurs who will contribute to the local and global economies.

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