

AI Literacy and Entrepreneurial Mindset as Drivers of Entrepreneurial Behaviour: A Digital Intention Perspective

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This study examines how AI literacy and entrepreneurial mindset influence digital entrepreneurial intention and entrepreneurial behaviour, while investigating the mediating role of digital entrepreneurial intention and the moderating roles of AI anxiety and perceived educational support. Drawing on Social Cognitive Career Theory, the study develops an integrated framework explaining how individual capabilities, entrepreneurial cognition, psychological conditions, and educational context shape entrepreneurial outcomes. A quantitative, cross-sectional research design was employed, with data collected from 259 undergraduate and postgraduate students enrolled in business, management, and entrepreneurship programs. Established measurement scales were adopted from previous research. Data were analyzed using SmartPLS 4 through partial least squares structural equation modelling. The analysis assessed measurement reliability and validity and tested direct, mediation, and moderation relationships using bootstrapping procedures. The findings demonstrate that AI literacy and entrepreneurial mindset positively influence both digital entrepreneurial intention and entrepreneurial behaviour. Digital entrepreneurial intention positively influences entrepreneurial behaviour and significantly mediates the relationships of AI literacy and entrepreneurial mindset with entrepreneurial behaviour. AI anxiety does not significantly moderate the relationship between AI literacy and digital entrepreneurial intention but significantly weakens the relationship between entrepreneurial mindset and digital entrepreneurial

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intention. Perceived educational support strengthens the relationship between digital entrepreneurial intention and entrepreneurial behaviour. The study contributes to entrepreneurship literature by integrating AI literacy, entrepreneurial mindset, digital entrepreneurial intention, AI anxiety, and perceived educational support within a unified theoretical framework. The findings extend Social Cognitive Career Theory to an AI enabled entrepreneurial context and highlight the importance of developing AI competencies and supportive educational environments to facilitate entrepreneurial behaviour.

Keywords: AI Literacy, Entrepreneurial Mindset, Digital Entrepreneurial Intention, Entrepreneurial Behaviour, AI Anxiety

Introduction

Artificial Intelligence (AI) and digital technologies are transforming the landscape of entrepreneurship by altering the way people discover, assess, and pursue entrepreneurial opportunities (Verma, 2027). AI literacy has become a crucial skill in such an environment as understanding the capabilities of AI can empower people to be more confident to use intelligent technologies and apply them to their entrepreneurial interests (Duong, 2026). Even so, entrepreneurial attitude is relevant because entrepreneurial action involves being ready to think in a forward-thinking way and engage in value creating activities (Artz & Ren, 2025). Digital entrepreneurial intention plays an important role between individual capability and entrepreneurial behaviour as it is a reflection of readiness to engage in entrepreneurial action. These capabilities and intentions may, however, be further influenced by psychological and educational conditions as they are manifested in behavior (Teke, 2026). The fear of AI could limit how ready people are to interact with AI while their sense of educational support enables entrepreneurial action by fostering a positive learning environment. The current study uncovered a growing significance of AI literacy for entrepreneurial intentions, and identified the relevance of psychological mechanisms for this relationship (Li et al., 2024).

Empirical research has demonstrated relevant links between technological capabilities, entrepreneurial cognition, intention and behaviour. The findings suggest that AI literacy supports digital entrepreneurial intention, but the relationship might vary based on the psychological mediating factors (Wibowo et al., 2023). Furthermore, research has shown that these entrepreneurial skills and traits are applicable to entrepreneurial intention and entrepreneurial action, suggesting that entrepreneurial thinking can facilitate entrepreneurial action (Yaolishun, 2025). Likewise, practical results suggest that intentions can be a key factor in developing entrepreneurial behaviour, which emphasizes the role of intention in turning entrepreneurial readiness into entrepreneurial actions (Morales-García et al., 2025). Other educational studies also reveal that positive educational experiences foster entrepreneurial growth and that anxiety

about AI and technology has detrimental effects on entrepreneurial actions (Hai, 2026).

Though these advances have been made, there are some significant gaps in the literature. Prior studies tend to focus one by one on the concepts of AI literacy, entrepreneurial mindset, digital entrepreneurial intention and entrepreneurial behaviour and have typically analyzed them in isolation or with minimal and simple relationships (Fan et al., 2026; Kaya et al., 2024). The research on AI literacy has mainly focused on elucidating entrepreneurial intention, and yet little research has focused on the role of AI literacy in inducing entrepreneurial behaviour via the mediator of digital entrepreneurial intention (Duong, 2026). Likewise, research on entrepreneurial mindsets has supported findings on intention and entrepreneurial behavior, with less focus on the relationship of entrepreneurial mindset with digital entrepreneurial intention in an integrated model (Li et al., 2024; Mir et al., 2023). Existing evidence, therefore, does not offer a sufficient understanding of the relationship between technological capability and entrepreneurial cognition as they interact to increase the entrepreneurial behaviour through the mediator of digital entrepreneurial intention.

Second, the literature has been comparatively scarce on the circumstances in which these relationships grow more or less tight. Specifically, there has been an increasing number of studies that examine AI anxiety, and the influence of AI anxiety as a moderator between AI literacy and digital entrepreneurial intention is still not fully explored. There is recent evidence that A.I. anxiety is pertinent to entrepreneurial outcomes, and has the potential to influence reactions to A.I. related capabilities (Kaya et al., 2024). Similarly, the significance of the perceived educational support as a contextual factor for entrepreneurship has been established, but it is not sufficiently developed in regards to empowering translation from entrepreneurial intention to entrepreneurial behaviour. Research on educational support has been focusing largely on the mere influence of education on entrepreneurial intention, instead of on the moderating effect on the relationship between entrepreneurial intention and behavior (Morales-García et al., 2025). Therefore, an integrated model that takes psychological and educational boundary conditions into account can explain entrepreneurial behaviour in increasingly AI-enabled environments.

This study is designed to explore the relationship between AI literacy and entrepreneurial behaviour with AI literacy and entrepreneurial mindset and digital entrepreneurial intention. It also aims to identify if the entrepreneurial intention acts as a mediator between AI literacy and entrepreneurially-minded attitude and entrepreneurial behaviour. The study also investigates the impact of AI anxiety on the relationship between AI literacy and digital entrepreneurial intention and with the entrepreneurial mindset and digital entrepreneurial

intention. Lastly, it examines the interaction between perceived educational support and digital entrepreneurial intention with entrepreneurial behaviour.

The study is important as it combines the technological capability, entrepreneurial cognition, digital entrepreneurial intention, psychological anxiety and educational support into a single framework to explain entrepreneurial behaviour. The results can contribute to current entrepreneurship research by shedding light on the relationship between AI literacy and entrepreneurial mindset with real entrepreneurial actions. Educational institutions can also gain valuable insights from the study, as it can inform them about the need for incorporating AI-related skills into their curricula and providing an enabling learning environment. The results of recent studies indicate that AI-assisted education for entrepreneurship can help improve entrepreneurial outcomes, and university support is crucial in this area.

The proposed relationships can be explained using the Social Cognitive Career Theory which focuses on the interaction between personal capabilities, cognitive processes, environmental influences, intentions, and behavior (Lent et al., 1994). From this view, AI literacy, entrepreneurial mindset, and AI anxiety are viewed as individual attributes that can influence digital entrepreneurial intention, and the influence of psychological states is viewed as a psychological state that can inhibit the relationship. Digital entrepreneurial intention is conceptualised as the motivational process through which individual factors can be communicated to entrepreneurial behaviour and perceived educational support is a conceptualisation of an environmental condition that may enhance this process. Prior studies that have been conducted from a social cognitive view have shown that individual capabilities, educational environment and contextual influences are critical factors in understanding DED (Bandura, 2001; Lam et al., 2025). Hence, the purpose of this study is to create a combined model to explain entrepreneurship through direct, intervening and moderating relationships, and to test the model empirically to fill the theoretical and empirical gaps identified.

Literature Review

AI literacy, Entrepreneurial Mindset and Entrepreneurial Behaviour

AI literacy is the capability to comprehend, assess, and effectively apply AI technologies and their results (Sharma et al., 2025). Entrepreneurial behavior is the actual activities that an individual engages in to launch, undertake and execute entrepreneurial activities (Artz & Ren, 2025). Entrepreneurial behavior can be enhanced by AI literacy, as people with a reasonable amount of AI knowledge will be better prepared to comprehend its usage and leverage it in entrepreneurial activities. This relationship is supported by recent empirical evidence. The results of Duong (2026) align with the findings of other studies and indicate that AI literacy plays a substantial role in driving entrepreneurial

action, highlighting that higher proficiency in AI understanding and application correlates with increased entrepreneurial behavior. In a similar vein, the study found that AI literacy has a positive impact on entrepreneurial outcomes, highlighting the relevance of technological literacy in the current entrepreneurial landscape (Wibowo et al., 2023). AI knowledge also offers entrepreneurs practical capabilities that are associated with entrepreneurial behavior (Kaya et al., 2024). Another way to understand the positive effect of AI literacy on entrepreneurial behaviour is through the practical capabilities that AI knowledge affords entrepreneurs (Verma, 2027). People with high AI literacy are better able to leverage AI technologies to accomplish entrepreneurial tasks, create solutions and address the technology-enabled business needs (Yaolishun, 2025). Recent studies have shown positive relationships between AI literacy and entrepreneurial outcomes, as well as the increasing relevance of AI to entrepreneurial activities (Fan et al., 2026; Morales-García et al., 2025). Similarly, higher levels of AI literacy are likely to be associated with higher levels of entrepreneurial behaviour as higher conceptualisation of AI allows people to participate more effectively in entrepreneurial activities. Thus, the following hypothesis is formulated:

H1a: AI literacy positively influences entrepreneurial behaviour.

Entrepreneurial mindset is the mindset that allows the individual to see entrepreneurial situations from an entrepreneurial perspective and to act on entrepreneurial thinking (Bui & Duong, 2024). Entrepreneurial behaviour is the actual carrying out of the entrepreneurial activities and actions. The entrepreneurial mindset is therefore directly relevant to entrepreneurial behaviour, as a person who has a stronger entrepreneurial mindset has a greater tendency to be actively involved in the entrepreneurial activities (Vu et al., 2024). This relationship is substantiated by empirical studies that have shown that having a entrepreneurial mindset is a key factor in the development of entrepreneurial behavior (Agrawal et al., 2027). Other empirical studies suggest that entrepreneurial mindset is a key determinant of entrepreneurial behaviour. Lam et al. (2025) concluded that there is a direct relationship between entrepreneurial mindset and entrepreneurial behaviour, with entrepreneurial thinking being manifested through entrepreneurial action (Udekwe & Iwu, 2024). This relationship indicates that entrepreneurs with a stronger entrepreneurial mind are more inclined to translate their entrepreneurial thinking into entrepreneurial behaviours (Aloulou et al., 2024). Therefore, entrepreneurial mindset is assumed to positively affect entrepreneurial behaviour as it gives the cognitive orientation to engage in entrepreneurial engagement. Based on the empirical evidence, the following hypothesis is proposed:

H1b: Entrepreneurial mindset positively influences entrepreneurial behaviour.

AI literacy, Entrepreneurial mindset and digital entrepreneurial intention

AI literacy is understanding, assessing, and responsibly utilizing AI technologies. The use of digital entrepreneurial intention is the conscious willingness and planned commitment to launch entrepreneurial activities using the digital technologies and platforms (Ridwan et al., 2025). With the integration of digital technologies into entrepreneurial activities, AI literacy offers individuals with knowledge and competence to participate in digitally enabled entrepreneurship (Liang et al., 2025). Empirical research in the recent years confirms this link. In particular, Duong (2026) discovered that AI literacy positively impacts digital entrepreneurial intention, implying that the higher the level of AI literacy, the more likely it is that a person will have intentions to engage in digital entrepreneurial activities. Likewise, Bosman et al. (2023) found that AI-related competence has a direct positive relationship with digital entrepreneurial intention, which supports the findings that AI related competence is an important factor in determining digital entrepreneurial intentions. The correlation between the two positive values can be explained further considering the growing significance of AI knowledge in entrepreneurial activities that are digitally oriented (Lyu et al., 2024). People who have a knowledge of AI are more likely to see AI enabled technologies as relevant and think about digital entrepreneurship as an entrepreneurial path (Ridwan et al., 2025). These recent studies all show a positive relationship between AI literacy and digital entrepreneurial intention, with higher levels of understanding for AI being linked to greater intentions for engaging in digitally-based entrepreneurial activities (Gonzales et al., 2026). Based on this, it was assumed that higher AI literacy will be associated with greater digital entrepreneurial intention. Hence, the following hypothesis is proposed:

H2a: AI literacy positively influences digital entrepreneurial intention.

Digital entrepreneurial intention is the conscious intention and commitment of an individual to act as an entrepreneur with the use of digital technologies (Sharma et al., 2025). Such intentions can be cognitively grounded in an entrepreneurial mindset as members with higher entrepreneurial mindset are more inclined to consider entrepreneurship a viable option and exhibit higher intent to engage in entrepreneurial endeavors in digital environments (Vu et al., 2024). Empirical evidence, however, suggests that the relationship between entrepreneurial mindset and digital entrepreneurial intention may not always be direct. Specifically, Duong (2026) study investigated the entrepreneurial mindset and its direct influence on digital entrepreneurial intention and concluded that entrepreneurial mindset was not found to significantly directly influence entrepreneurial intention in entrepreneurship in the field of digital entrepreneurship. The result suggests that entrepreneurial mindset is related to digital entrepreneurship but its direct relationship with digital entrepreneurial

intention could vary across the context and model under investigation (Lam et al., 2025; Wibowo et al., 2023). However, the overall relationship is still theoretically possible as entrepreneurial intention is an attitude towards entrepreneurial engagement and digital entrepreneurial intention is a willingness to engage in entrepreneurship using digital tools (Aloulou et al., 2024). Given the relationship proposed in the literature and the conceptual link between entrepreneurial thoughts and entrepreneurial intention, the present research posits that entrepreneurial mindset will have a positive effect on digital entrepreneurial intention. So, the following hypothesis is proposed:

H2b: Entrepreneurial mindset positively influences digital entrepreneurial intention.

Digital entrepreneurial and entrepreneurial behaviour

Digital entrepreneurial intention is a conscious decision and commitment of a person to take action or engage in entrepreneurial activities with digital technologies (Mir et al., 2023). Entrepreneurial behaviour is the actual behaviour of the entrepreneur in initiating, developing and implementing his entrepreneurial efforts (Verma, 2027). The relationship between intention and behaviour is basic because intention is a motivational readiness for engaging in a certain behaviour, and behaviour is the translation of motivational readiness into action. Empirical evidences have recently confirmed that the relationship between digital entrepreneurial intention and entrepreneurial behaviour is positive (Liang et al., 2025). Udekwe and Iwu (2024) results showed that digital entrepreneurial intention directly affects the digital entrepreneurial behaviour, indicating that the higher the intention, the higher the entrepreneurial behaviour. This evidence supports the argument for the significance of intention as a proximal determinant of entrepreneurial behavior (Aloulou et al., 2024). The positive relationship can be further explained by the behavioural role of intention. The positive relationship may be further understood based on the behavioral role of intention (Wibowo et al., 2023). People's attitude towards digital entrepreneurship is more positive when they have a clear intention to engage in digital entrepreneurship, which means that they are more inclined to invest and take action in activities that are needed for their entrepreneurial ideas to become actions (Bui & Duong, 2024). More recent studies also highlight that the role of digital entrepreneurial intention as a relevant way to entrepreneurial action and behavior (Sharma et al., 2025). However, their expectations should be higher that those with higher levels of digital entrepreneurial intentions will also show high entrepreneurial behaviour as their willingness to engage in digital entrepreneurship will provide them with a motivational basis to engage in entrepreneurial activities. Based on this, the hypothesis is formed that:

H3: Digital entrepreneurial intention positively influences entrepreneurial behaviour.

Digital entrepreneurial intention as Mediator

AI literacy is the understanding and ability to effectively use AI, while entrepreneurial behaviour is the actual actions of entrepreneurs (Vu et al., 2024). The digital entrepreneurial intention serves as a link between these two variables, as AI literacy could enhance the individual's intentions to engage in entrepreneurial activities with digital tools, which can then boost entrepreneurial action (Duong, 2024). Empirical research shows that there is a positive effect of AI literacy for the digital entrepreneurial intention. Li et al. (2024) concluded that AI literacy is directly positively correlated with digital entrepreneurial intention (DEI); the higher the AI literacy, the more inclined people are to be digital entrepreneurs. Additionally, empirical evidence shows that there is a positive relationship between entrepreneurial intention and entrepreneurial behavior, meaning that the intention can be transformed into actual entrepreneurial behavior if the technology has the required competence (Aloulou et al., 2024). Overall, the results of this study offer empirical evidence for a mediating process between the two variables, namely the link between AI literacy and the development of digital entrepreneurial intention, followed by the digital entrepreneurial intention and the development of entrepreneurial behavior (Liang et al., 2025). Therefore, AI literacy can influence entrepreneurial behavior directly but also indirectly by strengthening the digital entrepreneurial intentions of the entrepreneurs. It is hypothesized that:

H4a: Digital entrepreneurial intention mediates the positive relationship between AI literacy and entrepreneurial behaviour.

Entrepreneurial mindset is the entrepreneurial attitude which is the tendency of the individual to think entrepreneurially while entrepreneurial behaviour is their attitude towards entrepreneurial activities. Digital entrepreneurial intention may serve as an important mediator between these two constructs as the entrepreneurial mindset can foster an increased entrepreneurial intention towards digital environments (Al-Qadasi et al., 2024). It can be said that the relevance of the entrepreneurial mindset to digital entrepreneurial intention is supported by empirical research. Agrawal et al. (2027) revealed that entrepreneurial mindset has a significant contribution towards digital entrepreneurial attitudes and digital entrepreneurial intentions, showing that entrepreneurial thinking is relevant to the formation of intentions towards digital entrepreneurship. The mediating role is further substantiated through evidence of the direct effect of digital entrepreneurial intention on entrepreneurial behavior (Bosman et al., 2023). Soonsan et al. (2025) found that there is a direct relationship between digital entrepreneurial intention and digital entrepreneurial behaviour, making the concept of entrepreneurial intention an important mediator between entrepreneurial readiness and

entrepreneurial behavior. From these findings, it can be concluded that entrepreneurial mindset can boost digital entrepreneurial intention which in turn can foster entrepreneurial behavior (Gonzales et al., 2026). Thus, the positive effect of the entrepreneurial mindset is expected to be mediated by entrepreneurial intention in order to transmit to entrepreneurial behaviour. It is therefore hypothesized that:

H4b: Digital entrepreneurial intention mediates the positive relationship between entrepreneurial mindset and entrepreneurial behaviour.

AI anxiety as Moderator

AI anxiety is the unease, worry, or fear people experience about AI and its applications. AI literacy, on the other hand, is defined as an understanding and effective use of AI technologies, whereas digital entrepreneurial intention is defined as the readiness to undertake entrepreneurial activities using digital technologies (Teke, 2026). Current studies show that AI fear can affect the reactions of consumers to AI opportunities. Preceding studies have found that the anxiety towards AI may affect the response of people to AI opportunities (Li et al., 2024). Ultimately, empirical findings indicate that the level of AI literacy is positively related to digital entrepreneurial intention, and AI anxiety can pose psychological hindrances that can influence people's reaction to AI technologies (Duong, 2026). Research also shows that AI literacy is negatively correlated with AI anxiety, highlighting that increased AI literacy can alleviate AI anxiety (Yaolishun, 2025). The moderating effect of AI anxiety on the positive association between AI literacy and digital entrepreneurial intention can then be explained by the potential of AI anxiety to reduce the positive impact of AI literacy on digital entrepreneurial intention (Morales-García et al., 2025). While AI literacy can enhance individuals' knowledge and skills about AI, high levels of anxiety can trigger worry about AI and decrease the adoption of AI literacy into the intent to pursue digital entrepreneurship (Fan et al., 2026). The studies on AI acceptance show that even with the existence of AI-literacy, anxiety negatively impacts the reactions of individuals to AI technologies (Morales-García et al., 2025). When the anxiety about AI is low, then AI literacy is expected to be positively related to the digital entrepreneurial intention, while the high anxiety of AI is expected to have a dampening effect on this positive relationship. Therefore, the following hypothesis is proposed:

H5a: AI anxiety moderates the relationship between AI literacy and digital entrepreneurial intention, such that the positive relationship is weaker at higher levels of AI anxiety.

The capability of entrepreneurial mindset, which is an entrepreneurial way of thinking, and AI anxiety, which is apprehension and concern related to AI, are two different things (Sharma et al., 2025; Wibowo et al., 2023). Digital entrepreneurial intention is the intent to become an entrepreneur using digital

technologies. While an entrepreneurial mindset can help drive people to think of digital entrepreneurship as an option, the extent of this relationship might vary based on the psychological reactions of individuals to AI (Bui & Duong, 2024). Current empirical studies suggest that entrepreneurial mindset and digital entrepreneurial intention are relevant constructs to digital entrepreneurial engagement, but their links may differ based on the context (Aloulou et al., 2024). The positive relationship between the entrepreneurial mindset and digital entrepreneurial intention is likely to be diluted by high AI anxiety, as high AI anxiety is likely to decrease the willingness to engage in entrepreneurial activities relying on AI based technologies (Udekwe & Iwu, 2024). The findings on AI anxiety suggest that the fear of AI might impact actions and motives regarding AI-related activities (Kaya et al., 2024). Even if people have a strong entrepreneurial attitude, high AI anxiety can make them less inclined to build strong ideas about entrepreneurship that are digitally oriented. However, when AI anxiety is low, an entrepreneurial orientation is anticipated to be more expressive to digital entrepreneurial intention. Hence, the following hypothesis is proposed:

H5b: AI anxiety moderates the relationship between entrepreneurial mindset and digital entrepreneurial intention, such that the positive relationship is weaker at higher levels of AI anxiety.

Perceived educational support as Moderator

Perceived educational support is defined as how individuals think their education environment offers them opportunities, guidance, resources and encouragement to develop enterprise. Digital entrepreneurial intention is the willingness and commitment of an individual to carry out entrepreneurial activities using digital, and entrepreneurial behaviour is the implementation of entrepreneurial activities (Ridwan et al., 2025). Entrepreneurial intentions can be translated into entrepreneurial behaviour in a favourable environment created by educational support. Empirical studies have shown that perceived level of educational support is important to enhance entrepreneurship outcome measures (Olaoye, 2026; Vu et al., 2024). According to Donmez and Seferoğlu (2025), perceived educational support was significantly correlated with entrepreneurial development; and more recent studies have shown that educational support is linked to the creation of conditions that promote entrepreneurial involvement. The perceived educational support can be explained as a moderating variable because it is able to reinforce the connection between entrepreneurial intention and entrepreneurial action (Lam et al., 2025). People with high digital entrepreneurial intentions could be more inclined to implement their intentions when they are supported, guided, given opportunities to learn and encouraged within an educational setting. Empirical studies in recent years reveal that perceived educational support can reinforce

the education-entrepreneurship related relationship, and better education perceived support can influence the effects of individual entrepreneurial traits on entrepreneurship related outcomes more positively (Wibowo et al., 2023; Yaolishun, 2025). Likewise, supportive educational environments have been shown to help entrepreneurial intentions to become entrepreneurial activities by affording opportunities to develop and implement entrepreneurial ideas (Mir et al., 2023). Hence, a positive relationship between digital entrepreneurial intention and entrepreneurial behaviour is expected to be more pronounced for high level of perceived educational support than for low level of perceived educational support. Therefore, the hypothesis is that:

H6: Perceived educational support moderates the relationship between digital entrepreneurial intention and entrepreneurial behaviour, such that the positive relationship is stronger at higher levels of perceived educational support.

Theoretical Framework Supporting the Research

Social Cognitive Career Theory (SCCT) is a suitable theory to be used in this research since it focuses on the relationship between the individual, cognition, environment, intention, and action (Lent et al., 1994). Individual knowledge and capabilities have the potential to influence entrepreneurial intentions, and contextual conditions have the potential to reinforce or inhibit the transformation of intentions to actual action, from the SCCT perspective. In this context, AI literacy is considered as an individual competency which can support the development of the digital entrepreneurial intention by enhancing the understanding of and interaction with AI technologies. Given that, recent studies based on the SCCT framework have validated the positive relationship between AI literacy and digital entrepreneurial intention, reinforcing the importance of the individual capabilities related to AI in the digital entrepreneurial intention (Duong, 2026). An entrepreneurial mindset is also an individual's cognitive orientation that can contribute to increased D-EI and D-EB, but the impact of the entrepreneurial mindset on D-EI and D-EB may vary based on context. Being consistent with the proximal motivational mechanism advocated by SCCT, based on the assumption that intentions are the result of individual and contextual influences that facilitate subsequent intentions and action, digital entrepreneurial intention is conceptualized as a mechanism that transforms individual capabilities and cognitive orientations into entrepreneurial actions (Lent et al., 1994). The framework also includes AI anxiety, as negative psychological reactions to AI may limit the ability of AI literacy and entrepreneurial attitude to be manifested in digital entrepreneurial intention. In the environmental level, perceived educational support is a contextual factor which can facilitate the transition from digital entrepreneurial intention to entrepreneurial behaviour by creating an

environment in which entrepreneurial development can occur. Empirical findings based on SCCT reveal that perceived educational support has a positive effect on entrepreneurial intention and that contextual support can affect entrepreneurial outcomes (Duong, 2024). Given this, the proposed model relates individual capacities, cognitive orientation, psychological constraint, motivational intention, and contextual support in one model, suggesting that AI literacy and entrepreneurial mindset relate to entrepreneurial behaviour via digital entrepreneurial intention, while AI anxiety relates to the disconnection between intention and entrepreneurial behaviour, and perceived educational support relates to connecting intention and into entrepreneurial behaviour. The theoretical relationships that have been suggested are summarized in Figure 1: Conceptual framework.

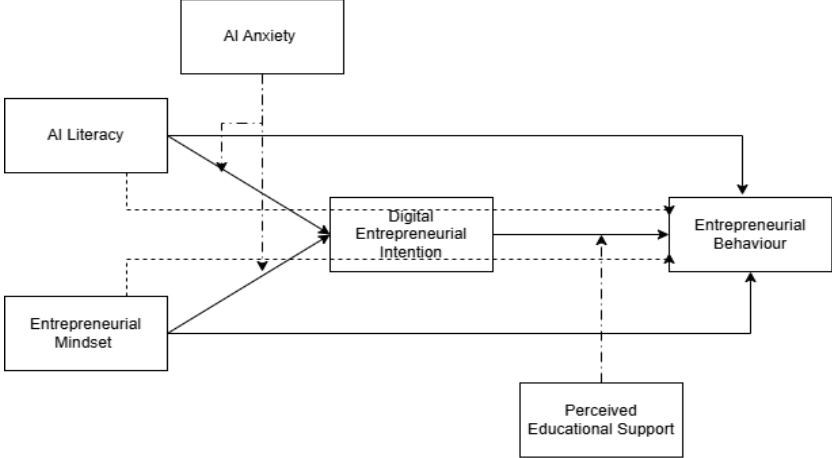


Figure 1: Conceptual Framework

Methodology

Research design

In this research, the quantitative cross-sectional research design was used to investigate the proposed relationships between AI literacy, entrepreneurial mindset, digital entrepreneurial intention, entrepreneurial behavior, AI anxiety, and perceived educational support. Empirical testing of theoretically derived hypotheses concerning the direct, mediating, and moderating relationships made the quantitative approach suitable for the study. The researcher used the cross-sectional design because the researcher could have the information needed from respondents at one time and be able to analyze the conceptual model to be tested statistically. PLS-SEM is especially suitable for research models that predict outcomes and contain multiple constructs as well as complex relationships, such as mediation and moderation (Hair Jr et al., 2021).

Population, sample size and sampling technique

The study was conducted with the target population that was undergraduate and post-graduate students pursuing business, management and entrepreneurship studies. The students chosen were deemed suitable respondents, as their educational background gave them the necessary knowledge and experiences to include in their discussions on entrepreneurship, digital technologies and new applications of AI. The respondents were selected using a purposive sampling technique which was used to select respondents suitable for the objectives of the study. Data was collected using a structured questionnaire, and questionnaires that were not complete and/or usable were screened out, and 259 usable questionnaires were retained for final analysis. The sample was deemed appropriate for the analysis of the proposed PLS-SEM model, its direct, mediating, and moderating relationships.

Data collection method and procedure

The primary data were collected using the structured questionnaire from the undergraduate and Post graduate students of business, management and entrepreneurship program. The questionnaire consisted of measures of AI anxiety, AI literacy, entrepreneurial mindset, perceived educational support, digital entrepreneurial intention, and entrepreneurial behaviour. The participants were given explicit instructions on how to complete the questionnaire and were asked to answer all the statements based on their perception and experience. Questionnaires collected were then screened to eliminate incomplete and unusable questionnaires. After this screening, 259 complete responses were used for statistical analysis. All responses were collected in the same questionnaire format, thus providing a uniformity in data collection for the various constructs of the study.

Measurement

The study employed established measurement scales adopted from previous research. The measurement of AI anxiety was performed using 21 items from Wang and Wang (2022), who created the Artificial Intelligence Anxiety Scale to evaluate people's anxiety towards AI. The AI literacy construct was measured using 4 items adapted from a scale developed by (Al-Abdullatif, 2024) which measures people's understanding and experience with AI technologies. Four items were taken from (Saadat et al., 2022) entrepreneurial mindset studies and used to measure entrepreneurial mindset. Three items adapted from (Turker & Sonmez Selcuk, 2009) that studied educational support in entrepreneurship education were used to measure perceived educational support. The measure of digital entrepreneurial intention consisted of six items that were adapted from previous studies on digital entrepreneurial intention, and the measure of entrepreneurial behaviour consisted of three items that were

adapted from previous studies (Ridwan et al., 2025) on entrepreneurial behavior (Kautonen et al., 2015). A 5-point Likert scale was used to measure all the items. Adopting previously validated scales enhanced content validity and measurement consistency of the current study.

Common method bias

Common method bias was evaluated due to the use of a common questionnaire and the use of one set of respondents. The single factor test by Harman (1976) as cited in Podsakoff et al. (2003) was used as a statistical diagnostic. The results showed that the first unrotated factor accounted for less than 50%, thus indicating that none of the observed measures accounted for the majority of the variance. Therefore, it was not believed that common method bias seriously compromised the results. To minimize potential response bias, the study also included procedural measures such as using clear wording in the questionnaire, and standardizing instructions. (Podsakoff et al., 2003) found the combination of the statistical assessment and the procedural precautions to be sufficient to provide reasonable evidence that common method bias was not likely to significantly impact the results.

Data analysis tool

SmartPLS 4 was used for data analysis with partial least squares structural equation modeling (PLS-SEM). This analytical technique was chosen because research model consists of several direct relationships as well as mediation and moderation effects, which can be simultaneously analyzed using PLS-SEM. The analysis was done in two major phases. Outer loadings, Cronbach's alpha, composite reliability, AVE, and HTMT were used to check the measurement model for its reliability, convergent validity, and discriminant validity. For this reason, HTMT was selected to assess the discriminant validity because it offers a more accurate measurement than previous methods in PLS-SEM (Henseler et al., 2014). Second, the structural model was tested by means of path coefficients, significance levels, confidence intervals, explanatory power, predictive relevance and model fit. The significance of direct and indirect relationships were tested using bootstrapping, and mediation analysis was used to examine the role of digital entrepreneurial intention. To examine the moderating effects of AI anxiety and perceived educational support, interaction terms were used. The analytical procedure allowed for a complete test of all the proposed relationships in the research model.

Results

Table 1 presents the reliability and convergent validity assessment of the constructs. The outer loadings are all above the recommended level of 0.60, ranging from 0.691 to 0.892. Some indicators have relatively lower loadings

but they are still greater than the acceptable level, thus indicating good indicator reliability. AI anxiety is very internally consistent with a Cronbach's alpha of 0.965 and composite reliability of 0.967 and an AVE of 0.582, which is considered adequate convergent validity. AI literacy also exhibits good reliability, with Cronbach's alpha of 0.836, composite reliability of 0.891 and AVE of 0.672. Entrepreneurial mindset has alpha of 0.815, CR of 0.878 and AVE of 0.644. The alpha, CR and AVE of perceived educational support are 0.778, 0.867, and 0.686 respectively. The results indicated that digital entrepreneurial intention has high reliability, which is $\alpha > 0.80$, $CR > 0.80$, and $AVE > 0.5$. The entrepreneurial behaviour is also acceptable with alpha of 0.806, CR of 0.886, and AVE of 0.721. In general, all constructs meet the recommended reliability standards and are above 0.50 AVE, indicating good internal consistency and convergent validity. Figure 2 also displays the estimated model as an intuitive visual representation to illustrate the indicators that were retained and the relationships between these indicators in the proposed model.

Table 1
Variables Reliability and Validity

Variables	Items	Outer Loadings	Cronbach's Alpha	CR	AVE
AI Anxiety	AIA1	0.829	0.965	0.967	0.582
	AIA2	0.762			
	AIA3	0.691			
	AIA4	0.714			
	AIA5	0.768			
	AIA6	0.840			
	AIA7	0.752			
	AIA8	0.802			
	AIA9	0.741			
	AIA10	0.695			
	AIA11	0.705			
	AIA12	0.823			
	AIA13	0.744			
	AIA14	0.786			
	AIA15	0.691			
	AIA16	0.751			
	AIA17	0.777			
	AIA18	0.779			
	AIA19	0.776			
	AIA20	0.799			
	AIA21	0.775			
AI Literacy	AIL1	0.875	0.836	0.891	0.672
	AIL2	0.776			
	AIL3	0.774			
	AIL4	0.849			
Entrepreneurial Mindset	EM1	0.837	0.815	0.878	0.644
	EM2	0.730			
	EM3	0.858			

Perceived Educational Support	EM4	0.778	0.778	0.867	0.686
	PES1	0.795			
	PES2	0.794			
Digital Entrepreneurial Intention	PES3	0.892	0.884	0.912	0.633
	DEI1	0.784			
	DEI2	0.805			
	DEI3	0.761			
	DEI4	0.803			
	DEI5	0.774			
Entrepreneurial Behaviour	DEI6	0.840			
	EB1	0.833	0.806	0.886	0.721
	EB2	0.844			
	EB3	0.869			

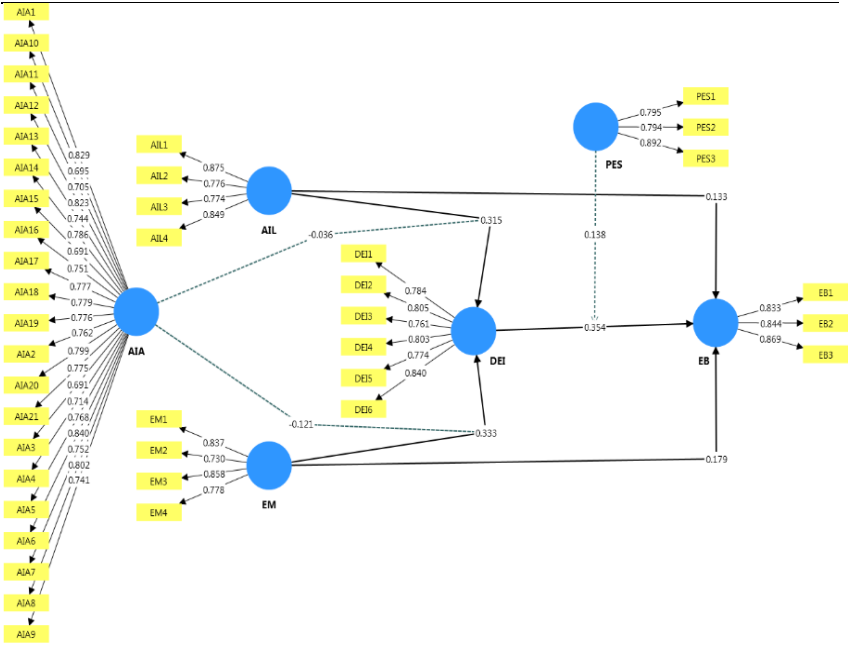


Figure 2: Estimated Model

Table 2 reports discriminant validity using the heterotrait-monotrait ratio. All HTMT values are substantially below the conservative threshold of 0.85, with the highest value being 0.562 between digital entrepreneurial intention and entrepreneurial behaviour. The remaining relationships are also comparatively low, ranging from 0.105 to 0.487. These findings confirm that each construct captures a distinct concept and that excessive conceptual overlap does not exist among the variables. Therefore, the measurement model

demonstrates satisfactory discriminant validity, allowing the structural relationships to be examined with confidence.

Table 2

Discriminant Validity (Heterotrait-Monotrait Ratio, HTMT)						
	AIA	AIL	DEI	EB	EM	PES
AI Anxiety						
AI Literacy	0.197					
Digital Entrepreneurial Intention	0.126	0.487				
Entrepreneurial Behaviour	0.146	0.409	0.562			
Entrepreneurial Mindset	0.129	0.321	0.500	0.451		
Perceived Educational Support	0.204	0.197	0.105	0.146	0.178	

The performance of the structural model in terms of its explanatory and predictive ability is reported in Table 3. The R² value for digital entrepreneurial intention is 0.308 and the R² adjusted is 0.294, meaning that all the predictors together explain 30.8% of the variance of digital entrepreneurial intention. The overall model of entrepreneurial behaviour has an R² of 0.299 and an adjusted R² of 0.285, indicating that the model accounts for 29.9% of the variance in entrepreneurial behaviour. The Q²predict values of 0.273 for digital entrepreneurial intention and 0.192 for entrepreneurial behaviour are both positive, indicating predictive relevance. Both the saturated and estimated models show satisfactory fit with SRMR less than 0.08 (acceptable range). The NFI values of 0.846 and 0.845 can be considered somewhat sub-optimal, in comparison with the generally recommended value of 0.90, for incremental fit within the model. However, the low SRMR and positive predictive relevance suggest that the model is a reasonable basis for structural interpretation. The structural model is shown in Figure 3, and the path estimates between constructs are shown.

Table 3

R ² , Q ² , and Model Fit			
Endogenous Construct	R ²	R ² Adjusted	Q ² predict
Digital Entrepreneurial Intention	0.308	0.294	0.273
Entrepreneurial Behaviour	0.299	0.285	0.192
Fit Index	Saturated Model		Estimated Model
SRMR	0.048		0.048
d_ULS	1.958		1.962
d_G	0.734		0.737
Chi-Square	1032.461		1037.799
NFI	0.846		0.845

Note: Q²predict values were obtained via PLSpredict; values greater than zero indicate the model's predictive relevance. SRMR values below 0.08 indicate acceptable model fit.

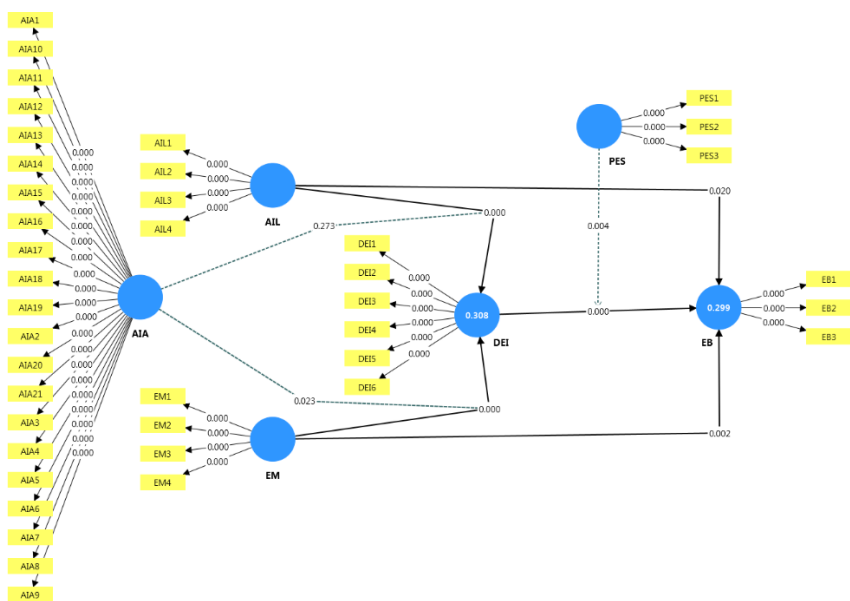


Figure 3: Structural Model for Path Analysis

The results in Table 4 indicate that H1a is supported since the correlation between AI literacy and entrepreneurial behaviour is positive ($\beta = 0.133$, $t = 2.062$, $p = 0.020$) and the confidence interval is still positive. The other factor that is supported is entrepreneurial mindset, which has a significant positive impact on entrepreneurial behavior ($\beta = 0.179$, $t = 2.841$, $p = 0.002$). H2a and H2b are supported, showing that AI literacy ($\beta = 0.315$, $t = 5.572$, $p < 0.001$) and entrepreneurial mindset ($\beta = 0.333$, $t = 6.036$, $p < 0.001$) positively influence digital entrepreneurial intention. H3 is accepted because digital entrepreneurial intention has a significant effect on entrepreneurial behaviour ($\beta = 0.354$, $t = 5.711$, $p < 0.001$). Additionally, the mediation results support H4a and H4b, because AI literacy shows significant indirect effects on entrepreneurial behaviour through the mediation of the digital entrepreneurial intention ($\beta = 0.111$, $t = 3.832$, $p < 0.001$), while the entrepreneurial mindset shows significant indirect effects ($\beta = 0.118$, $t = 3.995$, $p < 0.001$). The interaction between AI anxiety and AI literacy is not significant ($\beta = -0.036$, $t = 0.605$, $p = 0.273$), and is not included in the model. However, the relationship between entrepreneurial mindset and digital entrepreneurial intention is negatively weakened by AI anxiety ($\beta = -0.121$, $t = 2.004$, $p = 0.023$), while the others are not. Lastly, the perceived educational support has a significant effect on strengthening the relationship between digital entrepreneurial intention and entrepreneurial behaviour ($\beta = 0.138$, $t = 2.684$, $p = 0.004$).

Table 4

Path Analysis								
H#	Relationship	β	SD	t-value	p-value	LLCI	ULCI	Decision
H1a	AIL $\rightarrow$ EB	0.133	0.065	2.062	0.020	0.025	0.238	Supported
H1b	EM $\rightarrow$ EB	0.179	0.063	2.841	0.002	0.072	0.280	Supported
H2a	AIL $\rightarrow$ DEI	0.315	0.057	5.572	0.000	0.220	0.407	Supported
H2b	EM $\rightarrow$ DEI	0.333	0.055	6.036	0.000	0.240	0.424	Supported
H3	DEI $\rightarrow$ EB	0.354	0.062	5.711	0.000	0.252	0.455	Supported
H4a	AIL $\rightarrow$ DEI $\rightarrow$ EB	0.111	0.029	3.832	0.000	0.067	0.162	Supported
H4b	EM $\rightarrow$ DEI $\rightarrow$ EB	0.118	0.029	3.995	0.000	0.073	0.170	Supported
H5a	AIA $\times$ AIL $\rightarrow$ DEI	-0.036	0.060	0.605	0.273	-0.123	0.074	Not Supported
H5b	AIA $\times$ EM $\rightarrow$ DEI	-0.121	0.060	2.004	0.023	-0.207	-0.011	Supported
H6	PES $\times$ DEI $\rightarrow$ EB	0.138	0.051	2.684	0.004	0.041	0.217	Supported

Discussion

This current study investigated the factors that foster entrepreneurial behaviour in a growing digital and technology laced environment, focusing on AI literacy, entrepreneurial mindset, digital entrepreneurial intention, AI anxiety, and perceived education support. The results have significant implications for understanding the role of individual attributes and entrepreneurial attitudes in fostering attitudes and behaviors in today's entrepreneurial context. The study simultaneously investigates direct relationship, indirect mechanisms and moderating conditions in one integrated framework, which gives a comprehensive picture of the processes of entrepreneurial behaviour development (Gonzales et al., 2026). The results lend support to the proposed model overall, and show that the entrepreneurial mindset and the AI literacy are both appropriate factors influencing entrepreneurial behaviour. The entrepreneurial behaviour showed a strong positive correlation with AI literacy, suggesting that those with better knowledge and understanding of AI are more likely to exhibit entrepreneurial behaviour. This result aligns with the recent study which revealed that AI literacy positively impacts the entrepreneurial outcomes, and that understanding technology can help in entrepreneurial involvement (Bui & Duong, 2024). The positive correlation between entrepreneurial mindset and entrepreneurial behaviour also reinforces the fact that an entrepreneurial way of thinking is reflected in actual entrepreneurial behaviour. This finding is corroborated by the latest studies showing that entrepreneurial mindset is one of the key factors influencing entrepreneurial behaviour (Yaolishun, 2025). The results indicate from a social cognitive career theory perspective that individuals' capacities and cognitive orientations can influence the following behavioral outcomes. AI literacy is a personal capability that is relevant to the challenges and opportunities of AI, and entrepreneurial mindset is a mindset that is aligned with entrepreneurship. This, in turn, confirms the theoretical assumption that individual differences can influence entrepreneurial behaviour.

The study also uncovers that both entrepreneurial attitude and AI competence play significantly in digital entrepreneurial intention. The positive effect of AI literacy echoes previous studies that have linked AI literacy to the ability to work with AI-supported entrepreneurial ecosystems, thereby enhancing an individual's capacity to participate in the entrepreneurial process (Duong, 2026). Moreover, according to recent evidence, AI literacy can positively impact entrepreneurial orientation and entrepreneurship outcomes, reinforcing the significance of technological competency in today's entrepreneurship (Al-Qadasi et al., 2024). The positive relationship between entrepreneurial mindset and digital entrepreneurial intention on the other hand shows that those who hold a stronger entrepreneurial way of thinking are more inclined towards thinking about digital entrepreneurship as a meaningful course of action. This interpretation aligns with the research that point to entrepreneurial mindset as significant factors in entrepreneurial development and entrepreneurial intentions (Mir et al., 2023). The results of this study from an SCCT perspective showed that individual capabilities and cognitive orientations can influence motivational intentions. The results thus add to the body of entrepreneurship research and demonstrate that both technological literacy and entrepreneurial cognition are significant to the development of digital entrepreneurial intention.

The strong link between digital entrepreneurial intention and entrepreneurial behaviour is significant and suggests that intentions can be manifested into entrepreneurial actions. This further reinforces the basic assumption that motivational readiness is a prerequisite and prerequisite facilitator of behaviour, since individuals with greater intentions toward digital entrepreneurship are more likely to engage in entrepreneurial activities (Aloulou et al., 2024). The results of the mediation indicate that AI literacy and entrepreneurial mindset are significant moderators between digital entrepreneurial intention and entrepreneurial behaviour. In this regard, recent research on AI entrepreneurship has revealed that AI entrepreneurship intention can serve as a mediator between AI literacy and entrepreneurial outcomes, with the direct and indirect effects varying by model (Duong, 2026). In the light of the present findings, it can therefore be said that the present findings contribute to a more integrated explanation as they showed that the attitudes of AI literacy and entrepreneurial mindset are both directly relevant to entrepreneurial behaviour and act through digital entrepreneurial intention. Theoretically meaningful results because they validate the SCCT proposition that individual capabilities and cognitive factors affect behavioural outcomes via motivational processes. The mediation results then reveal that the concept of digital entrepreneurial intention is an important explanatory path in the suggested framework.

The results regarding anxiety about AI contribute with a special relevance, as they show that the influence of AI anxiety was not uniform. The connection between AI literacy and DSI was not significantly impacted by AI anxiety. The finding indicates that having AI literacy might prove to be a robust foundation for building up digital entrepreneurial intention regardless of the level of anxiety towards AI (Vu et al., 2024). This could be interpreted as the behavioural effects of anxiety being lowered with the knowledge and familiarity of AI, thus enabling those with sufficient literacy to have continued their entrepreneurial goals. Meanwhile, AI anxiety had a strong negative effect on the relationship between entrepreneurial mindset and digital entrepreneurial intention (Soonsan et al., 2025). The discovery suggests that being an entrepreneur is not enough to build high digital entrepreneurial intention if there is a high level of fear of AI. The result is an extension of SCCT as it illustrates how psychological states can affect the extent to which different cognitive orientations are translated into intentions. It also emphasises an important difference between technological capability and entrepreneurial cognition, and implies that the consequences of AI anxiety can vary depending on the type of antecedent.

Lastly, the results validate the link between perceived educational support and digital entrepreneurial behaviour, which is strengthened. This finding indicates that such intentions are more likely to be followed by actual entrepreneurial activities if a person feels that his educational environment is supportive. Providing this support can provide an enabling environment in which entrepreneurial intentions can be realised through learning, guidance, encouragement and appropriate resources (Wang & Wang, 2022). The importance of perceived educational support in the process of entrepreneurship development and its association with the development of good entrepreneurial outcomes have been established in the previous studies. Recent findings also support that educational support plays a role in entrepreneurial development via supportive educational conditions (Teke, 2026). In the present finding, perceived educational support is not only considered as an antecedent of entrepreneurial intention, but also as a boundary condition of the intention behaviour link.

The findings overall offer a coherent account of the entrepreneurial behaviour, showing how two motivational and contextual processes are involved in successful transition from capability/cognition to action. The outcomes confirm the applicability of Social Cognitive Career Theory in an AI-supported entrepreneurial environment and enhance its applicability by combining technological literacy, psychological reactions to AI and educational support in one comprehensive framework. The results of the mediation analysis via the digital entrepreneurial intention highlight that the entrepreneurial action is partly developed by forming a clear entrepreneurial

intention to pursue digital entrepreneurship, whereas the moderation results show that the surrounding psychological and educational environment can affect the effectiveness of turning the entrepreneurial intention into entrepreneurial action. The recent study also confirms that AI literacy and related attributes play a growing role in the field of digital entrepreneurial intention, reinforcing the application of the existing entrepreneurial theories to technology intensive contexts (Duong, 2026; Fan et al., 2026). The results provide a more comprehensive view of current entrepreneurship by embedding people, motivation, psychological reactions, and the education environment in a unifying framework.

Implications

Theoretical implications

This study brings a number of significant theoretical contributions to the work on AI and entrepreneurship, as it has been extended to the modern digital context of entrepreneurship in the field of entrepreneurship. The results confirm that AI literacy and entrepreneurial mindset are important individual level factors affecting digital entrepreneurial intention and entrepreneurial behavior, in line with the theoretical assumption that individual factors have an impact on entrepreneurial outcomes. Most importantly, the digital entrepreneurial intention variable proved to be significant, indicating that in addition to direct individual factors, entrepreneurial behaviour can also be formed through a motivational path that connects personal factors and entrepreneurial cognition to entrepreneurial behaviour. The results also extend the SCCT by adding an AI-related psychological boundary condition: AI anxiety. AI anxiety did not significantly moderate the relationship between AI literacy and digital entrepreneurial intention, it did show some weakening effect on the relationship between entrepreneurial mindset and digital entrepreneurial intention, indicating that psychological responses to AI can condition the influence of entrepreneurial cognition. Furthermore, the perceived educational support between digital entrepreneurial intention and entrepreneurial behaviour was strengthened, which indicates that the contextual conditions are important to turn intentions into entrepreneurial behaviour. So, the study contributes to the theoretical knowledge by integrating the constructs of personal capability, cognitive orientation, motivational intention, psychological constraint and contextual support into one integrated framework.

Practical implications

The results have the following practical implications for universities, entrepreneurship educators, policy makers and students. Include AI literacy as

part of the entrepreneurship curriculum in educational institutions to give students the knowledge and confidence to participate in AI-supported entrepreneurial activities. It is also important that training in entrepreneurship should not only focus on the development of entrepreneurial skills but also on the development of entrepreneurial mindset, which should be developed through the practical projects, problem solving activities, innovation exercises and opportunities to develop and implement business ideas. The results on AI anxiety indicate that further accessible AI training programs and hands-on learning experiences in the field of AI should be offered in educational institutions to decrease AI anxiety, especially among students with high entrepreneurial intentions. Secondly, the perceived support in education must be enhanced by offering mentoring, entrepreneurial workshops, online materials, incubation and guidance in moving the entrepreneurial intentions to entrepreneurial behaviour in the university. Policymakers can also foster universities by offering programs to enhance students' access to AI technologies and entrepreneurship resources, thus fostering an educational system that can support the digital entrepreneurial development ecosystem.

Limitations and Future Directions

There were certain limitations in this research that call for exploration in the future. First of all, the cross-sectional design does not allow the formulation of temporal or causal relationships between the constructs. Potential future research should use longitudinal research approaches to investigate the changes in AI literacy, entrepreneurial mindset, digital entrepreneurial intention, and entrepreneurial behaviour over time. Second, the study took an indirect approach by questioning the participants themselves for the responses, and this may have caused response and common method bias in spite of the statistical analysis carried out. Objective behavioural indicators are available, or several data sources could be used in future research. Third, the study was conducted with students from business, management, and entrepreneurship courses, which may restrict the generalizability of the results to other student groups. Entrepreneurs, employees, technology workers, and students across various academic disciplines could be studied for future research. Finally, the proposed framework could be tested for its effectiveness in diverse contexts including countries, education systems and culture as well as other contextual factors which may account for the differences in AI enabled entrepreneurial behaviour.

Conclusion

The present study aims to give an integrated view of the entrepreneurial behaviour of the research participants with the analysis of the influence of AI literacy, entrepreneurial mindset, digital entrepreneurial intention, AI anxiety, and perceived entrepreneurial support. The results confirm that AI literacy and

entrepreneurial mindset positively affects digital entrepreneurial intention, and also entrepreneurial behaviour, and that the latter is an important link between individual entrepreneurship characteristics and entrepreneurial action. The findings also indicate that these relationships are not equally affected by AI anxiety, as AI anxiety seems to have a negative impact on the relationship between entrepreneurial mindset and digital entrepreneurial intention. Perceived educational support becomes an important moderator that helps bridge the gap between digital entrepreneurial intention and entrepreneurial behaviour, emphasizing the role of positive educational experiences. In general, it extends Social Cognitive Career Theory to the new area of AI supported entrepreneurship and provides evidence of how individual capabilities, entrepreneurial cognition, motivational intention, psychological states and contextual support collectively drive entrepreneurial behaviour.

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