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Abstract

A model of students' entrepreneurial intention on the basis of the stimulus-organism-response (S-O-R) framework is presented in this paper. It emphasizes that entrepreneurial education acts as an environmental stimulus that influences the cognitive, motivation and emotional responses of the organism, i.e., entrepreneurial passion and entrepreneurial desirability, and that it triggers a response in students that is related to entrepreneurial intention. Accordingly, entrepreneurship education has been proven as one of the crucial elements for increasing the number of individuals who want or intend to start his or her own business. Meanwhile, entrepreneurial desirability is developed through entrepreneurship education, which affects a person's desire to pursue a profession that corresponds to his or her learning experiences. In addition, students with entrepreneurial passion will experience tremendous emotions, use their minds, and act immediately to achieve their goals. Therefore, this relationship is mediated by entrepreneurial passion and entrepreneurial desirability, and the conceptual model described in this paper seeks to inform future empirical research.

Keywords: Entrepreneurship Intention, Entrepreneurship Education, Entrepreneurial Passion, Entrepreneurial Desirability, S-O-R Model

Introduction

It is important to understand that entrepreneurial intentions are developed because entrepreneurship helps reduce unemployment and promote the growth of economy (Cai et al., 2021; Kritikos, 2014; Lv et al., 2021; Maric et al., 2010). Accordingly, entrepreneurship is seen as a preferred means for achieving this goal in a number of countries, particularly in emerging economies that are now struggling to reduce their unemployment rates and create more jobs (Crecente-romero et al., 2018). Therefore, entrepreneurial intention fosters a person's preference for enterprise over employment (Anjum et al., 2021). In line with this, previous research on the subject of entrepreneurship demonstrates that future

entrepreneurial intentions are influenced by both a favourable attitude towards entrepreneurship and the willingness to launch a new venture (Carmen et al., 2018).

Numerous researches have been conducted to understand the determinants of entrepreneurship to enhance the potential of student innovativeness (Lv et al., 2021; Wei et al., 2019). Accordingly, current research has discussed the role of entrepreneurship education and the desire as well as passion for entrepreneurship in promoting entrepreneurial activities (Cai et al., 2021; Chen et al., 2020). Moreover, the development of entrepreneurial knowledge and skills is facilitated by entrepreneurial education (Donoso-González et al., 2022). Education trains specific skills, and clarifies morals and character traits that are useful in the workplace (Irawan & Oswari, 2022).

Entrepreneurship education fosters innovative skills that are a critical foundation for future success (Wei et al., 2019). In line with this, entrepreneurship education is mentioned as one of the most important factors for increasing entrepreneurial intention (Chen et al., 2020; Lv et al., 2021). Therefore, to identify and exploit entrepreneurial opportunities, individuals must use their entrepreneurial knowledge and skills to search for information, acquire resources, and innovate products or services in an ever-changing marketplace (Cai et al., 2021). Some scholars believe that entrepreneurs can be shaped by fostering entrepreneurial traits such as entrepreneurial knowledge, attitudes, and skills through education and empowering creativity (Otache, 2109). Entrepreneurship is a comprehensive perspective that encompasses not only the creation of a business, but also the formation of the student's lifestyle and thinking (Kuratko, 2005). Thus, entrepreneurial education entails developing students' initiative and innovation skills and teaching them how to start a business (Lv et al., 2021).

Meanwhile, entrepreneurial passion is essential for creating a business because it boosts motivation, increases intellectual curiosity, and gives meaning to daily work (Anjum et al., 2021). Along with entrepreneurship intention, entrepreneurial passion is considered a critical element in maintaining and advancing an entrepreneurial career (Biraglia & Kadile, 2016). Thus, entrepreneurial passion is a strong positive emotion felt when an individual is engaged in business activities associated with a role that is significant to the entrepreneur's self-identification (Cardon et al., 2009). Moreover, previous research has shown that entrepreneurial passion can increase self-confidence and impact the entrepreneurial intentions of individuals who are not yet formally or actively engaged in business (Mol et al., 2019). Given the significance of entrepreneurship in business, it is critical to comprehend the connection between entrepreneurial passion and entrepreneurship intention among university students.

Moreover, previous research has found that there is a strong connection between the perceived desirability of entrepreneurship and the intention to engage in entrepreneurial activity (Carmen et al., 2018). The desirability of entrepreneurship is related to the degree of individual interest in starting a business (Carmen et al., 2018). Previous empirical study found that entrepreneurial desirability and feasibility have a significant impact on the entrepreneurial intention of students who took professional courses in India (Ashokan & Suresh, 2012). In contrast, Torres-Ortega (2022) revealed that there is no association between

professional technical students' perceptions of the desirability of a new venture and their entrepreneurial intention.

More research is hence needed to determine the impacts of entrepreneurship education, entrepreneurial passion, and entrepreneurial desirability on entrepreneurial intention. This study attempts to examine the mechanism by which entrepreneurship education, entrepreneurial passion, and entrepreneurial desirability influence the emergence of entrepreneurial intention in university students. According to the stimulus-organism response theory (SOR theory), external circumstances can influence a person's behaviour by altering his or her unique psychological organisms, particularly emotions and cognitions, and ultimately producing either a positive or negative response to the stimuli (Shaver & Scott, 1992). Although some research has shown that entrepreneurship education can boost self-confidence or produce pleasant feelings, more research is needed in examining the mediating factor in the link between environmental factors (such as entrepreneurship education) and emergent entrepreneurial behaviour such as students' intentions to become entrepreneurs, where a comprehensive view is still lacking (Cai et al., 2021; Lee et al., 2021). Specifically, entrepreneurial passion and entrepreneurial desirability are considered in entrepreneurship research as among the most important emotions and cognitive states that influence entrepreneurial outcomes.

Conceptual Framework for Students' Entrepreneurial Intention

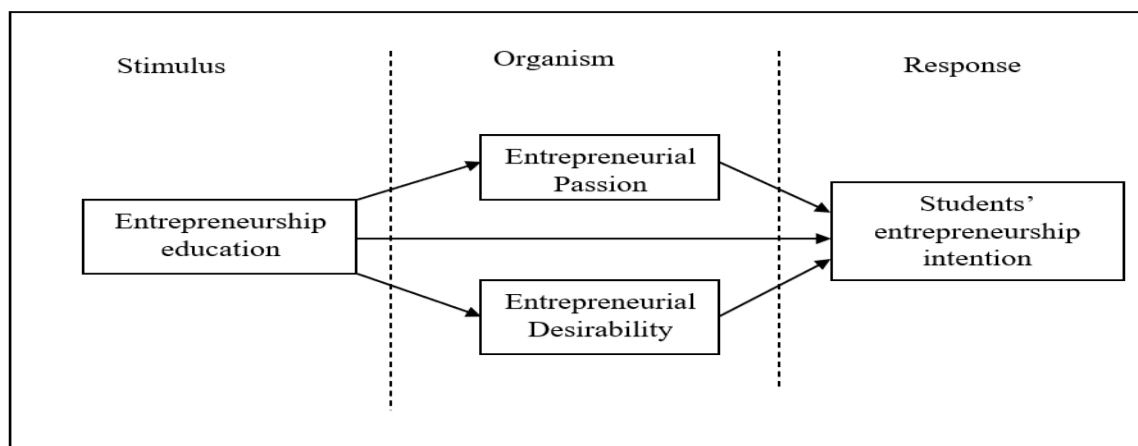


Figure 1: The proposed conceptual framework

Accordingly, Shaver and Scott (1992) pioneered the S-O-R model and proposed a psychological approach to a new venture formation in the field of entrepreneurship research. According to the S-O-R model, numerous environmental factors that are relevant to entrepreneurship have an impact on entrepreneurs' cognitive and/or affective processes (organism), which in turn trigger responses from the entrepreneurs. Cai et al (2021) adopted the S-O-R model to study emotions and thoughts as organisms in the process of making business decisions, using the characteristics of an entrepreneurship education and social capital as stimuli and the resulting entrepreneurial behaviours or intentions as responses. Therefore, this study proposes entrepreneurship education as the external stimulus, and entrepreneurial passion as well as entrepreneurial desirability as the organism which eventually influence students' response of entrepreneurship intention.

Students' Entrepreneurial Intention

Accordingly, entrepreneurship is seen as a preferred means for achieving this goal in a number of countries, particularly in emerging economies that are now struggling to reduce their unemployment rates and create more jobs (Crecente-romero et al., 2018). When a person intends to start a new business, intention is a crucial step in the entrepreneurial process (Bullough et al., 2014). Entrepreneurial intention is defined as the state of mind and desire to start a new business or engage in a new activity (Wu & Wu, 2008). Thompson (2009) defines entrepreneurship intention as *"self-acknowledged convictions by individuals that they intend to set up new business ventures and consciously plan to do so at some point in the future"*. The following topics discuss the factors influencing students' entrepreneurial intention in the context of this study

Entrepreneurial Education

Since its introduction, entrepreneurship education has developed rapidly. Cui et al (2021) and Yuan and Wu (2020) characterized entrepreneurship education as a form of learning that focuses on improving information, skills, and personal attributes related to entrepreneurship. Entrepreneurial intention is continuously influenced by the entrepreneurial competence acquired during entrepreneurship education (Lv et al., 2021). Moreover, Jiatong et al (2021) mentioned that entrepreneurial intention is positively and significantly influenced by factors such as entrepreneurial education, creativity as well as the entrepreneurial mindset. Furthermore, Lee et al (2021) found that the association between entrepreneurship education and students' founding passion increases when the individual has entrepreneurs in his or her immediate families. This is consistent with the study of Arshad et al. (2018) which revealed that a significant positive association exists between entrepreneurial education as well as entrepreneurial passion. Meanwhile, there is a positive association between entrepreneurship education and the desire to be an employer or be self-employed (Nordin et al., 2014). A previous study showed that entrepreneurship education positively impacts perceived desirability (Suratno & Kusmana, 2019). In contrast, another study found that there is no relationship between entrepreneurship education and entrepreneurial desirability as well as competence (Avillanoza & Domingo, 2020).

Entrepreneurial Passion

Passion refers to an intense and favourable feeling resulting from entrepreneurial responsibility and activities that are fundamental to the entrepreneur's sense of identity (Cardon et al., 2009). In most definitions of passion, it is defined as good feelings directed toward certain activities that become a stable aspect of a person's identity (Perrewe et al., 2014). Li et al (2020); Anjum et al (2021) found that the intention to become an entrepreneur is strongly and positively influenced by entrepreneurial passion. Meanwhile, by bridging the link between entrepreneurial education and entrepreneurial intention, entrepreneurial passion poses a mediating effect on the underlying processes (Li & Wu, 2019). This is consistent with the study of Sriyakul and Jermittiparsert (2019) which mentioned that entrepreneurial passion acts as a mediator in the connection between entrepreneurship education and passion among university students in Thailand.

Entrepreneurial Desirability

Previous research has found a strong relationship between the perceived desirability of entrepreneurship and entrepreneurial intention (Carmen et al., 2018). Entrepreneurial

desirability is a measure of how much people see themselves as entrepreneurs and how willing they are to start their own business because they see it as a good career opportunity (Carmen et al., 2018). Ashokan and Suresh (2012) found that entrepreneurial desirability and feasibility have a significant impact on the entrepreneurial intention of students who took professional courses in India. However, Torres-Ortega (2022) revealed that there is no correlation between the perceived desirability of a new venture and the entrepreneurial intention of professional technical students. Sulistyorini and Santoso (2021) mentioned that perceived desirability plays a mediator role in the relationship between entrepreneurial knowledge and entrepreneurial intention. In addition, the study found that perceived desirability plays a mediator role in the relationship between family background roles and entrepreneurial intention (Saeed et al., 2014).

Conclusion

This study theoretically proposes the role of entrepreneurship education as an external stimulation, an organism that originates from the role of entrepreneurial passion and entrepreneurial desirability, which ultimately influences the positive or negative response of students' entrepreneurial intention. It is hoped that the proposed framework would contribute to future research on relevant themes and aid business owners in gaining a better understanding of students' entrepreneurial intent. In addition, it is suggested that future researchers carry out an empirical investigation of the proposed paradigm.

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