



The Role of Entrepreneurial Orientation in Entrepreneurial Intention among University Graduates: A case Study

دور التوجه الريادي في النية المقاولاتية لدى خريجي الجامعات: دراسة ميدانية

^{1*} Benboulerbah Sarra, email : sarra.benboulerbah@univ-djelfa.dz

¹ Lecturer (Class B), Laboratory research MQEMADD, University of Djelfa (Algeria)

Received: 30/10/2025

Accepted: 01/04/2026

Published: 02/06/2026

Abstract

The aim of this research was to analyse the relationship between Entrepreneurial Orientation (EO) and its role in Entrepreneurial Intention (EI) among university graduates. The study included a sample of 99 graduates from the Entrepreneurship Development Center at Djelfa University (Algeria). A questionnaire was distributed, and the collected data were analyzed using SPSS and Smart PLS 4 software.

The study concluded that there is a correlation between entrepreneurial orientation and entrepreneurial intention among the sample. Despite their diverse academic specializations, participants demonstrated awareness of proactiveness, innovativeness, and risk-taking, indicating that they possess both entrepreneurial orientation and intention, making them the group most prepared to adopt entrepreneurial behavior in the future. However, they still expressed certain concerns regarding risk-taking in their potential projects.

Keywords

Entrepreneurial Orientation;
Entrepreneurial Intention;
Proactiveness;
Innovativeness;
Risk-taking;
Entrepreneurship Development Center.

JEL Classification Codes : L26

المصطلحات المفتاحية	المخلص
النية المقاولاتية؛ التوجه الريادي؛ الاستباقية؛ الابتكارية؛ المخاطرة؛ مركز تطوير المقاولاتية.	هدف هذا البحث إلى تحليل العلاقة بين التوجه الريادي والنية المقاولاتية لدى خريجي الجامعات ومدى ادراكهم لممارسات التوجه الريادي، شملت الدراسة عينة من خريجي مركز تطوير المقاولاتية لجامعة الجلفة (الجزائر) مكونة من 99 فردا، تم توزيع الاستبانة وتحليل البيانات باستخدام برنامج smart pls 4 وبرنامج spss خلصت الدراسة الى وجود علاقة ارتباطية للتوجه الريادي والنية المقاولاتية لدى عينة الدراسة، مع ادراكهم لكل من الاستباقية والابتكارية والمخاطرة بالرغم تخصصاتهم المختلفة الى انهم يمتلكون التوجه المقاولاتي والنية المقاولاتية باعتبارهم الفئة الأكثر استعدادا لتبني السلوك المقاولاتي في المستقبل، الا ان لديهم مخاوف بخصوص الاخذ بالمخاطرة في مشاريعهم.

تصنيف JEL : L26

* corresponding author : Dr. Benboulerbah sarra, email : sarra.benboulerbah@univ-djelfa.dz

I.INTRODUCTION:

In recent years, entrepreneurship has emerged as a fundamental pillar of economic growth, innovation, and social development. It plays a vital role in creating job opportunities, enhancing competitiveness, and driving sustainable progress. Consequently, understanding the factors that encourage individuals to engage in entrepreneurial activities has become an important area of academic research.

Among these factors, entrepreneurial orientation (EO) stands out as a crucial determinant of entrepreneurial behavior. It reflects a set of characteristics such as innovativeness, proactiveness, and risk-taking, which collectively express an individual's readiness to identify and exploit new opportunities. In contrast, entrepreneurial intention (EI) represents the individual's conscious commitment and willingness to establish a new business, often considered a strong predictor of future entrepreneurial actions.

University graduates, particularly those supported by entrepreneurship development centers, constitute a promising segment of potential entrepreneurs. Examining their entrepreneurial orientation and intentions provides deeper insights into how higher education contributes to nurturing entrepreneurial thinking and motivating graduates to create their own ventures.

Accordingly, this study aims to investigate the role of entrepreneurial orientation in influencing entrepreneurial intention among university graduates, based on a case study conducted at the Entrepreneurship Development Center of Djelfa University in Algeria.

Research Hypothesis

The research hypothesis stated that:

H0: There is no statistically ($\alpha \leq 0.05$) significant correlation between individual entrepreneurial orientation and entrepreneurial intention at the Entrepreneurship Development Center at the University of Djelfa.

H1: There is statistically ($\alpha \leq 0.05$) significant correlation between individual entrepreneurial orientation and entrepreneurial intention at the Entrepreneurship Development Center at the University of Djelfa.

II. THEORETICAL FRAMEWORK AND PREVIOUS STUDIES:

1.Entrepreneurial orientation (EO):

Entrepreneurial orientation has established **itself** as a critical area of study, commanding significant academic and practical interest. This interest is reflected in the trend of studies on the subject migrating from entrepreneurship to new domains, such as public administration, politics, education, and international business. (Kaouache, Amara, Chatter, & Kaouache, 2024, p. 65),

The term "Entrepreneurial Orientation" (EO) was introduced by the researcher Miller and his vision of entrepreneurship in his studies, When defining an entrepreneurial organization, Miller highlighted that such a firm must be involved in product market innovation, show a tendency to embark on moderately risky endeavors, and have the capability to be the first to introduce proactive innovations. (Miller, 1983, p. 771),

and the construct's further development by Covin and Slevin (1989, 1990) have established what has become a commonly accepted conceptualization of what it means for a firm to be entrepreneurial (George & Marino, 2011, p. 900).

but The concept of EO has its origins in the early strategy research undertaken by Mintzberg (Kaouache, Amara, Chatter, & Kaouache, 2024, p. 65).

in addition , Lumpkin and Dess (1996) based on the concept of Miller (1983) incorporate two more characteristics which are autonomy and competitive aggressiveness. According to him, autonomy is defined as the possibility of an individual or groups develops an idea and also executes it without any intervention, control or supervision. While competitive aggressiveness is defined as the possibility of an individual to directly and intensely question the strategy and challenge the performance of its industrial rival (Ibrahim & Lucky, 2014, p. 205).

Contemporary entrepreneurial thought highlights the need for new market entries to drive innovation, linking back to Schumpeter's (1936) (Fairoz & Hirobumi, 2010, p. 36).

2. Entrepreneurial intention :

The concept of entrepreneurial intention is defined by Bird ‘Entrepreneurial intentions, entrepreneurs' states of mind that direct attention, experience, and action toward a business concept, set the form and direction of organizations at their inception. Subsequent organizational outcomes such as survival, development (including written plans), growth, and change are based on these intentions The study of entrepreneurial intentions provides a way of advancing entrepreneurship research beyond descriptive studies and helps to distinguish entrepreneurial activity from strategic management’ (BIRD, 1988, p. 442).

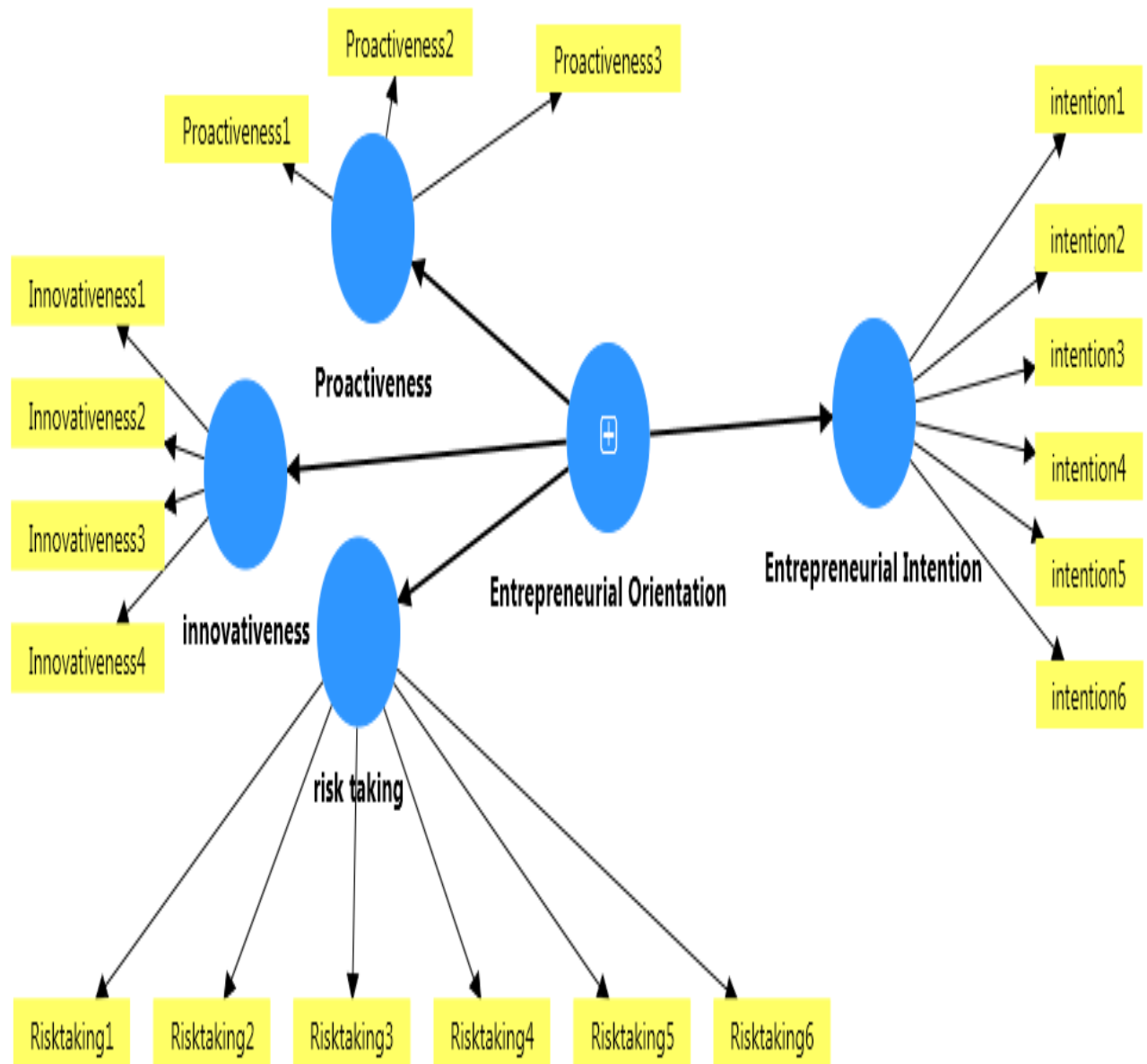
The Entrepreneurial Event Model (EEM) developed by Shapero and Sokol (1982) and the Theory of Planned Behavior Entrepreneurial Model (TPBEM) by Krueger and Carsrud (1993) offer a robust framework for analyzing the factors behind Entrepreneurial Intentions (EI). These frameworks typically cover attitudes toward starting a venture, subjective norms, and the perceived control individuals have over their entrepreneurial actions. (Khalil, Hashim , Rababa, & Atallah, 2024, p. 3). Among the models that have explained entrepreneurial intention According to Fretschner and Weber (2013), the Theory of Planned Behavior (TPB) posits that Entrepreneurial Intention (EI) is determined by three core factors: personal attitude (an individual's evaluation of starting a new business), subjective norm (perceived social pressure from peers and family regarding venture creation), and perceived behavioral control (PBC) (the perceived level of one's control over the new venture formation process) (Awang, Amran, Nor, Ibrahim, & Razali, 2016, p. 98).

Among the studies that have examined the relationship between entrepreneurial orientation and entrepreneurial intention are (Ibrahim & Lucky, 2014)and (Awang, Amran, Nor, Ibrahim, & Razali, 2016).

III. METHOD AND PROCEDURES:

Are the study employed a case research design to investigate the role of individual entrepreneurial orientation in entrepreneurial intention at the Entrepreneurship Development Center of the University of Djelfa, located in Djelfa Province, Algeria. The target population consisted of university graduates who joined the center after completing their training programs. These participants came from various academic backgrounds and qualifications, including medical doctors, PhD holders, and graduates the research scope spanned a broad spectrum of fields (e.g., humanities, economics, natural sciences, and technology). Data acquisition was achieved through a structured questionnaire, which was subsequently analyzed using descriptive statistics like means, standard deviations, normality tests, simple regression, and correlation analysis were used to test the hypotheses.

the study relied on a model consisting of the independent variable — Individual Entrepreneurial Orientation — with its dimensions: proactiveness, innovativeness, and risk-taking, and the dependent variable — Entrepreneurial Intention. The analysis was conducted using a software program smart pls 4.0.5, as illustrated in the figure.

Figure(01) : the model of the study

Source: The model was conducted by the researcher using SmartPLS 4

Another issue we would like to raise with regards to the definition of EO is the relationship between EO and its dimensions. In the case of multidimensional constructs such as EO, the definition should specify the relations between the dimensions and the superordinate construct (MacKenzie, Podsakoff, & Jarvis). Unfortunately, our definitions of EO have not been consistent in this regard and as a result it has been left open to interpretation and dispute. It is the authors' contention that these definitional problems can be traced back to the early work by Miller (1983). As noted earlier, Miller's definition suggests that all three components are required to be present if a

firm is considered to be entrepreneurial. will refer to this as a second-order reflective model of EO (George & Marino, 2011, p. 999) .

the model was tested at the dimensional level through the analysis of means and standard deviations to assess the indicators of each dimension and the tendencies of the study sample toward them. However, the relationship was tested as a single overall model, considering the independent variable to be linked directly to the dependent variable — as a first-order model, not a second-order one.

The indicators (study items) of the study variables are summarized as shown in the following table.

Table(01): variables and Dimensions indicators of the study

variables and Dimensions	indicators
proactiveness	I act with foresight regarding problems, needs, or future changes.
	I tend to plan projects in advance
	I prefer to "take the lead" and start implementing projects rather than sitting and waiting for someone else to do it.
innovativeness	I often look for opportunities to explore unique and non-traditional activities which, although unusual are not necessarily dangerous.
	I prefer to develop my own unique methods rather than simply following established approaches.
	I prefer experimenting and using original approaches to solve problems instead of relying on the methods commonly used by others.
	I prefer to focus strongly on a unique approach in projects rather than revisiting tried-and-tested methods.
risk-taking	I have a strong inclination to take decisive steps by venturing into uncertain situations.
	I am prepared to commit significant capital to opportunities that have the potential for a substantial return on investment
	I am willing to invest a lot of time in something that may yield a high return.

Entrepreneurial Intention	I tend to act boldly in situations that involve risk.
	when I travel, I tend to take new routes.
	I enjoy trying new places and experiences
	I am fully dedicated and prepared to take all required steps to achieve my ambition of becoming an entrepreneur.
	I aspire to pursue entrepreneurship as my main career goal.
	I will do my best to start and manage my own business
	I am resolutely determined to launch my own company at a future date.
	I have reached a point where I am actively considering the steps necessary to form a company
	I have a strong intention to start a business someday.

Source: (Bodolica, Shirokova, Ragulina, & Lushnikova, 2024) (Kaouache, Amara, Chatter, & Kaouache, 2024) (Khalil, Hashim , Rababa, & Atallah, 2024)

IV.STUDY RESULTS (ANALYSIS AND DISCUSSION) :

1. Study Instrument Reliability

to determine the **reliability of the study indicators**, **Cronbach's Alpha** was the statistical coefficient used., as shown in the following table.

Table(02) : **Cronbach's Alpha coefficient result**

Cronbach's Alpha coefficient	Number of elements
0.739	19

Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS.

The findings indicate from the table above that the Cronbach's Alpha coefficient value for the study indicators is acceptable, The instrument **demonstrates acceptable reliability** for the purpose of the study.

2.Normality Test:

To assess the normality of the distribution, skewness and kurtosis measures were used to determine whether the study variables follow a normal distribution or not.

Table(03): Skewness and kurtosis test for the study indicators

Name	Missings	Mean	Standard deviation	Excess kurtosis	Skewness	Cramér-von Mises p value
GENDER	0	1.253	0.434	-0.676	1.157	0.000
AGE	0	1.515	0.592	-0.476	0.681	0.000
Educational level	0	1.758	0.552	-0.304	-0.039	0.000
Educational field	0	3.525	2.171	-0.847	0.588	0.000
Doyou work in an organization	0	1.808	0.394	0.535	-1.589	0.000
Do you have managerial or technical skills	0	2.131	0.981	-1.235	0.187	0.000
Proactiveness1	0	4.091	0.911	3.618	-1.648	0.000
Proactiveness2	0	4.535	0.656	7.147	-1.984	0.000
Proactiveness3	0	4.485	0.796	6.399	-2.207	0.000
Innovativeness1	0	3.717	0.911	0.156	-0.382	0.000
Innovativeness2	0	3.970	0.904	1.113	-0.939	0.000
Innovativeness3	0	3.717	0.697	-0.637	0.274	0.000
Innovativeness4	0	3.495	1.086	-0.562	-0.371	0.000
Risktaking1	0	2.990	1.314	-1.161	-0.062	0.000
Risktaking2	0	4.313	0.812	1.770	-1.214	0.000
Risktaking3	0	4.141	0.910	1.366	-1.103	0.000
Risktaking4	0	3.828	0.877	0.647	-0.568	0.000
Risktaking5	0	3.707	0.946	0.395	-0.543	0.000
Risktaking6	0	4.374	0.705	-0.737	-0.683	0.000
intention1	0	4.202	0.887	0.804	-1.028	0.000
intention2	0	4.404	0.680	0.469	-0.915	0.000
intention3	0	4.566	0.606	0.178	-1.087	0.000
intention4	0	4.667	0.532	0.804	-1.318	0.000
intention5	0	4.616	0.563	0.393	-1.161	0.000
intention6	0	4.707	0.517	1.616	-1.571	0.000

Source: The analyse was conducted by the researcher using SmartPLS 4

Based on the output of the table above and using the program smart pls4, it is clear that there are no missing values, and that the indicators follow a normal distribution based on the kurtosis and skewness test, where most of the skewness coefficient values for all study indicators ranged between (± 1). The values for both kurtosis and skewness between (± 1) are considered excellent, and values ranging between (± 2) are generally considered acceptable for a normal distribution. Therefore, it can be said that most of the study variables' data are close to a normal distribution, with the exception of two indicators which can be excluded if they affect the study results.

Table(04) : Skewness and kurtosis test for the study variables

test	proactiveness	innovativeness	Risk taking	Orientation	Intention
Skewness	-2.649	-0.347	0.02	0.077	-0.872
Standard error of skewness	0.243	0.243	0.243	0.243	0.243
Kurtosis	14.171	0.581	-0.603	-0.131	0.352
Standard error of kurtosis	0.481	0.481	0.481	0.481	0.481

Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

Based on the output of the table above and using the program smart pls4, it is clear that there are no missing values, and that the indicators follow a normal distribution based on the kurtosis and skewness test, where most of the skewness coefficient values for all study Variables ranged between (± 1). The values for both kurtosis and skewness between (± 1) are considered excellent, and values ranging between (± 2) are generally considered acceptable for a normal distribution. Therefore, it can be said that most of the study variables' data are close to a normal distribution.

3.The Personal and Occupational Characteristics of the Study Sample

A. The Personal Characteristics of the Study Sample:

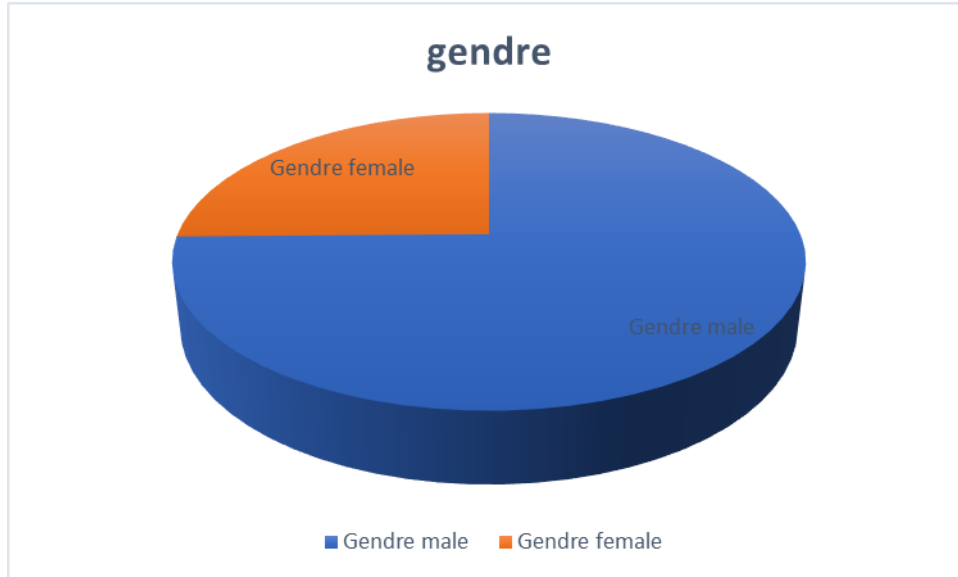
the study sample comprises university graduate entrepreneurs, characterized by various personal and occupational attributes. These include age groups, levels of academic qualification, fields of study, current employment status, and the specific skills they possess.

Table (05): The Personal Characteristics of the Study Sample

Personal Characteristics		Frequency	Percentage
Gendre	male	74	74.7
	female	25	25.3
Age	20-30 years	53	53.5
	31-40 years	41	41.4
	40 years and above	5	5.1

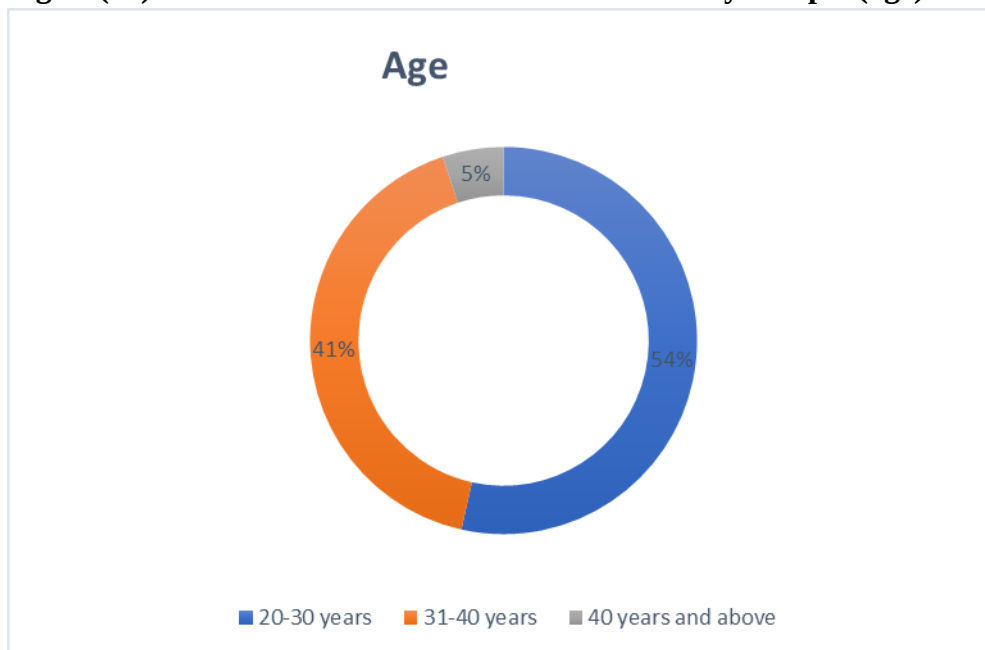
Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

Figure (02): The Personal Characteristics of the Study Sample



Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

Figure(03): The Personal Characteristics of the Study Sample (age)



Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

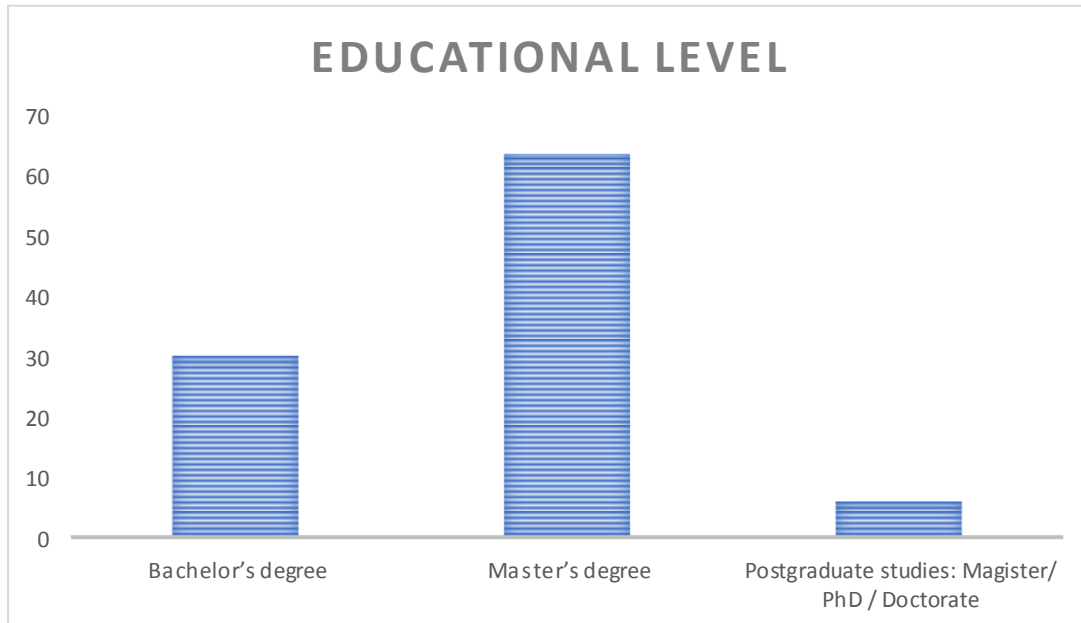
through the analysis of the data in the table above, it is evident that the percentage of males visiting the Entrepreneurship Development Center is higher than that of females. the findings indicate that most participants in the study sample belong to the youth demographic, specifically falling within the 20 to 30 age range, which aligns with the current trend of leveraging young people's potential in launching small and medium-sized enterprises, particularly those who possess entrepreneurial intentions.

Table(06): The educational Characteristics of the Study Sample

Educational Characteristics		Frequency	Percentage
Educational level	Bachelor's degree	30	30.3
	Master's degree	63	63.6
	Postgraduate studies .Magister/ PhD / Doctorate	6	6.1
Educational field	Economic Sciences, Commercial Sciences, and Management Sciences	20	20.2
	Law	23	23.2
	Natural Sciences and Exact Sciences	13	13.1
	Technology Sciences	12	12.1
	Literature and Languages	11	11.1
	Medical Sciences	2	2.0
	humanities and social sciences	16	16.2
	Agricultural Sciences	1	1.0
	Hydrocarbons	1	1.0

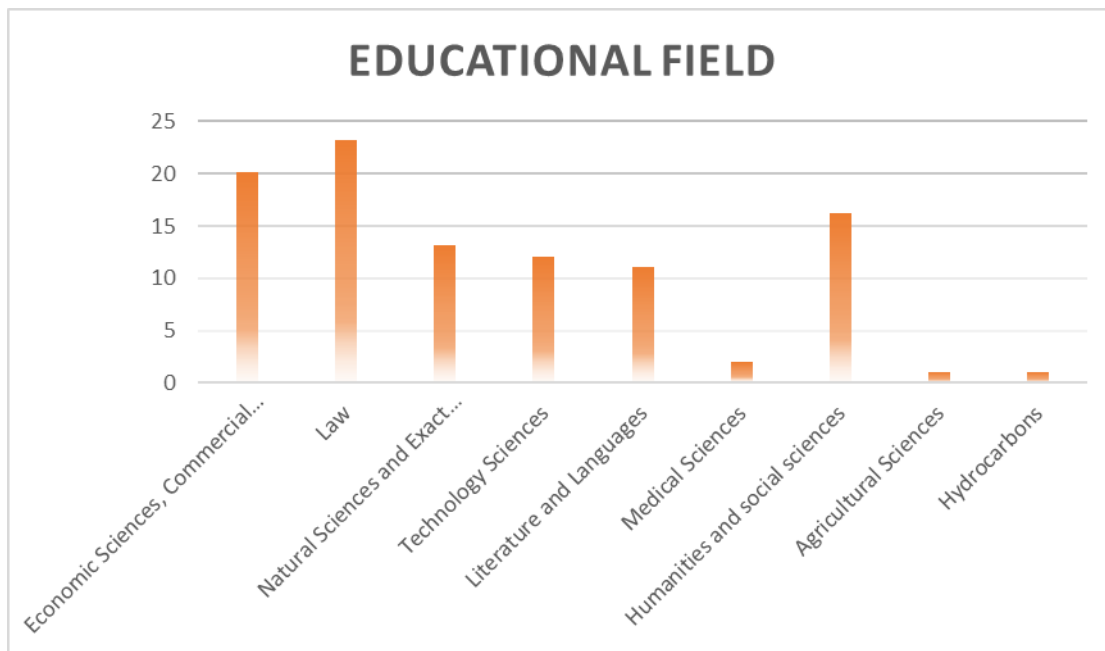
Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

Figure(0 4): The educational Characteristics of the Study Sample(Educational level)



Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

Figure(05): The educational Characteristics of the Study Sample(educational field)



Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

An analysis of the table above reveals that the majority of the study sample hold a Master's degree, representing the highest proportion at 63.6%. This is followed by respondents with a Bachelor's degree at 30.3%, and lastly, those holding postgraduate qualifications such as the Magister, PhD, or honorary degrees in the field of medicine.

The analysis of the data indicates that the most represented fields of specialization within the sample are Legal and Political Sciences, accounting for 23.2%, followed by Economic, Commercial, and Management Sciences at 20.2%, showing a relatively close proportion between the two. Other specializations include Human Sciences, Exact and Natural Sciences, and Technological Sciences. The data also reflect the presence of participants from various other fields such as Foreign Languages, Arabic Literature, Medical Sciences, Hydrocarbons, and Agricultural Sciences. This diversity suggests a wide interest from all disciplines in attending the training sessions offered by the center.

B.Occupational Characteristics of the Study Sample:

In order to determine whether the study sample consists of currently employed individuals and whether they possess various skills—such as administrative or technical skills—frequencies and percentages were analyzed, as presented in the table.

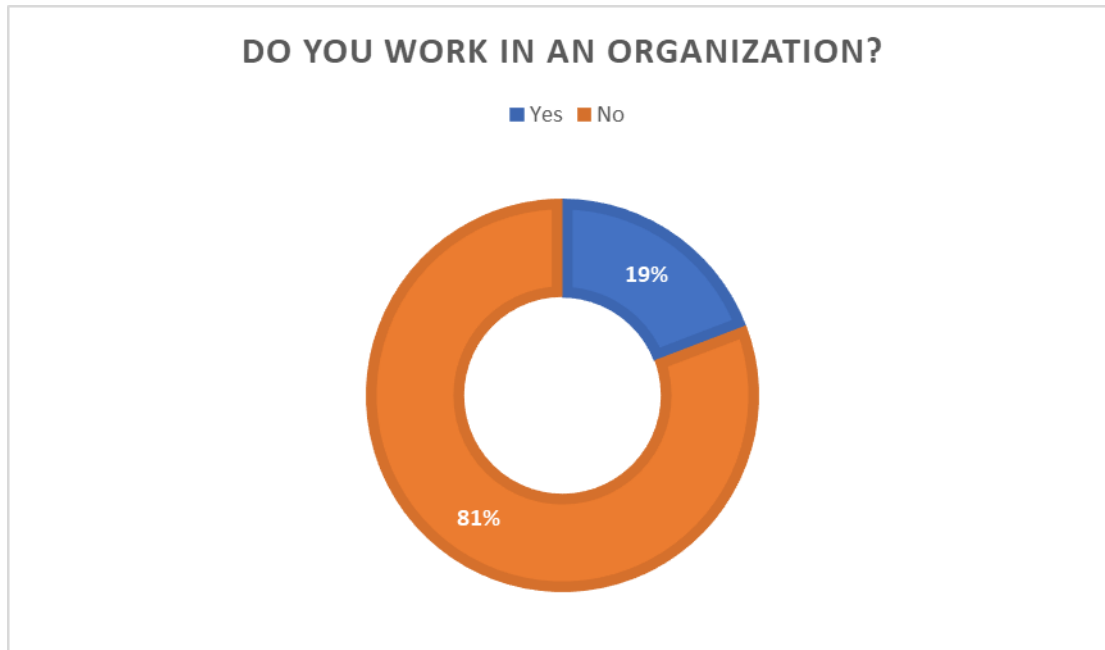
Table(07): Occupational Characteristics of the Study Sample (work)

Do you work in an organization?	Frequency	Percentage
yes	19	19.2
no	80	80.8

Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

the analysis of the data in the table shows that the majority of the study sample are not currently employed in any institution, with a significant percentage of 80.8%. This indicates their interest in pursuing the creation of their own projects and reflects their seriousness in doing so.

Figure(06): Occupational Characteristics of the Study Sample (work)

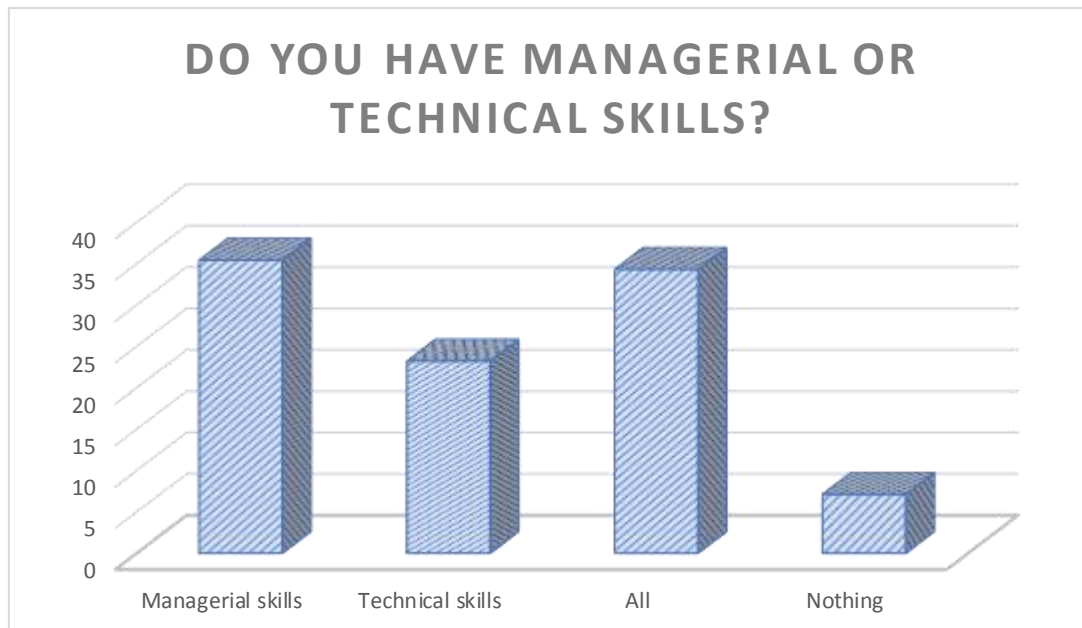


Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

Table(08): Occupational Characteristics of the Study Sample (skills)

Do you have managerial or technical skills?	Frequency	Percentage
managerial skills	35	35.4
technical skills	23	23.2
all	34	34.3
nothing	7	7.1

Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

Figure(07): Occupational Characteristics of the Study Sample (skills)

Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

the analysis of the table data reveals that the majority of the study sample possess managerial skills, accounting for 35.4%, followed closely by those who have both administrative and technical skills at 34.3%, and those with only technical skills at 23.2%. This suggests that the majority of participants have the potential to establish their own projects, given their possession of skills that enable them to manage operations, activities, and entrepreneurial initiatives. Additionally, a very small portion of the sample (7.1%) reported having neither technical nor administrative skills. This group, in particular, should prioritize continuous learning and practical engagement in order to develop their skills and capabilities.

4. Sample Awareness and Attitudes toward Study Variables:

This section aims to **gauge the extent of the study sample's awareness and perception** regarding all defined dimensions and variables, the arithmetic means and standard deviations were calculated and analyzed, as presented in the table below.

Table (09): Mean of Dimensions and Variables

test	Proactiveness	Innovativeness	Risk taking	Orientation	Intention
Mean	4.363	3.709	3.830	3.916	4.513
Standard Deviation	0.054	0.063	0.056	0.042	0.046
Attitude	high	high	high	high	high

Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

It is evident from the above table that all the dimensions and variables (Proactiveness , Innovativeness, risk taking, orientation, intention) of the study recorded high arithmetic mean scores, namely(4.363, 3.709 , 3.830, 3.916, 4.513) respectively, with standard deviations of (0.054, 0.063, 0.056, 0.042, 0.046), This indicates a high level of awareness and agreement among the study sample regarding the study dimensions. Furthermore, the low standard deviation values reflect the consistency and closeness of the respondents' answers across the different dimensions.

5.the hypothesis testing results :

The research hypothesis stated that :

H₀: There is no statistically ($\alpha \leq 0.05$) significant correlation between individual entrepreneurial orientation and entrepreneurial intention at the Entrepreneurship Development Center at the University of Djelfa.

Simple linear regression analysis was employed to study the two main variables and determine the relationship between them, The results of the test were clarified in the following table.

Table(10): ANOVA Table (Analysis of Variance)

Source	Sum of Squares	Degrees of Freedom (df)	Mean Square	Calculate d F-value	Significance Level (p-value)
Regression	1.567	1	1.567	9.478	0.003
Error	16.032	97	0.165		
Total	17.599	98			
Statistically significant at the significance level ($\alpha \leq 0.05$) IndependentVariable: Entrepreneurial Personal Orientation DependentVariable Entrepreneurial Intention			The critical F-value at a significance level ($\alpha \leq 0.05$) and degrees of freedom (1, 97) = 3.94		

Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

It is evident from the table that the calculated F-value of (9.478) is greater than the critical F-value of(3.94). Additionally, ith a significance level of 0.003, the result falls below the predetermined alpha level of ($\alpha \leq 0.05$). Therefore, the model demonstrates adequate validity, making it suitable for analyzing the effect of the independent variable, entrepreneurial personal orientation, on the dependent variable, entrepreneurial intention.

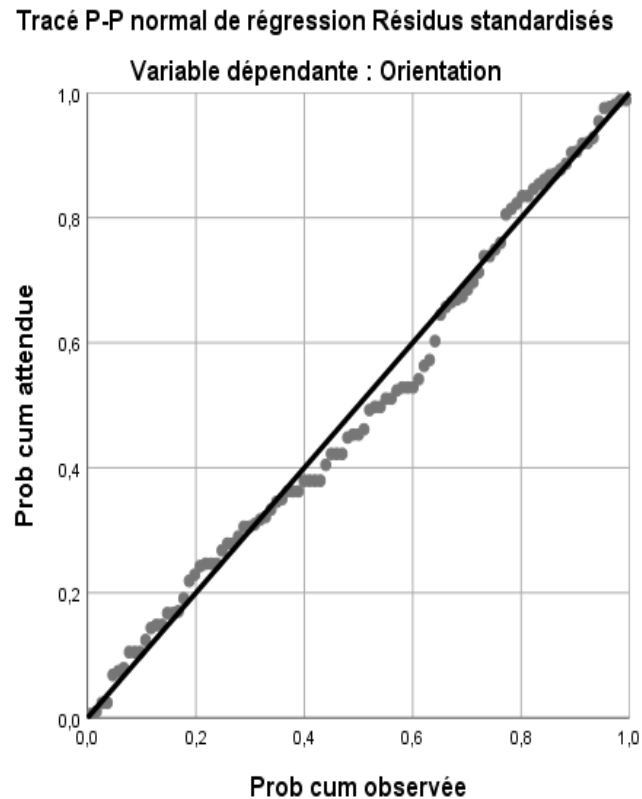
Table(11): Results of the Simple Regression ANOVA to Test the Effect of Entrepreneurial Personal Orientation on Entrepreneurial Intention.

Independent Variable	B	Standard Error	Coefficient of Determination (R^2)	Correlation Coefficient (R)	Calculated T-value	Significance Level (p-value)
Entrepreneurial Personal Orientation	2.692	0.400	0.089	0.298	6.739	0.000
Entrepreneurial Intention	The critical T-value at a significance level ($\alpha \leq 0.05$) and degrees of freedom (1,97) = 3.402 Statistically significant at a significance level ($\alpha \leq 0.05$)					

Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

the data presented in the table above indicate a statistically significant effect of individual entrepreneurial orientation on entrepreneurial intention. This conclusion is supported by the calculated T-value of (6.739), which exceeds the critical value of (3.402). Moreover, the p-value is (0.000), which is lower than the accepted significance level ($\alpha \leq 0.05$), confirming the statistical significance of the relationship. Additionally, the correlation coefficient (R) is (29.8), suggesting a correlation between the two variables, the coefficient of determination (R^2) was found to be(8.9), indicating that entrepreneurial individual orientation accounts for 8.9% of the variance in entrepreneurial intention, while the remaining 91.1% can be attributed to other variables not included in the model.

Figure(08): Scatter Plot



Source: the data interpretation was prepared by the researcher using the statistical results provided by SPSS

The figure above illustrates that all points tend to align along the straight line, which indicates a clear relationship between the independent variable individual entrepreneurial orientation and entrepreneurial intention in the study.

the findings consequently allow for the rejection of the null hypothesis and the acceptance of the alternative hypothesis, **which posits the existence of a statistically ($\alpha \leq 0.05$) significant correlation between individual entrepreneurial orientation and entrepreneurial intention within the organization under study — can be accepted.**

V.CONCLUSION:

The It is evident from the above study that there is a relationship between entrepreneurial orientation and entrepreneurial intention among university graduates from various specializations. The findings of this study can be integrated with those of previous research on the same topic.

Entrepreneurial orientation refers to a set of individual characteristics and behaviors such as innovation, risk-taking, and proactiveness, which reflect a person's readiness to think and act entrepreneurially.

Meanwhile, entrepreneurial intention represents the conscious desire and determination to establish a private business in the future, and it is considered one of the most important indicators for predicting actual entrepreneurial behavior.

This research can be utilized and replicated in other contexts at different times and in other colleges or institutes allowing for broader research perspectives. It may also be suggested to examine this topic alongside other variables, such as academic performance.

VI.REFERENCES:

1. Awang, A., Amran, S., Nor, M., Ibrahim, I., & Razali, M. (2016). INDIVIDUAL ENTREPRENEURIAL ORIENTATION IMPACT ON ENTREPRENEURIAL INTENTION: INTERVENING EFFECT OF PBC AND SUBJECTIVE NORM. *Journal of Entrepreneurship, Business, and Economics*, 4(2). Retrieved from <https://www.scientificia.com/index.php/JEBE/article/view/45>
2. BIRD, B. (1988). Implementing Entrepreneurial Ideas: The Case for Intention. *Academy of Management Review*, 13(3), pp. 442-453. doi:<https://doi.org/10.2307/258091>
3. Fairoz , F., & Hirobumi, T. (2010). Entrepreneurial Orientation and Business Performance of Small and Medium Scale Enterprises of Hambantota District Sri Lanka. *Asian Social Science*, 6(3).
4. Ibrahim, N., & Lucky, E.-I. (2014). Relationship between Entrepreneurial Orientation, Entrepreneurial Skills, Environmental Factor and Entrepreneurial Intention among Nigerian Students in UUM. *Entrepreneurship and Innovation Management Journal*, 2(4), pp. 203-213.
5. Kaouache, D., Amara, C., Chatter, C., & Kaouache, A. (2024). The Effect of Individual Entrepreneurial Orientation on Entrepreneurial Intention Among University Students. *Business Ethics and Leadership*, 8(2), pp. 63–75. doi:[http://doi.org/10.61093/bel.8\(2\).63-75.2024](http://doi.org/10.61093/bel.8(2).63-75.2024)
6. Miller, D. (1983). The Correlates of Entrepreneurship in Three Types of Firms. *Management Science*, 29(7), pp. 770-791. doi:<http://dx.doi.org/10.1287/mnsc.29.7.770>
7. Bodolica, V., Shirokova, G., Ragulina, D., & Lushnikova, A. (2024). Students' individual entrepreneurial orientation and the scope of startup activities in Russia: The role of university infrastructure. *The International Journal of Management Education*, 2(2). doi:<https://doi.org/10.1016/j.ijme.2024.100986>
8. George, B., & Marino, L. (2011). The Epistemology of Entrepreneurial Orientation: Conceptual Formation, Modeling, and Operationalization. *Entrepreneurship Theory and Practice*, 35(5), pp. 989-1024. doi:10.1111/j.1540-6520.2011.00455.x
9. Khalil, H., Hashim , K., Rababa, M., & Atallah, S. (2024). Shaping the entrepreneurial mindset: Exploring the impact of entrepreneurship education on entrepreneurial intentions among university students in the UAE: The mediating role of individual entrepreneurial orientation. *International Journal of Educational Research*, 127. doi:<https://doi.org/10.1016/j.ijer.2024.102430>