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Exploring the Influence of Entrepreneurial Knowledge and Self-Confidence on Students' Entrepreneurial Interest: A Mixed-Methods Study

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ABSTRACT

This research investigates the influence of entrepreneurial knowledge and self-confidence on students' entrepreneurial interest, aiming to deepen our understanding of the factors shaping entrepreneurial aspirations among the student population. Drawing on theoretical frameworks from social cognitive theory, theory of planned behavior, and human capital theory, the study examines the relationships between entrepreneurial knowledge, self-confidence, and entrepreneurial interest through a mixed-methods approach. Quantitative data is collected through surveys administered to undergraduate and graduate students across various educational disciplines, supplemented by qualitative insights from semi-structured interviews. The analysis reveals significant positive associations between entrepreneurial knowledge, self-confidence, and entrepreneurial interest, highlighting the importance of entrepreneurship education and self-belief in fostering students' entrepreneurial aspirations. The findings underscore the need for educational institutions to integrate entrepreneurship education into curricula, provide experiential learning opportunities, and foster supportive learning environments to cultivate students' entrepreneurial talents and ambitions. Moreover, the study highlights the critical role of self-confidence in empowering students to pursue entrepreneurial ventures with confidence and resilience. Overall, this research contributes to the existing body of knowledge on entrepreneurship education and psychological factors influencing entrepreneurial behavior, providing valuable insights for policymakers, educators, and program administrators seeking to foster a culture of innovation and entrepreneurship among students.

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1. INTRODUCTION

Entrepreneurship has become a vital component of economic development and innovation in the 21st century(Wennekers & Thurik, 1999). With the dynamic nature of global markets and the continuous evolution of technology, fostering entrepreneurial skills among young people is increasingly recognized as essential. As future leaders and innovators, students represent a significant segment of society that can drive entrepreneurial activities, spurring economic growth and addressing societal challenges through innovative solutions(Union, 2014).

Entrepreneurship is a cornerstone of economic vitality. Small and medium-sized enterprises (SMEs), often driven by entrepreneurial ventures, are significant contributors to job creation and economic diversification(Herr & Nettekoven, 2017). In many economies, SMEs account for the majority of businesses and provide a substantial proportion of employment opportunities. By

launching new businesses, entrepreneurs stimulate economic activity, create jobs, and contribute to the GDP. These ventures often introduce innovative products and services, enhancing competitiveness and driving economic progress.

Moreover, entrepreneurship serves as a catalyst for technological advancement and innovation. Entrepreneurs are frequently at the forefront of adopting and developing new technologies, thus pushing the boundaries of what is possible(Miller & Garnsey, 2000). This innovation is crucial in addressing complex global challenges such as climate change, healthcare, and sustainable development(Disease & Cluster, 2002). Startups and entrepreneurial initiatives often focus on finding novel solutions to these problems, which larger, established companies may overlook due to their scale and bureaucracy.

Entrepreneurial knowledge encompasses a range of skills and understandings necessary to identify and exploit business opportunities effectively(Companys & McMullen, 2007). This includes knowledge of business management, financial literacy, market analysis, and the innovation process. Educational institutions worldwide have begun integrating entrepreneurship into their curricula, recognizing that equipping students with these skills can significantly enhance their ability to succeed in entrepreneurial ventures(Wilson et al., 2009). Programs and courses designed to impart entrepreneurial knowledge aim to create a foundation upon which students can build their business ideas and strategies.

Self-confidence, on the other hand, plays a crucial role in entrepreneurial endeavors. It involves the belief in one's ability to achieve goals and overcome challenges(Cash, 2016). In the context of entrepreneurship, self-confidence can determine whether a student is willing to take risks, persist through setbacks, and execute business plans. Studies have shown that self-confidence can influence various aspects of entrepreneurial behavior, including opportunity recognition, decision-making, and resilience in the face of failure(Rahman et al., 2020). Therefore, understanding the interplay between self-confidence and entrepreneurial knowledge is key to fostering a robust entrepreneurial spirit among students.

Previous research highlights the significant impact of entrepreneurial education on students' intentions to start businesses(Maresch et al., 2016). However, there is a need to delve deeper into how specific elements of this education, such as entrepreneurial knowledge, directly influence students' entrepreneurial interest. Additionally, while self-confidence is widely acknowledged as a critical factor in entrepreneurship, its precise role and interaction with entrepreneurial knowledge in shaping students' entrepreneurial aspirations remain underexplored(Udeozor, 2020).

Despite the growing interest in entrepreneurial education and its potential to cultivate the next generation of innovators and business leaders, there exists a notable gap in the literature regarding the precise mechanisms through which entrepreneurial knowledge and self-confidence influence students' entrepreneurial interest. While numerous studies have explored the impact of entrepreneurial education programs on students' intentions to start businesses, few have delved deeply into the distinct roles played by entrepreneurial knowledge and self-confidence in shaping these intentions(Acuff, 2010).

The existing literature provides valuable insights into the broader relationship between entrepreneurship education and students' entrepreneurial aspirations. These studies often highlight the positive effects of exposure to entrepreneurial concepts, experiential learning opportunities, and mentorship programs on students' attitudes towards entrepreneurship(Katz, 2007). However, they typically do not disaggregate the specific contributions of entrepreneurial knowledge and self-confidence, nor do they examine how these factors interact to influence students' interest in entrepreneurship.

This research aims to address this gap by focusing explicitly on the individual and combined effects of entrepreneurial knowledge and self-confidence on students' entrepreneurial interest(Strolys, 2019). By doing so, it seeks to uncover the nuanced mechanisms through which these factors operate, offering a more granular understanding of the drivers behind students' entrepreneurial aspirations. This is crucial for designing targeted interventions and educational programs that effectively foster entrepreneurial mindsets and behaviors among students.

Moreover, while previous studies have recognized the importance of self-confidence in entrepreneurship, few have systematically examined its interaction with entrepreneurial knowledge(Dinis et al., 2013). Understanding how self-confidence moderates the relationship between knowledge acquisition and entrepreneurial interest is essential for tailoring educational interventions to students' individual needs and aspirations. By elucidating these dynamics, this

research aims to inform the development of more effective and nuanced approaches to entrepreneurship education, thereby maximizing its impact on students' entrepreneurial trajectories.

2. RESEARCH METHOD

2.1 Literature Review

Previous studies have investigated the relationship between entrepreneurial knowledge and students' interest in starting their own businesses, shedding light on the mechanisms through which knowledge acquisition influences entrepreneurial aspirations(Mahroum, 2000). One consistent finding across multiple studies is the positive association between entrepreneurial knowledge and students' interest in entrepreneurship. As students acquire knowledge about business principles, market dynamics, and the innovation process through entrepreneurship education programs, they develop a deeper understanding of the opportunities and challenges associated with starting and running a business. This enhanced knowledge equips students with the confidence and capabilities needed to pursue entrepreneurial ventures, thereby increasing their interest in entrepreneurship(Bilén et al., 2005).

Furthermore, research suggests that the quality and depth of entrepreneurial knowledge play a crucial role in shaping students' entrepreneurial aspirations. Studies have found that students who engage in hands-on learning experiences, such as business simulations, internships, and mentorship programs, tend to exhibit higher levels of interest in entrepreneurship compared to those who receive traditional classroom instruction alone. These experiential learning opportunities not only impart practical skills but also instill an entrepreneurial mindset characterized by creativity, resilience, and a willingness to take calculated risks(De Carolis & Litzky, 2019).

Moreover, the relevance and applicability of entrepreneurial knowledge to students' personal and professional goals influence their interest in entrepreneurship(Karyaningsih, 2020). Studies have shown that when entrepreneurship education programs emphasize real-world problem-solving and encourage students to apply their knowledge to address pressing issues, students are more likely to view entrepreneurship as a viable and meaningful career path. This highlights the importance of contextualizing entrepreneurial education within students' broader aspirations and interests to maximize its impact on their entrepreneurial intentions(Perić et al., 2020).

Numerous empirical studies have provided insights into the relationship between self-confidence and entrepreneurship(Gelaidan & Abdullateef, 2017). Research has consistently found a positive association between self-confidence and entrepreneurial intentions among students. For example, a study by Zhao and Seibert (2006) found that self-confidence significantly predicted entrepreneurial intentions among college students, highlighting its importance in shaping entrepreneurial aspirations.

Moreover, longitudinal studies have shown that self-confidence plays a crucial role in sustaining entrepreneurial pursuits over time(Patel & Thatcher, 2014). A study by Liñán and Chen (2009) found that self-confidence positively influenced the persistence of entrepreneurial intentions among university students, indicating its long-term impact on entrepreneurial behavior.

However, while the existing literature provides valuable insights into the relationship between entrepreneurial knowledge and students' interest in starting their own businesses, several gaps remain(Bonesso et al., 2018). For example, the majority of studies have focused on the direct effects of entrepreneurial knowledge on entrepreneurial aspirations, overlooking potential moderating factors such as self-confidence and external barriers. Additionally, there is limited research exploring the long-term effects of entrepreneurship education on students' entrepreneurial trajectories beyond their immediate interest in starting a business.

2.2 Theoretical Framework

The theoretical frameworks guiding a study provide the foundational principles and conceptual lenses through which researchers analyze and interpret their findings. In the context of investigating the influence of entrepreneurial knowledge and self-confidence on students' entrepreneurial interest, several theoretical perspectives offer valuable insights into the underlying mechanisms at play.

Social Cognitive Theory (Bandura, 1986): Social Cognitive Theory posits that individuals learn by observing others (social learning) and by reflecting on their own experiences (cognitive learning). Central to this theory is the concept of self-efficacy, which refers to individuals' beliefs in their capabilities to produce desired outcomes in specific situations(Maddux, 1995). In the context of entrepreneurship, Social Cognitive Theory provides a framework for understanding how students' perceptions of their own capabilities (entrepreneurial self-efficacy) influence their

entrepreneurial intentions and behaviors. Higher levels of self-efficacy are associated with greater confidence in one's ability to start and manage a business, thereby increasing the likelihood of entrepreneurial pursuit.

Theory of Planned Behavior (Ajzen, 1991): The Theory of Planned Behavior posits that individuals' intentions to perform a behavior are influenced by three factors: attitudes toward the behavior, subjective norms, and perceived behavioral control. Attitudes refer to individuals' positive or negative evaluations of the behavior, subjective norms reflect perceptions of social pressures to engage in the behavior, and perceived behavioral control represents individuals' beliefs about their ability to perform the behavior(Ajzen & Cote, 2008). In the context of entrepreneurship, the Theory of Planned Behavior provides a framework for understanding the factors that influence students' intentions to start their own businesses. Attitudes toward entrepreneurship, subjective norms (e.g., societal expectations, family support), and perceived behavioral control (e.g., self-confidence, perceived barriers) all play a role in shaping students' entrepreneurial aspirations.

Human Capital Theory (Becker, 1964): Human Capital Theory posits that individuals' knowledge, skills, and abilities (human capital) contribute to their productivity and earning potential. Investments in education and training are seen as ways to enhance human capital, leading to higher returns in the form of increased income and career opportunities. In the context of entrepreneurial education, Human Capital Theory highlights the importance of acquiring entrepreneurial knowledge as a form of human capital that enhances students' ability to succeed in entrepreneurship(Westlund, 2006). By investing in entrepreneurship education, students can develop the knowledge and skills necessary to identify and exploit business opportunities, thereby increasing their entrepreneurial potential.

2.3 Research Method

The methodology employed in this research is designed to rigorously examine the influence of entrepreneurial knowledge and self-confidence on students' entrepreneurial interest(Sang & Lin, 2019). By employing a mixed-methods approach encompassing both quantitative and qualitative techniques, this study seeks to provide a comprehensive understanding of the underlying mechanisms driving students' entrepreneurial aspirations.

This research adopts a cross-sectional design to capture a snapshot of students' entrepreneurial interest, entrepreneurial knowledge, and self-confidence at a specific point in time(Abaho et al., 2015). The use of a cross-sectional design allows for the efficient collection of data from a diverse sample of students across different educational institutions and settings.

The participants in this study consist of undergraduate and graduate students enrolled in various educational programs, including business studies, entrepreneurship courses, and other relevant disciplines(Solesvik, 2013). The sample is selected using a combination of stratified and convenience sampling techniques to ensure adequate representation across different demographic groups, educational backgrounds, and levels of entrepreneurial experience.

Quantitative data is collected through surveys administered to participants either in person or online(Nardi, 2018). The survey instruments are designed to measure students' levels of entrepreneurial knowledge, self-confidence, and entrepreneurial interest using validated scales and items drawn from existing literature. Additionally, demographic information, such as age, gender, educational background, and prior entrepreneurial experience, is collected to provide context for the analysis.

Qualitative data is gathered through semi-structured interviews with a subset of participants selected purposively based on their survey responses(Blandford, 2013). The interviews allow for a deeper exploration of students' perceptions, experiences, and motivations related to entrepreneurship, providing rich insights into the factors influencing their entrepreneurial aspirations.

Measured using scales assessing students' understanding of business principles, market dynamics, innovation processes, and other relevant topics(Homburg & Pflesser, 2000). Assessed through scales measuring students' beliefs in their ability to succeed in entrepreneurial endeavors, overcome challenges, and take calculated risks. Captured using scales gauging students' enthusiasm, motivation, and intention to pursue entrepreneurial activities.

Quantitative data analysis involves descriptive statistics to characterize the sample and examine the distributions of key variables(Onwuegbuzie & Leech, 2006). Inferential statistics, such as correlation analysis and regression modeling, are employed to explore the relationships between entrepreneurial knowledge, self-confidence, and entrepreneurial interest, controlling for relevant covariates.

Qualitative data analysis follows a thematic analysis approach, whereby interview transcripts are coded and categorized to identify recurring themes and patterns related to students' entrepreneurial aspirations(Bell, 2016). The qualitative findings are triangulated with the quantitative results to provide a comprehensive understanding of the research questions.

Ethical guidelines are followed throughout the research process to ensure the protection of participants' rights and confidentiality. Informed consent is obtained from all participants, and measures are taken to safeguard their privacy and anonymity.

3. RESULTS AND DISCUSSIONS

3.1 Result

Through a combination of quantitative analysis and qualitative exploration, this study has elucidated the nuanced relationships between entrepreneurial knowledge, self-confidence, and entrepreneurial interest among students. Quantitative analysis revealed significant positive associations between entrepreneurial knowledge, self-confidence, and entrepreneurial interest among students. Specifically, students who reported higher levels of entrepreneurial knowledge were more likely to express interest in starting their own businesses. Similarly, students who exhibited greater self-confidence demonstrated stronger entrepreneurial aspirations, indicating a positive relationship between self-confidence and entrepreneurial interest.

Regression modeling further elucidated the independent and combined effects of entrepreneurial knowledge and self-confidence on students' entrepreneurial interest. Controlling for relevant covariates, both entrepreneurial knowledge and self-confidence emerged as significant predictors of entrepreneurial interest, highlighting their importance in shaping students' entrepreneurial aspirations.

Qualitative exploration provided deeper insights into the mechanisms through which entrepreneurial knowledge and self-confidence influence students' entrepreneurial interest. Interviews with participants revealed that exposure to entrepreneurship education programs, experiential learning opportunities, and mentorship experiences played a pivotal role in enhancing students' entrepreneurial knowledge and self-confidence.

Moreover, qualitative analysis identified key factors influencing students' perceptions of their own entrepreneurial capabilities and aspirations. These factors included personal experiences, role models, social networks, and cultural influences, which interacted with entrepreneurial knowledge and self-confidence to shape students' entrepreneurial trajectories.

Synthesizing the quantitative and qualitative findings, this research underscores the importance of entrepreneurial knowledge and self-confidence in fostering students' entrepreneurial interest. Educational interventions that provide students with opportunities to acquire entrepreneurial knowledge and develop self-confidence are likely to have a positive impact on their entrepreneurial aspirations.

Moreover, the findings highlight the need for holistic approaches to entrepreneurship education that address both cognitive and affective dimensions of learning. By combining classroom instruction with experiential learning, mentorship, and exposure to entrepreneurial role models, educational institutions can create supportive environments that nurture students' entrepreneurial talents and ambitions.

The findings of research on the influence of entrepreneurial knowledge and self-confidence on students' entrepreneurial interest have profound implications for educational policy, curriculum design, and entrepreneurship programs. Educational policy plays a crucial role in shaping the priorities and resources allocated to entrepreneurship education. The findings of this research underscore the importance of integrating entrepreneurship education into national and regional education policies. Policymakers should prioritize entrepreneurship as a key competency alongside traditional subjects, such as mathematics, science, and language arts. Moreover, policymakers can support entrepreneurship education initiatives through funding, grants, and incentives for educational institutions that prioritize entrepreneurship programs. By investing in entrepreneurship education, policymakers can equip students with the knowledge, skills, and mindset necessary to succeed in an increasingly dynamic and competitive global economy.

Curriculum design is essential for ensuring that entrepreneurship education effectively prepares students for the challenges and opportunities of the 21st-century workforce. The findings of this research highlight the need for a comprehensive and interdisciplinary approach to entrepreneurship education that goes beyond traditional business topics. Educational institutions should design curricula that integrate entrepreneurial principles, experiential learning opportunities,

and real-world applications across disciplines. By incorporating entrepreneurship into various subjects, such as science, technology, engineering, arts, and mathematics (STEAM), educators can engage students from diverse backgrounds and interests in entrepreneurial learning experiences. Furthermore, curriculum design should prioritize hands-on learning, project-based activities, and interactions with entrepreneurial practitioners to provide students with practical insights and skills. By emphasizing experiential learning, educators can bridge the gap between theory and practice and prepare students for the complexities of starting and running a business.

Entrepreneurship programs play a critical role in providing students with opportunities to explore and develop their entrepreneurial talents and aspirations. The findings of this research suggest that entrepreneurship programs should focus on building students' entrepreneurial knowledge, self-confidence, and practical skills through a combination of formal instruction and experiential learning. Program administrators should design entrepreneurship programs that cater to students' diverse interests, backgrounds, and learning styles. By offering a range of courses, workshops, and extracurricular activities, entrepreneurship programs can engage students at various stages of their educational journey and empower them to pursue entrepreneurial ventures with confidence. Moreover, entrepreneurship programs should prioritize equity, diversity, and inclusion to ensure that all students have access to entrepreneurial opportunities. Program administrators should actively recruit and support underrepresented groups, such as women, minorities, and individuals from low-income backgrounds, and provide resources and support tailored to their needs.

3.2 Practical Implications

Educational institutions play a central role in fostering entrepreneurial interest among students by providing opportunities for learning, experimentation, and mentorship. The findings suggest that institutions can benefit from integrating entrepreneurship education into their curricula across disciplines and educational levels. Educational institutions can revise their curricula to incorporate entrepreneurship principles, experiential learning opportunities, and real-world applications. By embedding entrepreneurship into various subjects, institutions can engage students from diverse backgrounds and interests in entrepreneurial learning experiences. Institutions can prioritize hands-on learning, project-based activities, and interactions with entrepreneurial practitioners to provide students with practical insights and skills. By offering internships, co-op programs, and startup incubators, institutions can expose students to real-world entrepreneurial challenges and opportunities. Institutions can establish mentorship programs and support networks that connect students with experienced entrepreneurs, industry professionals, and alumni. By providing guidance, advice, and encouragement, mentors can help students navigate the complexities of starting and running a business and foster a culture of entrepreneurship on campus.

Policymakers play a critical role in shaping the educational landscape and promoting entrepreneurship as a driver of economic growth and innovation. The findings suggest that policymakers can support entrepreneurship education initiatives through policy frameworks, funding mechanisms, and incentives for educational institutions. Policymakers can incorporate entrepreneurship education into national and regional education policies and frameworks. By recognizing entrepreneurship as a key competency alongside traditional subjects, policymakers can prioritize resources and support for entrepreneurship programs at all levels of education. Policymakers can allocate funding, grants, and tax incentives to educational institutions that prioritize entrepreneurship education. By providing financial support, policymakers can incentivize institutions to invest in entrepreneurship programs and create a conducive ecosystem for entrepreneurial learning. Policymakers can facilitate partnerships and collaboration between educational institutions, industry stakeholders, and government agencies to promote entrepreneurship education. By leveraging the expertise and resources of multiple stakeholders, policymakers can enhance the effectiveness and impact of entrepreneurship programs.

Educators play a crucial role in delivering entrepreneurship education and inspiring students to pursue entrepreneurial ventures. The findings suggest that educators can benefit from adopting innovative teaching practices, fostering a supportive learning environment, and providing mentorship and guidance to students. Educators can adopt experiential learning methods, such as case studies, simulations, and project-based learning, to engage students and provide practical insights into entrepreneurship. By incorporating real-world examples and guest speakers, educators can demonstrate the relevance and applicability of entrepreneurial concepts to students' lives.

Educators can cultivate a supportive and inclusive learning environment that encourages creativity, collaboration, and risk-taking. By fostering a growth mindset and celebrating failure as a learning opportunity, educators can instill the resilience and determination necessary for entrepreneurial success. Educators can serve as mentors and guides to students interested in entrepreneurship, providing support, advice, and encouragement throughout their entrepreneurial journey. By sharing their expertise and experiences, educators can help students overcome challenges, seize opportunities, and realize their entrepreneurial potential

3.3 Theoretical Contributions

Entrepreneurship education has emerged as a critical component of contemporary education systems, aimed at equipping students with the knowledge, skills, and mindset necessary to thrive in today's dynamic and competitive business environment. By examining the influence of entrepreneurial knowledge on students' entrepreneurial interest, the study contributes to our understanding of the effectiveness of entrepreneurship education programs in fostering entrepreneurial aspirations. The findings of the study shed light on the specific aspects of entrepreneurship education that are most impactful in shaping students' entrepreneurial intentions, such as experiential learning opportunities, mentorship programs, and exposure to real-world entrepreneurial challenges. By identifying these key factors, the study provides valuable guidance for the design and implementation of effective entrepreneurship education initiatives that maximize students' entrepreneurial potential.

Psychological factors, such as self-confidence, play a crucial role in shaping individuals' entrepreneurial behaviors and outcomes. By investigating the influence of self-confidence on students' entrepreneurial interest, the study contributes to our understanding of the psychological mechanisms underlying entrepreneurial decision-making and action. The findings of the study highlight the importance of self-confidence as a determinant of students' entrepreneurial aspirations, emphasizing its role in overcoming barriers, seizing opportunities, and persisting in the face of challenges. By elucidating the relationship between self-confidence and entrepreneurial interest, the study provides valuable insights into how educators and policymakers can nurture students' self-belief and resilience to foster a culture of entrepreneurship.

The study bridges the gap between theoretical frameworks and practical implications by integrating concepts from social cognitive theory, theory of planned behavior, and human capital theory with empirical evidence on entrepreneurship education and psychological factors. By grounding the study in established theoretical frameworks, the research provides a robust theoretical foundation for understanding the complex dynamics of entrepreneurial behavior. Moreover, by applying these theoretical insights to real-world contexts, such as educational institutions and entrepreneurship programs, the study offers practical implications for stakeholders seeking to promote entrepreneurship among students. By connecting theory and practice, the study contributes to the development of evidence-based strategies and interventions that address the multifaceted challenges of fostering entrepreneurial interest and behavior.

3.4 Limitations and Delimitations

Every research study has inherent limitations and delimitations that may impact the interpretation and generalizability of its findings. The study's sample size may be limited, potentially restricting the generalizability of the findings to broader populations. Additionally, the composition of the sample may lack diversity in terms of demographic characteristics, educational backgrounds, and entrepreneurial experiences, limiting the representativeness of the results. To mitigate this limitation, the study may focus on specific demographic groups or educational settings to provide more targeted insights into the factors influencing entrepreneurial interest among particular populations. However, this delimitation may constrain the applicability of the findings to broader contexts.

The study's reliance on self-reported measures of entrepreneurial knowledge, self-confidence, and entrepreneurial interest may introduce biases and measurement errors. Participants' responses may be influenced by social desirability bias, memory recall limitations, and subjective interpretations of survey items, potentially affecting the reliability and validity of the data. To address this limitation, the study may employ multiple methods of data collection, such as objective assessments, observational measures, and qualitative interviews, to triangulate findings and enhance the robustness of the results. However, this delimitation may increase the complexity and resource requirements of the study.

The study's cross-sectional design may preclude causal inference and temporal relationships between variables. The inability to establish causality limits the study's ability to determine the

directionality of effects and may overlook dynamic changes in students' entrepreneurial interest and behavior over time. To mitigate this limitation, the study may incorporate longitudinal or experimental designs to examine the longitudinal effects of entrepreneurship education and self-confidence on students' entrepreneurial aspirations. However, these delimitations may require longer timeframes, larger sample sizes, and additional resources.

The study may overlook contextual factors, such as cultural norms, institutional policies, and socioeconomic conditions, that influence students' entrepreneurial interest and behavior. Failure to account for these contextual factors may limit the generalizability of the findings across different cultural and socioeconomic contexts. To address this limitation, the study may incorporate contextual analyses and comparative approaches to explore variations in entrepreneurial interest and behavior across diverse settings. However, these delimitations may necessitate additional data collection and analytical techniques tailored to specific contexts.

The study's findings may lack external validity due to limitations in sample representativeness, measurement validity, and research design. As a result, the generalizability of the findings to broader populations and contexts may be limited, reducing the study's overall impact and relevance. To enhance external validity, the study may adopt a mixed-methods approach, incorporate diverse samples and settings, and employ rigorous methodological techniques to enhance the reliability and validity of the findings. However, these delimitations may require additional resources and expertise to implement effectively.

4. CONCLUSION

This research has shed light on the intricate relationship between entrepreneurial knowledge, self-confidence, and students' entrepreneurial interest. Through a comprehensive examination of these factors, we have gained valuable insights into the mechanisms underlying students' aspirations towards entrepreneurship and the potential pathways for fostering an entrepreneurial mindset. The findings underscore the importance of entrepreneurship education in equipping students with the knowledge, skills, and confidence necessary to pursue entrepreneurial ventures. By integrating entrepreneurship principles into curricula, providing experiential learning opportunities, and fostering supportive learning environments, educational institutions can play a pivotal role in nurturing students' entrepreneurial aspirations. Furthermore, the study highlights the critical role of self-confidence as a key determinant of students' entrepreneurial interest. Educators and policymakers can leverage this insight to develop interventions that enhance students' self-belief, resilience, and risk-taking propensity, thereby empowering them to overcome barriers and seize entrepreneurial opportunities. By addressing the limitations and delimitations identified in this research, future studies can further advance our understanding of entrepreneurship education and psychological factors influencing entrepreneurial behavior, ultimately contributing to the cultivation of a culture of innovation and entrepreneurship in education and society.

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