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Navigating entrepreneurial terrain: The role of technology readiness and gender in shaping intentions

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Abstract
The pervasive influence of information technology across various life sectors, particularly in the business realm, has prompted this study to investigate the impact of technology readiness on entrepreneurial intentions within a student context. A purposive sampling method was employed to select a sample comprising 213 college students, and Structural Equation Modeling (SEM) was utilized to assess the interrelationships among the study's constructed variables. The findings underscore the significant impact of technology readiness on attitudes, which, in turn, plays a pivotal role in shaping entrepreneurial intentions. Furthermore, the research highlights the influential roles of subjective norms and perceived behavioral control in the formation of entrepreneurial intentions. Conversely, results from the Multi-Group Analysis (MGA) do not support the gender variable as a moderating factor. However, a noteworthy revelation emerges from the bootstrapping analysis, unveiling gender-based differences in the influence of subjective norm variables on entrepreneurial intentions when comparing male and female groups.

Keywords: Technology readiness; entrepreneurial intentions; gender

Introduction

The Theory of Planned Behavior (TPB) posits that behavioral intentions are shaped by attitudes, subjective norms, and perceived behavioral control. Numerous applications of TPB have been undertaken across various research domains. In the field of entrepreneurship, for instance, TPB has been applied in several studies (Autio, Keeley, Klofsten, Parker, & Hay, 2001; Bhuyan & Prachi, 2019; Hansfel & Puspitowati, 2020; Iakovleva & Kolvereid, 2009; Utami, 2017; Vamvaka, Stoforos, Palaskas, & Botsaris, 2020). Some of these investigations delve into the cognitive impact of entrepreneurship on the development of entrepreneurial intentions. A subset of these studies has examined how beliefs, particularly through educational approaches (Muhammad, Aliyu, & Ahmed, 2015; Utami, 2017), or technological factors as belief components, influence attitudes. The variable of technology readiness, as an attitude influencer, has been explored in studies by Alfy, Gomez, & Ivanov (2016); Candra & Ashari (2014); and Chen and Chen (2019). Some research has cast a broader net, examining technology's role in entrepreneurship within the contemporary digital marketing landscape, where technology is pervasive in business activities.

Evaluating the success of information system implementation in the digital age is crucial to prevent the information technology paradox, which is the incongruity between substantial technology investments and the benefits accrued (Wijayanto, 2020). Technology's integration into entrepreneurship continues to expand, aligning with technological advancements that prioritize convenience and rapid service. The utilization of technology as entrepreneurial capital underscores the importance of digital literacy as a critical factor in achieving business success. Furthermore, gender tendencies have garnered substantial attention, with women exhibiting a notable inclination toward involvement in technology-based businesses.

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A noteworthy phenomenon is the pronounced motivation among women to engage in this sector. Central to comprehending the interplay between gender, technological development, and entrepreneurship is the concept of gender's influence as a determinant of an individual's technology readiness. Men and women may hold distinct viewpoints regarding technology, which can influence their propensity for entrepreneurship (Sarfaraz, Faghih, & Majd, 2014). Consequently, it is pivotal to investigate how gender can either augment or diminish the relationship between individuals' technology readiness and their interest in entrepreneurship. This study, therefore, examines the gender variable as a moderating factor, which is a distinctive contribution compared to previous research that predominantly focused on gender group comparisons without considering this moderating role. Our research substantially enhances our understanding of the impact of gender on technology adoption and entrepreneurship. It elucidates the role of gender as an influencer of an individual's technology readiness, thereby shaping their inclination toward entrepreneurship. Furthermore, this study introduces an analysis of the gender variable as a moderating element, offering deeper insights into how gender can affect individuals' readiness to embrace technology and their interest in entrepreneurship, and how these dynamics may vary across diverse global contexts.

Literature Review

This research is grounded in the Theory of Planned Behavior (TPB) (Iakovleva & Kolvereid, 2009), which serves as the foundational framework for understanding behavioral intentions, particularly in the context of entrepreneurial intentions. TPB elucidates the variables that exert influence on an individual's propensity to take action, and it comprises attitudes toward the behavior, subjective norms, and perceived behavioral control as its core components. A substantial body of research findings consistently highlights the significant impact of these three variables on an individual's intention to act (Ajzen et al., 2004; Chia-chen & Chen, 2014; Fishbein & Ajzen, 1974, 1981). The greater the positivity of an individual's attitude and the stronger the support they receive from subjective norms and perceived behavioral control, the more robust their intention to take action becomes (Iakovleva & Kolvereid, 2009. Intention, residing within the affective domain, holds the power to drive behavior within the conative domain. Therefore, intention, as an affective component, stands as a predictor of conative variables, rendering it an immediate precursor of behavior (Ajzen et al., 2004). This underscores the intimate connection of intention as a driving force propelling individuals toward action. Thus, within behavioral modeling, intention is recognized as an integral element in the analysis of consumer decision-making. The TPB framework for behavioral modeling has a rich history and has been adopted by numerous subsequent research studies (Ajzen, 1991; Davis, 1989; Ajzen et al., 2004; Ajzen & Fishbein, 1980).

According to the TPB model, three core variables shape behavioral intentions: attitude toward the behavior (attitude), subjective norm, and perceived behavioral control. Attitude reflects a psychological predisposition that manifests through the degree to which an individual forms either a favorable or unfavorable evaluation of their behavior (Candra & Ashari, 2014). Ajzen (1991) posits that these feelings of favorability or unfavorability are associated with an individual's acceptance of stimuli from an object under evaluation. Individual appraisals of an object translate into consumer responses that can be either positive or negative. In the specific context of an individual's perception of information technology in business, attitude is construed as the individual's level of response (whether positive or negative) toward mastering information technology to support online business (Nabot & Garaj, 2014). Attitudes toward technology have consistently shown a positive impact on behavioral intentions (Kolvereid & Isaksen, 2006; Davis, Bagozzi, & Warshaw, 1989; Kim, Shin, & Geun, 2006). To be more precise, Vamvaka, Stoforos, Palaskas, & Botsaris (2020) assert that attitudes exert influence on entrepreneurial intentions. Based on this body of research, we formulate the following hypothesis:
H1: Attitude has a positive effect on entrepreneurial intentions.

Subjective norms stem from a set of beliefs influenced by the primary individuals in an individual's life, such as parents, spouses, friends, and others, who often express "approval or disapproval" of the individual's behavior (Candra & Ashari, 2014). This definition underscores that an individual's behavioral intentions are subject to the influence of those closest to them. The perspectives and endorsements of those in close proximity can either reinforce or diminish an individual's intentions during the decision-making process. Subjective norms extend beyond family and friends and can encompass institutions or groups an individual is associated with, such as students on a campus where they study (Autio et al., 2001). Drawing from prior research, it is evident that subjective norms play a significant role in influencing entrepreneurial intentions (Ajzen, 1991; Fishbein & Ajzen, 1981; Kolvereid & Isaksen, 2006; Autio et al., 2001; Bhuyan & Prachi, 2019). Therefore, we formulate the following hypothesis:
H2: Subjective norms influence entrepreneurial intentions.

Perceived behavioral control represents an individual's perception of their ability to exercise control over their behavior (Ajzen et al., 2004). This variable emerged in response to criticisms of the Theory of Reasoned Action (TRA) model, which effectively applies when an individual has control over their behavior. To enhance the precision of predicting an individual's intention to act, the concept of perceived behavioral control was integrated into TRA, resulting in the development of TPB. This variable elucidates that an individual's self-confidence in their ability to control their behavior is a critical component of their intention to act. Greater self-confidence in one's capability to perform a behavior translates into a stronger intention to act (Ajzen et al., 2004). This self-assuredness can also reflect an individual's perception of the ease or difficulty in executing a behavior, which can directly or indirectly influence the behavior itself (Alfy, Gomez, & Ivanov, 2016). In the context of entrepreneurship, this belief follows a linear trajectory. The higher an individual's confidence in their ability to establish a business, the stronger their intention to become an entrepreneur (Autio et al., 2001; Vamvaka et al., 2020; Bhuyan & Prachi, 2019). Building on these previous studies, we posit the following hypothesis:
H3: Perceived behavioral control influences entrepreneurial intentions.

Technology readiness refers to an individual's inclination to utilize new technology to achieve their objectives (Parasuraman, 2000). These objectives can encompass both daily life and work-related activities. Consequently, this definition underscores that each individual may exhibit varying degrees of readiness to embrace and employ new technology to attain their goals. Some individuals may enthusiastically embrace new technology to streamline their activities, while others may view its presence with more skepticism. This duality highlights the existence of a technology adoption paradox. This paradox becomes apparent when considering Parasuraman's delineation of technology readiness dimensions (Parasuraman, 2000). These dimensions include: a) Optimism, which reflects the belief that technology provides control, flexibility, and efficiency in life, b) Innovativeness, indicating an individual's inclination to be a pioneer and leader in technology, c) Discomfort, encompassing self-perceptions of a lack of control over technology and feelings of being overwhelmed by it, d) Insecurity, encompassing feelings of distrust toward technology and skepticism about its ability to function effectively. While the first two dimensions measure positive inclinations, the latter two, discomfort and insecurity, measure the potential for negative perceptions of technology. Parasuraman's research on technology readiness has served as a foundational reference for subsequent studies (Candra & Ashari, 2014; Erdo & Esen, 2011; Iakovleva & Kolvereid, 2009). Moreover, Lee, Castellanos, Choi, & Castellanos (2012) asserted that technology readiness significantly influences individual attitudes in the context of entrepreneurship, with higher levels of technology readiness correlating with more positive attitudes toward using technology in entrepreneurship. Lee's findings are supported by the results of studies conducted by Shim, Han, & Ha (2021). Based on this previous research, the following hypothesis was formulated:
H4: Technology readiness influences attitudes.

Gender refers to the physiological attributes that differentiate individuals, based on distinct physiological characteristics, resulting in categorizations as male or female. Beyond physiological attributes, gender also encompasses social roles, norms, behaviors, expectations, and characteristics inherently associated with women and men (Sarfaraz, Faghih, & Majd, 2014). These attributes and roles reflect social differences between women and men and can manifest in varying behavioral patterns in society. Regarding the role of gender in entrepreneurship, a study conducted by Lee et al. (2012) underscores the substantial contributions of women to entrepreneurship. However, research by Shabbir & Gregorio (1996), conducted in the context of Asian (East) women, revealed that social conditions may have diminished the prominence of women in entrepreneurship. Additionally, Sarfaraz, Faghih, & Majd (2014). asserted that socio-economic factors, including gender, age, education level, and individual income level, influence entrepreneurial activities. Based on these studies, the following hypothesis was formulated:
H5: Gender serves as a moderating variable.

Research Method

Data

College students constitute a pertinent cohort for this investigation due to their familiarity with technology, being part of a generation deeply immersed in its use. Their regular integration of technology into their daily lives may shape their readiness to employ technology in a business context. Additionally, students belonging to a younger generation are often seen as agents of change, especially in domains like entrepreneurship. Therefore, their inclusion in this research offers insights into how younger generations evaluate and respond to technology-driven entrepreneurial prospects. Considering these aspects and the

ease of data handling, this study opted for a sample of students from Sebelas Maret University (UNS). The sampling method employed is purposive sampling, involving individuals from the population who meet specific criteria aligned with the research objectives. These criteria encompass enrollment in the Management study program and a demonstrable intention to pursue entrepreneurship, aligning with the research objective of analyzing the behavior of students with a background in business science regarding their entrepreneurial intentions.

Subsequently, data collection was carried out through an online survey using a questionnaire. The questionnaire was adapted from previous research and encompassed various variables: Technology Readiness, comprising four dimensions derived from the Parasuraman (2000) questionnaire; Attitude, referring to the questionnaire by Ajzen (1991) and Ruiz-Molina & Gil-Saura (2008); Subjective Norm, based on the questionnaire developed by Bhuyan & Prachi (2019); Perceived Behavior Control, employing the questionnaire from Vamvaka et al. (2020); and Intention, drawing from the questionnaire research findings of Autio et al. (2001) and Bhuyan & Prachi (2019). The target sample size was set at 250 students, with 228 respondents participating in the research. However, 15 respondents either did not complete the questionnaire or provided inconsistent responses to the reverse statements, indicating a lack of seriousness. Therefore, the analysis was conducted on data from 213 respondents.

Research Model

This study is grounded in the Theory of Planned Behavior (TPB), which posits that an individual's intention to take action is shaped by Attitude, Subjective Norm, and Perceived Behavioral Control. In this research, individual attitude refers to one's disposition toward entrepreneurial activities. Subjective Norm is a variable externally influenced, with stronger external encouragement (from relatives, close friends, and family) having a more significant impact on entrepreneurial intentions. Perceived Behavioral Control represents an individual's self-confidence perception, specifically regarding their capacity to engage in entrepreneurship-related activities. Additionally, Technology Readiness exerts an influence on an individual's attitude; if someone is ready to embrace technology, they are more likely to hold a positive attitude toward utilizing technology for entrepreneurship. Gender is positioned as a variable that can either strengthen or weaken the relationships between these constructs (see Figure 1).

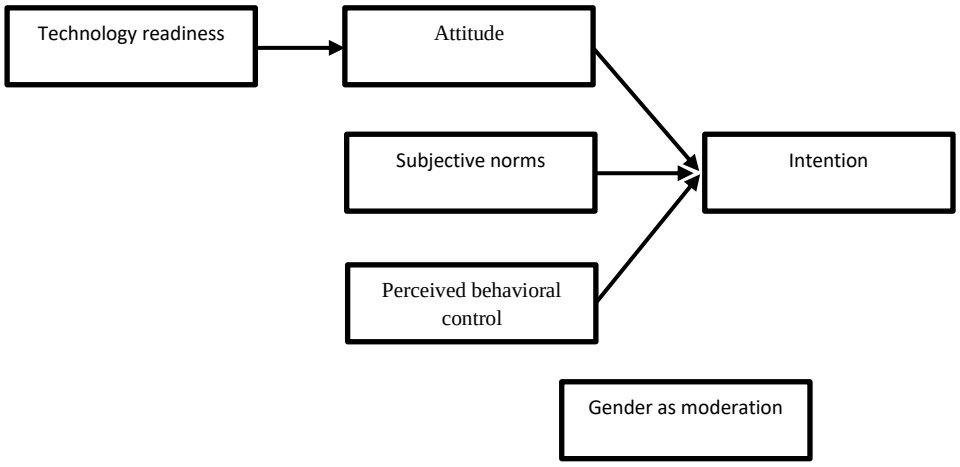

Figure 1. Research framework

Testing Research Instruments, the primary data source in this research is a questionnaire comprising both open-ended and closed-ended questions. Ensuring the stability and appropriateness of the research instrument is crucial; therefore, testing the research instruments is imperative. The validity test in this research utilizes outer loading (OL), with a required OL score more than 0.7. However, scores slightly below this threshold may be considered acceptable, as long as the average OL score for a variable remains higher or equal than 0.7. Table 1 presents the results of the validity test, with some indicators excluded from the analysis as they did not meet the outer loading criteria. The Technology Readiness variable is presented by its dimensions, including Optimism, Innovativeness, Discomfort, and Insecurity. Although a few indicators have scores below 0.7, they are retained because the average value for the respective variables still exceeds 0.7.

Table 1. Validity test

	Att	D	I	IS	Int	O	PBC	SN	Tech Readiness
D6		0.507							
D6									0.373
D8		0.886							
D8									0.559
D9		0.868							
D9									0.577
I1			0.681						
I1									0.387
I3			0.717						
I3									0.279
I8			0.823						
I8									0.447
I9			0.792						
I9									0.420
INT1					0.722				
INT2					0.876				
INT3					0.870				
INT4					0.929				
INT5					0.877				
IS6				0.652					
IS6									0.142
IS7									0.124
IS7				0.726					
IS8									0.168
IS8				0.801					
O2						0.662			
O2									0.572
O4						0.751			
O4									0.645
O5						0.684			
O5									0.589
O6						0.736			
O6									0.632
O8									0.563
O8						0.685			
O9						0.754			
O9									0.656
PB1							0.749		
PB3							0.668		
PB5							0.808		
SK1	0.768								
SK2	0.842								
SK3	0.810								
SK4	0.683								
SK5	0.609								
SK6	0.798								
SN1								0.827	
SN2								0.827	
SN3								0.857	
SN4								0.839	
SN5								0.794	

Notes: O: Optimism; I: Innovativeness; D: Discomfort; IS: Insecurity; Tech Readiness: Technology Readiness; Att: Attitude; SN: Subjective Norm; PBC: Perceived Behavioral Control; Int: Intention

Reliability testing assesses the questionnaire's consistency. The generally accepted criterion for this test is a Cronbach's alpha score greather than 0.7. In some cases, a score of more than 0.5 is still acceptable, assuming that the removal of a questionnaire item would not significantly impact the Cronbach's alpha score. In this study, two dimensions, the Discomfort dimension and the Insecurity dimension, as well as the Perceived Behavioral Control variable, each have a Cronbach's Alpha score less than 0.7 (0.635, 0.557, and 0.601, respectively). However, these dimensions and variables still meet reliability standards,

albeit at a moderate level (Itani, Chatila, Dimassi, & Sahn, 2017; Taber, 2017). Table 2 presents the results of the reliability test analysis. In summary, the reliability of all dimensions and observed variables meets the criteria of above 0.7, indicating that all observations satisfy the reliability criteria. Additionally, the Average Variance Extracted (AVE) score exceeds 0.5 overall, confirming convergent validity. Based on the instrument tests, including the validity and reliability tests conducted in this study, the instrument is deemed valid and reliable. This demonstrates that the indicators in this research effectively measure the dimensions or variables they are intended to measure, and the research instrument consistently provides reliable measurements, as evidenced by the Cronbach's alpha score and the composite reliability score.

Result and Discussion

Table 3 indicate a positive relationship between attitude and entrepreneurial intentions. The original sample value suggests that a more positive attitude in individuals corresponds to a higher intention to pursue entrepreneurship. These results underscore that attitude is a robust predictor of entrepreneurial intentions. When individuals are exposed to stimuli related to the benefits, utility, and their own mastery of information technology for optimizing business, their inclination towards entrepreneurship strengthens. These outcomes are consistent with prior research conducted by Candra & Ashari (2014), Chen & Chen (2019), Erdo & Esen (2011), Lee et al. (2012), and Shim et al. (2021).

The results also demonstrate a positive and significant impact of subjective norms on entrepreneurial intentions, suggesting that stronger subjective norms are associated with higher entrepreneurial intentions. Intensive interactions with family, and friends influence individuals' perspectives and decision-making, including their entrepreneurial intentions. Research conducted by Bhuyan & Prachi (2019) underscores the significant role parents play in shaping entrepreneurial intentions. Thus, interactions with close associates exert a substantial influence on entrepreneurial intentions.

Table 2. Reability test

	Cronbach's Alpha	**Rho_A**	**Compensite Realibility**	**Average Variance Extracted (AVE)**
Att	0.847	0.857	0.888	0.571
D	0.653	0.701	0.809	0.598
I	0.750	0.763	0.841	0.571
IS	0.557	0.566	0.771	0.531
Int	0.908	0.916	0.932	0.735
O	0.806	0.809	0.861	0.508
PBC	0.601	0.619	0.787	0.553
SN	0.886	0.887	0.917	0.688
Tech Readiness	0.748	0.792	0.805	0.231

Notes: O: Optimism; I: Innovativeness; D: Discomfort; IS: Insecurity; Tech Readiness: Technology Readiness; Att: Attitude; SN: Subjective Norm; PBC: Perceived Behavioral Control; Int: Intention

Table 3. Examination of the relationships among variables

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-Statistics (O/STEDEV)	*p*-Values
Att -> Int	0.367	0.37	0.064	5.711	0
PBC -> Int	0.36	0.357	0.056	6.481	0
SN -> Int	0.166	0.172	0.049	3.352	0.001
Tech Readiness -> Att	0.513	0.514	0.055	9.321	0

Notes: O: Optimism; I: Innovativeness; D: Discomfort; IS: Insecurity; Tech Readiness: Technology Readiness; Att: Attitude; SN: Subjective Norm; PBC: Perceived Behavioral Control; Int: Intention

Perceived behavioral control exerts a notable impact on entrepreneurial intention, signifying that an increase in perceived behavioral control corresponds to an elevation in entrepreneurial intentions. An individual's self-confidence in their entrepreneurial abilities plays a pivotal role in shaping entrepreneurial intentions. The stronger a person's self-assurance in their capacity to engage in entrepreneurship, the more robust their intention to pursue entrepreneurship, as supported by Ajzen et al. (2004), Fishbein & Ajzen (1974), Hansfel & Puspitowati (2020), Muhammad et al. (2015), and Utami (2017). Entrepreneurial

intentions are also influenced by internal factors, with self-confidence in one's ability to undertake business endeavors serving as an internal determinant in one's business planning. Utami's (2017) study on students reveals that belief in one's creative potential has an impact on intentions to engage in business. This suggests that a stronger belief in one's ability to identify opportunities and markets leads to a more pronounced intention to become an entrepreneur.

Table 4. Bootstraping MGA for Gender

	Original M	Original F	Mean M	Mean F	STDEV M	STDEV F	t-Values M	t-Values F	*p*-Values M	*p*-Values F
Att -> Int	0.478	0.290	0.487	0.294	0.143	0.077	3.355	3.772	0.001	0.000
PBC -> Int	0.272	0.433	0.271	0.432	0.124	0.069	2.197	6.241	0.028	0.000
SN -> Int	0.154	0.181	0.170	0.182	0.084	0.057	1.827	3.164	0.068	0.002
Tech Readiness -> Att	0.451	0.579	0.484	0.587	0.121	0.054	3.734	10.796	0.000	0.000
Tech Readiness -> D	0.657	0.588	0.685	0.587	0.125	0.099	5.245	5.938	0.000	0.000
Tech Readiness -> I	0.251	0.700	0.207	0.703	0.493	0.069	0.509	10.2101	0.611	0.000
Tech Readiness -> IS	0.075	0.228	0.281	0.287	0.249	0.127	0.300	1.799	0.764	0.073
Tech Readiness -> O	0.931	0.890	0.846	0.888	0.121	0.023	7.702	39.174	0.000	0.000

Notes: O: Optimism; I: Innovativeness; D: Discomfort; IS: Insecurity; Tech Readiness: Technology Readiness; Att: Attitude; SN: Subjective Norm; PBC: Perceived Behavioral Control; Int: Intention

Table 5. Output MGA for Gender

	Path Coefficients-diff (Group_Male – Group_Female)	*p*-Value (Group_Male – Group_Female)
Att -> Int	0.188	0.125
PBC -> Int	0.161	0.875
SN -> Int	0.027	0.614
Tech Readiness -> Att	0.128	0.851
Tech Readiness -> D	0.070	0.326
Tech Readiness -> I	0.450	0.827
Tech Readiness -> IS	0.153	0.714
Tech Readiness -> O	0.040	0.343

Notes: O: Optimism; I: Innovativeness; D: Discomfort; IS: Insecurity; Tech Readiness: Technology Readiness; Att: Attitude; SN: Subjective Norm; PBC: Perceived Behavioral Control; Int: Intention

Furthermore, technology readiness influences positiverly attitute. Technology readiness, defined as the propensity to embrace and utilize new technology to achieve personal and professional goals (Parasuraman, 2000), significantly influences individual attitudes. Individuals with higher technology readiness exhibit more favorable attitudes toward the use of information technology. The readiness to accept new technology is a crucial component in shaping attitudes; thus, individuals who enthusiastically embrace new technology tend to form positive attitudes toward innovation, as corroborated by Alfy et al. (2016), Candra & Ashari (2014), Chen & Chen (2019). Sugiarto, Soeprapto, & Dewanti's (2015) research on students reinforces the idea that technology readiness has a direct and substantial impact. Given that students represent the educated majority, they are more inclined to adopt technology compared to the general population. These research results further affirm the hypothesis that technology readiness influences attitudes within the context of entrepreneurial behavior among educated groups, particularly students.

Multi-Group Analysis (MGA) results can be found in Table 4 and 5. The outcomes from MGA PLS indicate that there is no significant gender moderating effect, as evidenced by Table 5, where no p-value score falls below 5%. This implies that gender does not act as a variable that strengthens or weakens

entrepreneurial intentions within the group of students with a business education background. Consequently, it can be concluded that H5 is rejected. However, based on the bootstrapping test, it is apparent that there are differences between the female and male groups. The female group demonstrates that all constructed variables have a positive influence. Conversely, the male group shows that subjective norms do not impact entrepreneurial intentions. These findings suggest that women are more attuned to external factors, such as the opinions of friends, family, and relatives, in shaping their entrepreneurial intentions. Sullivan & Meek (2012) argued that women are more motivated to become entrepreneurs due to their dual role in managing careers and household responsibilities. The high level of entrepreneurial intention among women may be influenced by subjective norm considerations, particularly from their families, aimed at minimizing potential conflicts between work and family life. Liñán & Chen's (2009) study suggests that the influence of subjective norms in the TPB framework within the entrepreneurial context can vary. However, the role of gender in shaping entrepreneurial intentions warrants further investigation, as it appears to be a significant factor in this regard.

Conclusion, Suggestions and Limitations

The resultant structural model emphasizes the significant impact of all observed variables on entrepreneurial intentions. Attitudes, subjective norms, and perceived behavioral control collectively shape entrepreneurial intentions. A positive attitude notably influences the inclination towards entrepreneurship. Additionally, this study highlights the substantial influence of individuals in one's immediate social circles, including peers and family, on college students' decisions to nurture entrepreneurial intentions. The importance of these social factors cannot be overstated in shaping entrepreneurial behavior. Furthermore, an individual's self-confidence emerges as a crucial factor influencing their intention to embark on entrepreneurial endeavors. This intrinsic motivation is pivotal, associated with determination and resilience in developing entrepreneurial intentions.

Moreover, the research underscores the profound role of information technology in shaping attitudes within the entrepreneurial framework. In the Fourth Industrial Revolution era, the use of information technology is increasingly essential when initiating a business. Information technology has become integral to the lives of the younger generation, providing numerous opportunities to acquire extensive knowledge and explore various business prospects. The study also illustrates how the application of information technology in an entrepreneurial context is reflected in the impact of the technology readiness variable on individual attitudes. Additionally, this study reveals that while the gender variable does not moderate the effects, bootstrapping tests between gender groups uncover intriguing differences in the relationship between subjective norms and entrepreneurial intentions, especially among women and men. These findings call for further investigation.

In the context of fostering entrepreneurship among the younger generation, it is crucial to incorporate technological elements. Information technology, as an inseparable facet of contemporary youth's lives, represents a promising avenue for entrepreneurial creation. Optimizing the ability to master information technology serves as a foundational aspect of entrepreneurship education and training for the millennial generation.

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