



LIÑÁN'S ENTREPRENEURIAL INTENTION MODEL: A COMPREHENSIVE ANALYSIS FOR UNDERSTANDING AND FOSTERING ENTREPRENEURIAL BEHAVIOR

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ABSTRACT

Liñán's Entrepreneurial Intention Model explains the formation of entrepreneurial intentions through three components: attitude toward entrepreneurship, subjective norms, and perceived behavioral control. This model, based on the Theory of Planned Behavior, integrates cognitive and psychological factors to explain how personal beliefs, social influences, and perceived feasibility shape an individual's intention to pursue entrepreneurial ventures. Studies across populations and cultures have demonstrated the model's robust explanatory power, highlighting its adaptability and relevance. The model's applications inform entrepreneurship education programs and policy interventions, emphasizing the importance of knowledge and psychological empowerment. However, the model has limitations, including oversimplifying entrepreneurship's complexity, partially accounting for external constraints, and focusing on intention formation at a single point. Future research should prioritize longitudinal designs, cross-cultural validations, and the incorporation of affective and contextual variables to enhance the model's explanatory power. Despite limitations, Liñán's Entrepreneurial Intention Model remains significant in entrepreneurial intention research, providing a theoretical and practical framework for understanding entrepreneurial behavior. This paper includes the theoretical background, description of Liñán's model, empirical support and applications by reviewing literature from different published sources.

KEYWORDS : Entrepreneurial Intention, Attitude toward entrepreneurship, Subjective norms, Perceived behavioral control

INTRODUCTION

Understanding entrepreneurial intention as a precursor to entrepreneurial behavior holds importance because it reveals the motivational and cognitive mechanisms that prompt individuals to pursue entrepreneurial endeavours. Entrepreneurial intention represents an individual's conscious commitment to initiating a new business venture, making it a critical predictor of subsequent entrepreneurial actions. By analyzing these intentions, researchers, educators, and policymakers gain insights into the personal, social, and environmental factors that influence the decision-making process leading to entrepreneurship. This understanding enables the development of targeted strategies aimed at fostering entrepreneurial mindsets and behaviors. Furthermore, recognizing entrepreneurial intention facilitates the design of educational curricula and support programs to nurture the skills, attitudes, and confidence required for successful venture creation. A comprehensive grasp of entrepreneurial intention enhances the ability to translate these intentions into tangible entrepreneurial outcomes, contributing to economic growth, innovation, and job creation. By gaining deeper insights into entrepreneurial intention, stakeholders can tailor approaches to address the motivational drivers and cognitive processes that underlie individuals' decisions to pursue entrepreneurial ventures. These programs equip aspiring entrepreneurs with practical knowledge and competencies while building resilience and adaptive thinking necessary to navigate entrepreneurship challenges. Understanding entrepreneurial intention significantly enhances the capacity to translate intentions into measurable entrepreneurial outcomes, contributing to broader economic objectives such as stimulating innovation, generating employment opportunities, and driving economic growth. By prioritizing entrepreneurial intention, policymakers, educators, and practitioners can create an environment that supports the emergence and success of new ventures, fostering a dynamic economic landscape.

Liñán's model is a significant theoretical framework within entrepreneurship research, offering a systematic explanation of how entrepreneurial intentions form and develop. Rooted in

the Theory of Planned Behavior, the model integrates key psychological constructs—attitudes toward entrepreneurship, subjective norms, and perceived behavioral control—to explain how these factors influence an individual's intention to pursue a new business venture. By emphasizing cognitive and motivational dimensions that precede entrepreneurial behavior, the model highlights the importance of personal beliefs, social influences, and perceived ease in performing entrepreneurial actions. Liñán's framework offers a structured approach to assessing the interplay between internal dispositions and external social pressures that shape entrepreneurial decision-making. This makes it valuable for researchers aiming to deepen theoretical insights and for educators and policymakers designing interventions and programs that nurture entrepreneurial mindsets. The model's comprehensive nature allows identification of psychological and contextual levers that can enhance entrepreneurial intention, increasing the likelihood of venture creation. Consequently, Liñán's model has become foundational in entrepreneurship studies, serving as a guide for understanding, predicting, and fostering entrepreneurial activity through strategies, initiatives, and support mechanisms aimed at cultivating entrepreneurial ecosystems.

Literature Review

Entrepreneurial intention, the determination to engage in entrepreneurial activities, is influenced by various external and internal factors that vary across contexts and populations. Understanding these factors is crucial for educational institutions, policymakers, and potential entrepreneurs.

Environmental factors, including cultural, regional, economic, governmental, and political influences, shape the entrepreneurial ecosystem and can foster or hinder entrepreneurial intentions (Tetteh et al., 2024). Countries with supportive economic policies and conducive political environments see higher entrepreneurial intentions. Personality traits shape entrepreneurial intention among young people. Traits like need for achievement and locus of

control positively correlate with entrepreneurial self-efficacy and intention among university students in Yemen. Situational factors like access to resources also influence these intentions. Entrepreneurial self-efficacy partially mediates the relationship between these traits and entrepreneurial intention (Al-Qadasi et al., 2023). Emotional competence and entrepreneurial self-efficacy impact entrepreneurial intention. In China, social-emotional competence directly influences entrepreneurial intention, while entrepreneurial self-efficacy mediates the relationship between emotional competence and entrepreneurial intention (Chien-Chi et al., 2020). Education impacts entrepreneurial intention, with studies showing entrepreneurship education positively affects entrepreneurial intentions among college students. This effect is mediated by entrepreneurial self-efficacy (Liu et al., 2019). The effectiveness of such education depends on contextual factors, including perceived cultural support and government policies (Hassan et al., 2021). Macroeconomic factors affect entrepreneurial intention, with studies showing a U-shaped relationship between economic development and entrepreneurial intention (Nakara et al., 2020). For sustainable entrepreneurship among female students, perceived green values are more important than traditional supports like role models and entrepreneurship education (Iwanprasadjo, Rita Amelinda, 2019). Academic entrepreneurship intentions involve individual, organizational, and institutional drivers, influenced by theory of planned behavior, with complex context-dependent interactions (Neves & Brito, 2020). Another vital area is opportunity recognition, influenced by factors like prior knowledge, social capital, personality traits, environmental conditions, alertness, and systematic search. Research suggests this field remains fragmented with few comprehensive studies directly addressing opportunity recognition (Mary George et al., 2014).

Entrepreneurship education is a major research theme, shifting from traditional methods to experiential approaches. This includes fostering entrepreneurial motivations, intentions, and learning attitudes beyond theoretical content. Researchers emphasize linking educational strategies with real-world applications to enhance effectiveness (Shabbir et al., 2022). Entrepreneurial ecosystems, crucial for supporting entrepreneurship, represent another key research area. These ecosystems comprise networks of organizations supporting entrepreneurship through various stages. Literature indicates most empirical studies focus on technology-based industries in Western economies, revealing a need for more diverse research (Kansheba & Wald, 2020). The role of academic institutions in supporting entrepreneurship is increasingly scrutinized. Literature discusses how business schools foster entrepreneurship through education, networks, and ecosystems, though challenges remain, including individual-level factors and obstacles (Walsh et al., 2021).

Theoretical Background

Entrepreneurial intention (EI) is a critical construct in entrepreneurship studies, representing an individual's commitment to starting a new business. It is a precursor to entrepreneurial behavior and serves as a robust predictor of such behavior (Gozukara & Colakoglu, 2016; Nájera-Sánchez et al., 2022). EI is the best indicator of entrepreneurial behavior, showing that individuals with strong entrepreneurial intentions are more likely to start ventures (Nájera-Sánchez et al., 2022). Entrepreneurship education affects EI by developing self-efficacy and providing skills and motivation. Studies show a positive correlation between entrepreneurship education and EI among students across contexts (Mei et al., 2020; Patricia & Silangen, 2016). However, program effectiveness varies based on cultural contexts and educational methodologies (Khalifa & Dhiat, 2016; Tomy & Pardede, 2020). Theoretical models like the Theory of Planned

Behavior (TPB) and Shapero's entrepreneurial event model explore entrepreneurial intention, linking it with personal attitudes, perceived feasibility, and contextual influences (Patricia & Silangen, 2016). Studies across countries reveal varying levels of EI influenced by local economic and social conditions. The UAE's comfortable economic conditions correlate with lower EI among students, suggesting contextual factors play a crucial role (Khalifa & Dhiat, 2016). Despite its importance, defining and measuring EI remains complex, with research attempting to establish uniform scales (Khalifa & Dhiat, 2016). EI is pivotal in guiding entrepreneurship research and education, helping design effective programs to foster entrepreneurial behavior across demographic and geographic contexts. Understanding EI helps educators and policymakers tailor initiatives to support emerging entrepreneurs.

The formation of entrepreneurial intentions is crucial for understanding the entrepreneurial process. Following are foundational theories and models developed by researchers to explain how entrepreneurial intentions are shaped. Theory of Planned Behavior (TPB) is one of the most applied theories in entrepreneurial intention research. It suggests that entrepreneurial intention is determined by three antecedents: attitudes toward the behavior, subjective norms, and perceived behavioral control (Kibler, 2012). The TPB framework helps understand how individual, social, and environmental factors influence these antecedents, affecting entrepreneurial intentions. Factors like population density, education level, and economic environment have indirect effects, suggesting the importance of analyzing intentions within specific socio-economic contexts under theory of planned behaviour (Kibler, 2012). Social Cognitive Career Theory (SCCT) emphasizes social cognitive variables like self-efficacy, outcome expectations, and personal goals in career-related behaviors. It shows that entrepreneurial attitudes mediate the relationship between entrepreneurial motivation and intentions, incorporating social support mechanisms (Liguori et al., 2019). Self-Determination Theory (SDT) integrates with TPB to explore motivational processes in entrepreneurial behavior. It focuses on basic psychological needs—autonomy, competence, and relatedness—impacting attitudes and intentions toward entrepreneurship. This approach shows how intrinsic motivations influence entrepreneurial intentions (Al-Jubari et al., 2018). Structural equation modeling validates these theories. Research on Chinese college students found that entrepreneurial attitude, subjective norms, perceived behavioral control, and factors like self-efficacy and education significantly predict entrepreneurial intentions (Mensah et al., 2021).

Liñán's Entrepreneurial Intention Model

Liñán's Entrepreneurial Intention Model explains entrepreneurial intentions through three main components. First, the attitude toward entrepreneurship reflects an individual's overall evaluation of engaging in entrepreneurial activities. It encompasses beliefs about the desirability and potential benefits of starting a business, including expectations of financial gain, personal fulfillment, independence, and social status. Attitude is shaped by experiences, knowledge, personality traits, and exposure to role models. A favorable attitude increases motivation to pursue entrepreneurial goals by reinforcing that entrepreneurship aligns with one's values. Conversely, a negative attitude may stem from perceived risks or fear of failure, which can deter intention formation. Second, subjective norms reflect direct and indirect social influences: encouragement from close contacts and pressures from societal attitudes toward entrepreneurship. These norms shape motivation by signaling approval of entrepreneurial behavior, which can facilitate or inhibit business creation intentions. The impact of subjective norms varies based on

referent groups, cultural context, and the nature of the endeavour. In collectivist cultures, subjective norms often exert stronger influence due to emphasis on group harmony, whereas in individualistic cultures, personal attitudes may dominate. Lastly, perceived behavioral control (PBC) explains an individual's perception of ease in performing entrepreneurial behaviors. It encompasses belief in their capability to manage a new business, reflecting self-efficacy and control over external factors. This includes internal factors like skills, knowledge, and experience, and external factors such as access to resources and environmental constraints. High PBC increases the likelihood of forming entrepreneurial intentions as individuals feel capable of managing uncertainties in entrepreneurship.

Empirical Support And Applications

Liñán's Entrepreneurial Intention Model has been empirically tested across populations and contexts, demonstrating robust explanatory power. Studies show that enhancing students' entrepreneurial knowledge through targeted curricula increases their entrepreneurial intentions by influencing attitudes and self-efficacy. Knowledge acquisition about business planning strengthens perceived feasibility, while exposure to entrepreneurial role models enhances desirability. Cross-cultural research shows the model's adaptability but highlights variations in social norms and perceived feasibility based on cultural dimensions. Demographic factors like age, gender, and prior experience moderate relationships within the model. The model informs entrepreneurship education programs by emphasizing the need to increase knowledge and psychological empowerment. Programs integrating experiential learning, mentorship, and support systems effectively foster entrepreneurial intention.

Although Liñán's model helps entrepreneurs, it has several limitations. The model reduces entrepreneurial intention to three main components, which may oversimplify entrepreneurship's multifaceted nature. It partially accounts for external constraints and does not integrate broader economic or cultural factors that influence entrepreneurial intentions. The model captures intention formation at a single point and may not address how intentions evolve over time. Operationalizing constructs like Subjective Norms can be difficult due to their context-dependent nature, affecting empirical assessments. The model lacks mechanisms to account for cultural differences and assumes intention reliably predicts entrepreneurial behavior, though actual business creation can be hindered by unforeseen barriers or motivation changes.

Critical Analysis

Liñán's model advances entrepreneurial intention research by integrating cognitive and psychological factors. Its inclusion of entrepreneurial knowledge addresses a gap in prior models that overlooked information and awareness. The model's clarity makes it useful for researchers and practitioners. However, limitations exist. The emphasis on social norms may not capture cultural influences fully, especially in non-Western contexts where entrepreneurial norms differ. The model does not explicitly include affective factors like emotions or passion, which influence entrepreneurial decision-making. Variables such as risk propensity, environmental dynamism, and resource access warrant integration to reflect entrepreneurship's multifaceted nature. Future research should use longitudinal designs to examine how entrepreneurial knowledge and perceptions influence intention over time. Cross-cultural validations are needed to adapt the model for diverse settings. Incorporating affective and contextual variables could enhance the model's explanatory power.

CONCLUSION

Liñán's Entrepreneurial Intention Model provides a

theoretically rich and practically relevant framework for understanding the formation of entrepreneurial intention. By highlighting the interplay between entrepreneurial knowledge, perceived desirability, and perceived feasibility, the model advances beyond traditional psychological theories to incorporate cognitive dimensions critical for entrepreneurial decision-making. Its empirical validation across contexts affirms its utility for entrepreneurship education and policy aimed at fostering new venture creation. Continued refinement and expansion of the model will further enhance its capacity to guide research and practice in the dynamic field of entrepreneurship.

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