

Persuasive communication, business owner as a mentor to influence entrepreneurial students

Sayid Abas^{1*}, Wan Mohd Adzim bin Wan Mohd Zain², and Indra Martian Permana³

¹ University of Muhammadiyah Ponorogo, Ponorogo, Indonesia

² Sultan Zainal Abidin University, Terengganu, Malaysia

³ Universitas Ibn Khaldun, Bogor, Indonesia

*Corresponding author's email: abas@umpo.ac.id

Abstract

Students have great potential for entrepreneurship. However, they are afraid to start entrepreneurship, so after graduation they are still unemployed. The role of a business mentor is very important in persuading students to become entrepreneurs. This study analyzes how business owners can use persuasive communication to convince students to become entrepreneurs. This research method uses a qualitative approach, using in-depth interviews with business owners as mentors and students who have started a business. Data analysis reveals persuasive communication strategies, such as building personal relationships, and providing guidance. Data analysis using triangulation and Nvivo. Research shows that persuasive communication carried out by business mentors can persuade students to become entrepreneurs with strategies such as storytelling, attracting emotions, building an entrepreneurial mindset. From the research, 4 models were obtained to build entrepreneurship, namely: 1). Entrepreneurial motivation, 2). Understanding the importance of entrepreneurship, 3). Choosing entrepreneurship as a profession, 4). Dare to become a new entrepreneur. Business owner persuasive communication can be used to persuade students to become entrepreneurs.

Keywords

Persuasive communication, Mentor business, Student entrepreneur, Owner business, Motivation

Introduction

The influence of entrepreneurship education and student competence on entrepreneurial intentions had a significant positive effect in the moderate category. Meanwhile, the entrepreneurial competence of students with contributions is included in the high category. Student entrepreneurial competence has a considerable positive impact on entrepreneurial intentions, with contributions included in the low category [1]. For this reason, support from all parties, government, universities, and business actors is needed. Mentoring entrepreneurs or advisors is an essential asset for growing

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companies. The characteristics of mentoring mentor and mentee make it possible to condition the relationship between the two, indicating that from the perspective of mentor and protégé, the relationship has a greater chance of being considered successful if both work together, and the mentor and mentee psychologically build on each other's profession or career [2].

Mentoring and guidance from experienced entrepreneurs have a strategic role for new entrepreneurs. To become an entrepreneur, students must practice as new entrepreneurs by promoting it to the community [3]. Environmental factors, especially on campuses, positively influence the behavior of students interested in entrepreneurship. For this reason, in creating entrepreneurship, students must get support from the university [4]. The concept of innovation and business education is given by business education institutions oriented to innovation and business education, as the purpose of business education Innovation and business development is designed to develop business skills and skills of students, such as market knowledge, having a desire to innovate, and the ability to own their own business. At the same time, every organization faces the main task of higher education institutions, which focuses on academics while also paying attention to entrepreneurial skills for their students [5].

Assistance from the government and entrepreneurs does not guarantee success in becoming entrepreneurs. Still, the most important thing is that there must be proper assistance, education, and support from all parties [6]. Students can interact with experienced mentors to discuss things related to the business that are carried out well, from developments to difficulties and obstacles to get the best solution [7]. To foster the spirit of entrepreneurship for students still studying and alums, support from universities is needed, such as mentoring funding applications. Especially those still running a business, which can be converted to the learning outcomes of specific relevant courses [8].

Student-Led Entrepreneurial Organizations (SLEOs) are encouraged to increase their visibility and cooperation potential to be better known as drivers of student entrepreneurship. In addition, universities and policymakers should support SLEO by fostering interaction with others engaged in entrepreneurship, encouraging entrepreneurial activities and technology transfer [9]. Studies show that mentoring programs for new entrepreneurs boost their self-confidence, especially for young people, teach them how to run a company without outside interference, and significantly change the mentality of college students. Thus, policies to support new entrepreneurs financially and skills have good prospects and need to be intensified in business assistance [10].

Mentoring or coaching can be defined as a development intervention specifically designed "that uses collaborative, reflective, goal-focused relationships to achieve professional results valued by the person being coached" coaching is a very suitable and promising way to help entrepreneurs. In entrepreneurship, the concept of coaching can be called entrepreneurial coaching (EC) [11].

The results showed the high demand for entrepreneurship among high school students in Vietnam. More than three-quarters of high school seniors across the country (76%) express aspirations for entrepreneurship of some level. Among them, most students surveyed expressed their requests at the level of “intention” or desire (48.9%). This shows that most students desire to do entrepreneurial activities. Still, most at the level want to start a business without a clear business idea or a specific implementation plan. This reality reflects the importance of counseling or mentoring entrepreneurial mentors [12].

As a form of campus support, entrepreneurship can be made into an extracurricular activity on campus, which includes seminars/lectures/workshops given by experienced entrepreneurs/alumni; (2) business plan competitions; (3) startup internships; (4) activities related to incubator/maker-space/science park entrepreneurship; (5) mentoring and coaching programs for student entrepreneurs; (6) speaker series at the entrepreneurship club; (7) startup business games and simulations; (8) Entrepreneurship and Innovation Exhibition Week (9) Student Entrepreneurship Alliance Program; (10) startup foreign cooperation projects; (11) career planning competitions; (12) entrepreneurial alum forum [8], [13].

Family factors and student backgrounds positively influence students’ becoming entrepreneurs. Parents with business experience also provide substantial support to their children. People who have business experience can influence students to become entrepreneurs [14]. In cultivating an entrepreneurial spirit, there needs to be a funder, and crowdfunding is also needed to motivate running a business. This is intended to foster a sense of responsibility among entrepreneurial students and encourage the growth of university entrepreneurial institutions [6].

As a form of support for student entrepreneurship, an entrepreneurial competition is needed so that students can assess whether their business ideas are worth running. Besides that, to support the next student entrepreneurship program, support is needed from universities and entrepreneurs where they can buy or use products produced by students so that their business runs smoothly, their turnover increases, and they can expand the market [15].

A campus environment that supports and facilitates student entrepreneurship, whether incubators, grants, or business competitions, can encourage entrepreneurial behavior among students and provide the necessary resources for startups, such as assistance from experts, knowledge, training, counseling, financing, confidence, awareness, and access to networks [16]. The ecosystem of entrepreneurship education is closely related. Each component is critical and mutually supportive of the effectiveness of the ecosystem, which means that this interconnection is not only structural but also functional. Identify interdependent components, such as sustainability research centers and student entrepreneurship clubs [17].

Empirically and theoretically, it has been proven that entrepreneurship education is important for increasing creativity and entrepreneurial intentions. Entrepreneurship education facilitates the continuous development of business ideas and the acquisition of relevant knowledge to drive their business forward, such as financial statements, legal requirements, human resources, and marketing [18].

Previous work and business experience are important factors that affect entrepreneurial motivation. While internal motivation factors with entrepreneurial experience have less influence on more extended entrepreneurial experience, having business experience can be a motivation to influence entrepreneurial students [19].

There is a positive relationship between entrepreneurship education and previous business experience; entrepreneurship education also positively affects entrepreneurial intentions. Students can be influenced to become entrepreneurs with real examples through mentors with business experience [20].

Method

This study applies a qualitative descriptive method, namely exploring social phenomena and human behavior in depth in a natural context, focusing on the meanings, perceptions, and subjective experiences of participants by interviewing eight mentors and 13 students who already own businesses and participate in entrepreneurship competency programs. The study uses the Data Collection Method, through In-Depth Interviews, Structured or semi-structured discussions to gain in-depth perspectives. Participatory Observation: Direct observation of behavior and activities in the original environment. Document/Archive Studies: Analysis of relevant written documents, photos, or videos. Focus Group Discussion (FGD): A centralized discussion with a group of people to discuss specific topics. document analysis, hands-on observations, and in-depth interviews during an interview connected to three units of analysis. The first is the element of persuasive communication, the second is the principle of the persuasive communication model, and the third is the formation of student attitudes. The Data Analysis method uses, Data Reduction: Simplifying and selecting relevant data from field notes, interview results, or documents. Data Display: Groups data into patterns, themes, or matrices for easy understanding. Conclusion Drawing (Verification): Formulating findings based on data patterns, interpretations, and narratives. Then, the analysis is processed using the Nvivo 12 Plus software tool. Model flow by NVivo application analysis unit of persuasive communication elements presents in [Figure 1](#).

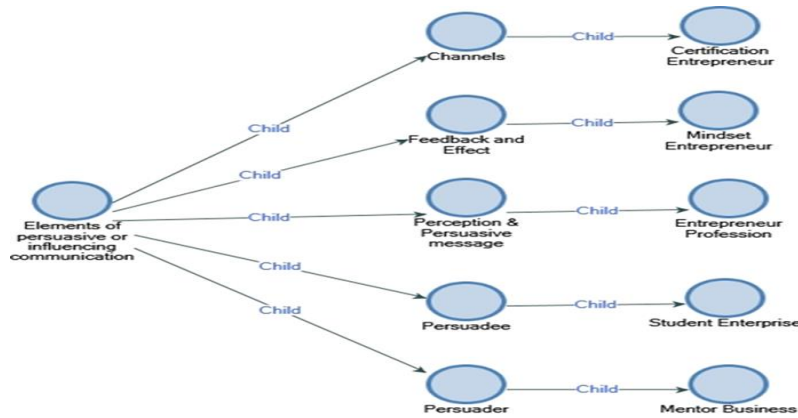


Figure 1. Model flow by NVivo application analysis unit of persuasive communication elements

Results and discussion

Persuasion is “attitude change due to information exposure from others”. Persuasive communication has two purposes: (1) to alter or reinforce the belief and attitude of the audience, and (2) to encourage the audience to do something / or have a particular behavior expected. From this, the researcher uses the following elements: Persuader, Persuadee, Perception & Persuasive message Channels, Feedback, and Effect.

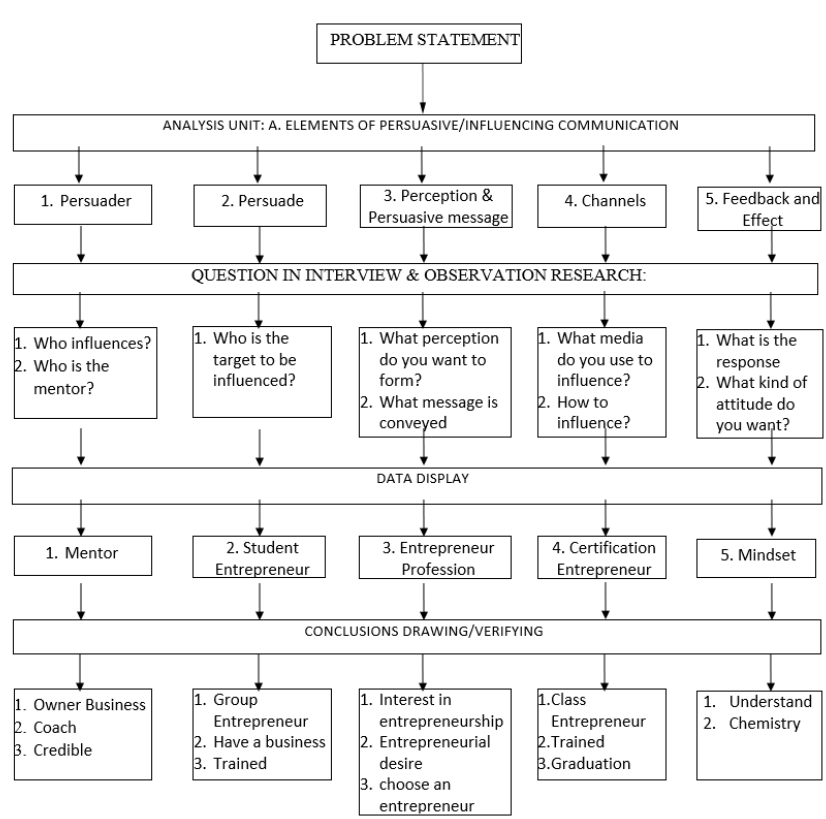


Figure 2. Model flow application of Persuasive Communication Elements (Processed Researcher)

From the results of the study, it was found that the application of the Persuasive Communication element carried out by business mentors in influencing students to become entrepreneurs results in a model can be described as follows.

Persuasion is “a change in attitude due to exposure to information from others.” Persuasive communication serves two purposes: (1) to change or strengthen the beliefs and attitudes of the audience, (2) to encourage the audience to do something/have a specific expected behavior. From here, the researcher uses the following elements: Persuader, Persuadee, Perception and channel Persuasive Messages, Feedback, and Effects.

From the results of the study, it was found that the application of elements of persuasive communication carried out by business mentors in influencing students to become entrepreneurs resulted in a model that can be described in [Figure 2](#).

[Figure 2](#) depicts that the persuasive communication concept would be effectively discerned through some factors:

1. Persuader is an individual or a group of individuals who convey directives to influence the outlook, opinions, and demeanours of others, either by verbal or nonverbal gestures. It could be concluded that, based on the results from interviews and observations, a persuader or an individual who conveys a directive is a business mentor.

Business mentors are individuals who communicate and business practitioners who convince them to embrace entrepreneurship. It is imperative that mentors themselves must be exemplary, or else students will ignore them.

2. Persuader is an individual or a group of individuals who are the direct benefactors of a communicator/persuader’s verbal and nonverbal directives. Based on the interviews and observations data, it can be concluded that a persuader or an individual who intends to receive a directive is a student enterprise.

Student enterprise (SE) is a group of students who seek and pursue a business opportunity together, and they voluntarily confide in a business mentor who acts as a trusted companion, trainer, and coach who takes the business to a greater level. Each student enterprise comprises some portfolios where members assume standard job designations of an actual enterprise, such as directors, managers, executives, etc.

3. Perception & persuasive message - the students’ perception of the mentor’s directives determines how effective the persuasive communications between them are, and perception is governed by several factors, broadly speaking, the individual’s knowledge, experience, wisdom, and erudition.

Based on the results of interviews and observational data, it is concluded that the perception and persuasive message received by students is the Entrepreneurial Profession, namely the perception that arises in students that after graduating as a graduate, they do not choose to become a profession as an employee, but have the attitude that after graduating from a bachelor’s degree they choose a profession as an entrepreneur.

What profession they will eventually settle in is the outcome of the interaction between students and their mentors and what the students perceive from there. During these sessions, mentors could impart information that piques the curiosity, develops the interests, promotes entrepreneurship, and edifies it as the preferred choice.

4. Channels are the intermediary media conduits used by mentors to communicate with their audience, be it verbal or otherwise, face to face, or other accepted forms of communication. Based on the results of interviews and observation data, it is concluded that the Entrepreneur certification program establishes a channel used in persuasive communication by a mentor as a persuader to interact with students.

Certification entrepreneur is the program where all entrepreneurship students are engaged as business affiliates. At every level of the program, mentors are present to guide and influence the students to embrace entrepreneurship through persuasive communication. This channel is the initial stage for selecting and sorting students to continue to the next program, namely the entrepreneurial competency class. Entrepreneurship competency class is a class that is attended by students who have businesses.

5. Feedback and response effects are the acknowledgment or reaction that arise from the communication or the message alone. Furthermore, Feedback can take internal and external forms: internal Feedback is the communicator's corrective reaction towards the spoken message, whereas external Feedback is the communicant's reaction towards the received message that indicates understanding, hesitation, and concerns.

The effect of directives they receive through communication processes manifests in the changing demeanours of the communicant, which would appear in their attitude, outlook, behaviour, and conduct. In persuasive communication, such changes should transpire in a persuade.

Based on the results of interviews and observation data, it can be concluded that when mentors and students communicate, the Feedback and effect of the process will impart the latter with the central understanding and mindset of entrepreneurship. What is apparent herewith is the positive rapport and chemistry between mentors and students.

From the flowchart of the research results, it was found that the application of the Persuasive Communication element carried out by business mentors in influencing students to become entrepreneurs resulted in a model that can be explained in detail as follows:

1. Mentor business

Mentors are business people with business knowledge and strategies for doing business, so it is hoped that by educating students, they can go straight to the point regarding technicalities and entrepreneurship. Mentors can be examples or role models in business and have integrity and capability in the business field. The task of the mentor is to train, educate, and assist students to choose and dare to become entrepreneurs as a profession, as stated by business mentor R3;

.. A mentor is a person or business actor with business knowledge and a strategy for doing business, so it is hoped that in educating students, they can go straight to the point in terms of technical and entrepreneurship, which is done well in business strategy. (interview on Tuesday, 29 Jan 2019, 16.00)

As also conveyed by R6, the defined mentor is:

... Mentors are people who know how to be an entrepreneur and are willing to teach others. Knowledge can be obtained from a personal journey as an entrepreneur or someone else... (Interview on Wednesday, 30 Jan 2019, 18.00).

As also conveyed by R4, the defined mentor is:

A mentor is someone who can be used as an example for students that he deserves to be called mentor, meaning that a mentor must have a business so that when he speaks in front of students, students will understand, see, and know that the mentor has a business so that students recognize that the mentor is an entrepreneur. (Interview on Sunday, 6 Jan 2019, 19.00).

From the various understandings conveyed by the mentor, it can be concluded that mentors are Those who train, accompany, and motivate students to become entrepreneurs, mentors are those who train, accompany, and motivate students to become entrepreneurs, and mentors are also friends and business partners.

2. Student enterprise

Student enterprise is an entrepreneurial learning method where students are formed in business establishment groups, with their respective roles and functions as is usually a company. One student enterprise is a maximum of 5 students; in this process, 5 student enterprises are formed. The results achieved from this activity are as follows: 1). A new entrepreneur was formed from a group of students from the Student Enterprise who were accompanied. 2). New entrepreneurs that are formed can produce goods and or services and can establish institutions with legality and advantages in science and technology. As stated by R5, as a mentor and also as the head of the UNMUH Ponorogo business incubator center:

... Percussive messages are also carried out through student enterprise groups, namely a group of students who join the entrepreneurial group by forming a student enterprise, with the task of creating a company in which there are

directors, managers, with their respective jobs, the group also produces, produces and also sells. Product. (Interview on Tuesday, 29 Jan 2019, 09.00).

3. Entrepreneur profession

Implementing the entrepreneurship program with the learning modules used positively impacts students' becoming entrepreneurs. The exciting thing about this learning is that students pursue the entrepreneurial profession.

As stated by R13, KWU Alumni batch 4 as a student and also owner of Solo Ice Cream:

... Entrepreneurship program is a fun activity. From there, I can add experience and motivation, get to know more people, and dare to speak. The point is to gain experience and courage," so I am interested in becoming an entrepreneur. (R13, interview on Saturday, 17 Nov 2018, 13.00)

Dhani, a student of the Communications Department of FISIP, started a coffee shop business he named "Kopi Dorang" Komm Kafe Trinken. Responded that:

... The world of entrepreneurship is a world full of challenges. Entrepreneurship as a profession needs passion, and we will experience ups and downs in entrepreneurship. Sometimes, we experience a downturn, meaning we must pay attention to management and whether it is running well.

From the research that has been done, the entrepreneurial profession can be created and persuaded to become a choice in future life; students sometimes do not choose entrepreneurship because they do not understand the importance and nobility of the entrepreneurial profession influencing students to become entrepreneurs.

4. Certification entrepreneur

The entrepreneurship certification program is a program that aims to develop an entrepreneurial spirit, which is held through a proposal selection mechanism for the preparation of a program report, which is given to Muhammadiyah University of Ponorogo students who have an entrepreneurial interest. The entrepreneurship certification program is one of the steps to realize and continue the idea of business opportunities initiated when taking entrepreneurship courses or as students who are interested or have started entrepreneurship.

Interest in entrepreneurship can grow from anywhere, including joining the KWU certification program. As experienced by Alfina, a Department of Informatics Engineering, Faculty of Engineering, University of Muhammadiyah Ponorogo student. He admitted that it was good to be an entrepreneur:

...Before joining KWU, I had no thoughts of starting entrepreneurship. After joining KWU, my mindset was opened. It turns out that being an entrepreneur is good," when the P2B Team met. As entrepreneurs, we do not need to think about profit and loss; the most important thing is taking action first. If our business generates profits, we have much to be grateful for. If we still lose, we must think that failure will improve us. (Interview in R9, KWU Batch 1)

After participating in the first batch of the KWU Program, Alfina tried to open a small shop with merchandise such as necessities. To get his products he is a collector of agricultural products in his area around Badegan for example, corn, cashew, cassava, etc.

Titis Setyobakti, certification KWU batch 1, a student who took part in the entrepreneurship certification program, responded that:

... following the KWU certification can also be a way to open up opportunities to get business capital. At the same time, gaining experience and making friends, especially when participating in the entrepreneurial student program in Surabaya at the national level. (R10, KWU Alumni batch 1 2018)

While following the KWU certification, Titis is also one of the students who are quite accomplished. At the beginning of participating in the KWU certification, he won second place in the Young Entrepreneur Competition (YEC) event. He once got a laptop when the campus received a visit from a prominent businessman, Aburizal Bakrie.

5. Mindset entrepreneur

The entrepreneurial mindset is a mindset that is owned by an entrepreneur, which has characteristics including simple thinking, being oriented to new things, being action-oriented, and being able to read and take opportunities (McGraith & Mac Millan, 2000). With an entrepreneurial mindset, entrepreneurs will be encouraged to innovate to create profitable opportunities. In entrepreneurship education, aspects of mental mindsets and student attitudes are studied, where students must have a mental and unyielding attitude, be able to jump-start their potential, always have the spirit to live life, and always try. The mindset is to build self-reliance, not depend on others, marketing, sales, and business communication.

Mindset can be instilled with habituation and learning, as conveyed by R7 entrepreneurial mentor:

... The way mentors instill an entrepreneurial mindset is to explain entrepreneurial tasks to their students by tiering following the sequence and stages, starting from the tasks that students must do for the first time until they can set up a business step by step and do habituation when the mentor is mentoring both in class

meetings. as well as outside the classroom. (R7 interview, on Saturday, 15 Dec 2018, 4:00 PM)

There are differences between the learning process at KWU certification and lectures in general. In other lectures, the knowledge he gains is not necessarily workable for the time being. It is theoretical, so it is still the opinion of the researchers, and we are not sure if we should use it., which provides an entrepreneurial mindset and knowledge that you can use to benefit your life. Because the benefits are enormous, it must be severe when learning it. He also gave a message to students who are currently taking entrepreneurship certification, as conveyed by Trio:

“KWU’s activities are beneficial. However, it must be followed, implemented, and practiced. If you get the knowledge, it will not work. So, the practice must start little by little; that is the entrepreneurial mindset. (Interview R11 Students Batch 2, 2018)

From observations made in the field, in entrepreneurship education, what is learned are aspects of mental attitude and student attitudes where students must have a mental and unyielding attitude, be able to jump-start their potential, always have the spirit to live life, and always try. Mindset builds self-reliance and does not depend on others for life, marketing, sales, or business communication.

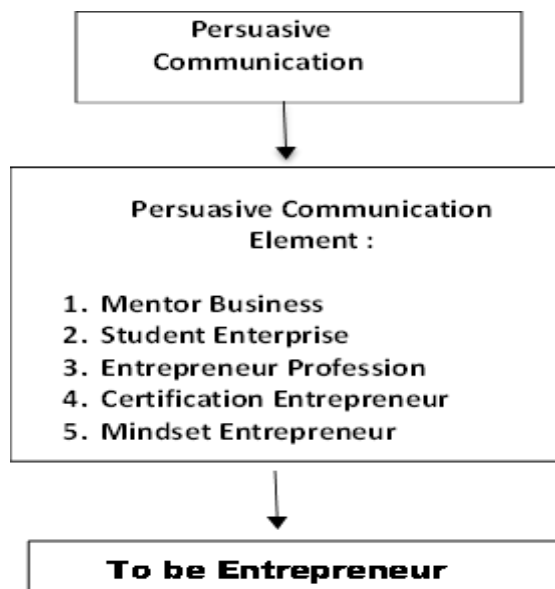


Figure 3. Implementation of persuasive communication (processed researcher)

Based on the results of the discussion above, this research can have an essential influence by understanding the mindset of students that entrepreneurship can be the leading choice as a profession, not just wanting to be an employee. The experience and business examples that the mentor has can be used as material to persuade students to become entrepreneurs. Business Mentors are needed to 1). Generate entrepreneurial motivation, 2). Understand the Importance of Entrepreneurship, 3). Accept and choose

entrepreneurship as a profession, 4). Dare and Do business (new entrepreneurs). Implementation of persuasive communication shown in [Figure 3](#).

Conclusion

The research conducted on the persuasive communication of mentors in influencing students to become entrepreneurs, carried out with face-to-face approaches and other ways, influenced students to have motivation and enthusiasm to become entrepreneurs as choices in their life careers. From the results of the study, it was found that the application of elements of Persuasive Communication carried out by business mentors in influencing students to become entrepreneurs produced a model that can be described as follows: 1) Business mentor, 2) Student company, 3) Entrepreneurial profession, 4) Certification entrepreneur, 5) Entrepreneur mindset.

The results obtained from implementing persuasive communication model strategies show changes and formation of student attitudes or behavior toward entrepreneurship, which include 1) Generating entrepreneurial motivation, 2) Understanding the Importance of (Entrepreneurship, 3) Accepting choosing entrepreneurship as a profession, 4) Dare and do business (new entrepreneurs).

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