

Youth Entrepreneurial Intention: Theory of Planned Behaviour and Social Cognitive Theory

Aflit Nuryulia Praswati¹, Nelly Purnama Sari², Sri Murwanti³

¹²³Faculty of Economic and Business, Muhammadiyah Surakarta University, Surakarta, Indonesian
e-mail : ¹*anp122@ums.ac.id*, ²*byunnelly@gmail.com*

Abstrak *This study adopted the Theory of planned behavior (Ajzen, 1991) and Social cognitive theory (Bandura, 1986) to examine student interest in entrepreneurial activities (entrepreneurial intention). The sample taken is 100 students who have received introductory entrepreneurship or business courses. The results of the study were analyzed using the analysis of the outer model and inner model with the help of SmartPLS 3.0 software. The results showed that self-efficacy had a significant positive effect on entrepreneurial intentions, while subjective norms and attitudes had no significant effect on entrepreneurial intentions. Entrepreneurship education shows a significant positive effect on self-efficacy, and does not significantly affect entrepreneurial intentions, but when self-efficacy mediates the relationship between the two, the analysis shows that entrepreneurial education can significantly affect entrepreneurial intentions. The moderating variable of motivation is proven not to be able to strengthen or weaken the relationship between entrepreneurship education and self-efficacy on entrepreneurial intentions.*

Keyword: *theory of planned behaviour, social cognitive theory, entrepreneurial intention, entrepreneurial education, motivation.*

INTRUDUCTION

Entrepreneurship is one of the most important factors in economic development (Otahe et al., 2022) this is because entrepreneurs play a role in creating innovation, employment and welfare (Schumpeter, 1934), so that the more businesses that are created in a country, the higher the economic growth. Data presented by the Bureau of Communication, Information Services, and Sessions of the Coordinating Ministry for Economic Affairs (Limanseto, 2021) shows that business activities in Indonesia, especially Micro, Small and Medium Enterprises (MSMEs) contribute 61.07 percent to gross domestic product, this makes The government is increasingly pushing to support the development of MSMEs to increase

economic growth. Entrepreneurial intention is an important factor in influencing one's entrepreneurial behavior (Liu et al., 2019), without entrepreneurial intentions, business activities will not run properly. Several previous studies have examined the factors that influence entrepreneurial intentions both from internal factors and from external factors. Internal factors include personal attitude, self-efficacy, gender and etc. (Ciuchta & Finch, 2019) while external factors include subjective norms, competition, motivation (Dissanayake et al., 2019) and education on entrepreneurial (Vodă & Florea, 2019).

The variables contained in The Planned Behavior Theory (Ajzen, 1991) are confirmed on entrepreneurial intentions, the results show that subjective norms and

attitudes have a significant influence on entrepreneurial intentions (Amofah & Saladrigues, 2022) but self-efficacy has an insignificant effect on intentions. Entrepreneur. Research that proves that self-efficacy has a significant effect on entrepreneurial intentions (Chang et al., 2020), while self-efficacy is an individual's belief in his own abilities, in terms of business, self-confidence will create a person's willingness to enter the business world, because this will make a person believe that he is in developing and managing a business (Chang et al., 2020).

Someone who has self-efficacy towards himself will create motivation, emotion and optimism so that it will affect his decisions, persistence and performance (Bundara, 1997; Chang et al., 2020). Because there are different results regarding the effect of self-efficacy on other variables, several studies have examined the factors that influence self-efficacy (Yeh et al., 2021), (Shah et al., 2020) and (Nowiński et al., 2019), one of which is one that is proven to affect self-efficacy is entrepreneurship education, on the other hand entrepreneurship education also has a significant influence on entrepreneurial intentions (Vodă & Florea, 2019). Education is directly related to the knowledge, competencies, and attitudes of an entrepreneur (Yeh et al., 2021), so that with the knowledge and competence a person has, it will create self-efficacy and entrepreneurial intentions.

Several studies that discuss the effect of entrepreneurship education and self-efficacy on entrepreneurial intentions show inconsistent results (Bae, S. Qian & Feit, 2014) entrepreneurship education factors that influence these differences in results include the presence of occupation will encourage entrepreneurial knowledge and

skills but it can also discourage them from becoming entrepreneurs because they are aware of the challenges and processes they have to face (Walter et al., 2013) thus entrepreneurship education will have a negative impact on self-efficacy and entrepreneurial intentions. Self-efficacy has been shown to significantly influence entrepreneurial intentions, but it is not enough if there is no motivation either from one's internal or from a supportive (external) environment (Dissanayake et al., 2019).. Based on this description, this study focuses on how entrepreneurship education and self-efficacy affect entrepreneurial intentions, moderated by motivation

LITERATURE REVIEW

2.1 Entrepreneurial Intention

The Planned Behavior Theory (Ajzen, 1991) defines interest as a person's self-motivation, willingness to exert effort, and willingness to exert a lot of effort, which will be reflected in behavior. Meanwhile, according to (Krueger, 1993) entrepreneurial interest reflects one's commitment to starting a new business and is a central issue that must be considered to understand the entrepreneurial process, creating a business.

2.2 Entrepreneurial Education

Entrepreneurship education is defined as all educational and training activities both formal and informal that seek to develop individual entrepreneurial intentions and several factors that influence intentions such as knowledge, desire and business feasibility in an entrepreneurial activity (Li & Wu, 2019; Liñán, 2004).. Entrepreneurship education equips a person with knowledge, skills and capabilities that

are applied in a business context (Vodă & Florea, 2019). Entrepreneurship education affects several factors including entrepreneurial attitudes (self-knowledge and self-confidence, drive to take risks, spirit of initiative, critical-thinking, creativity and problem-solving skills), direct entrepreneurship (knowledge of career opportunities and the labor market, a special term from economics and finance literature, organizational business and economic processes), and entrepreneurial abilities wirausaha (EACEA, 2012; Vodă & Florea, 2019).

2.3 Self-Efficacy

Self-efficacy, derived from The Social Cognitive Theory (Bandura, 1986) is considered by many to be a strong predictor of individual behavior. In this context, self-efficacy is defined as an individual's belief in his own ability to achieve goals or outcomes (Tumasjan & Braun, 2012). People with high self-efficacy beliefs tend to have high self-confidence and actively work to achieve their goals (Bandura, 1997). (Ajzen, 1991) argues that self-efficacy beliefs may be the product of moderator/inhibitory assessments of strength and control over the target behavior, suggesting that effectiveness is itself a domain-specific concept.

2.4 Subjective Norm

Understanding subjective norms according to (Fishbein & Ajzen, 1991) is a person's perception of the importance of something not to be done which is influenced by the opinions of others so as to provide encouragement and coercion on someone to do what is suggested by others.

2.5 Attitude

Attitude is a process of organizing motivation, emotion, perception, cognitive that is long term and related to aspects of the surrounding environment (Nugroho Setiadi, 2010) thus it can be said that attitudes are permanent because attitudes have a tendency to process in a long period of time as a result of learning. In simpler terms, attitude is how we think, feel and act towards certain objects.

2.6 Motivation

According to (Maslow, 1954) states that motivation is the provision of a driving force that creates the enthusiasm of a person's work, so that they want to work together, work effectively and be integrated with all their efforts to achieve job satisfaction. Motivation is related to the activation and persistence of behavior (Bandura, 1997). There are two forms of motivation. First, motivation can be inspired by expectations of future rewards (Bandura, 1986). This extrinsic motivation, such as the desire to win a prize or successfully complete a project, can encourage greater effort. These outcome expectations depend on a person's beliefs about how well he or she performs in a given situation (Zimmerman, 2000). So when team members become convinced that they can do well, it in turn motivates them to put in more effort. Second, motivation also comes from goal setting and self-evaluation reactions (Bandura, 1997). That is, an individual sets goals and persists in behavior until the self-set goals have been achieved. The difference between goals and current performance acts as motivation.

HYPOTHESIS

The research hypothesis was formed based on the theory and previous research which are summarized in the following table:

Table 3.1 Previous Research

Research Title (author, year)	Dependent variable and mediating/moder- ation variable	Independent Variable	The theory used	Result conclusion
Social marketing theory measurement precision: a theory of planned behaviour illustration (David & Rundle-thiele, 2018)	-Attitude -Subjective Norm -Behavioural Intention -Perceived Behaviour Contriol	Behaviour	TPB: Theory of planned behaviour; (Ajzen, 1991)	This study proves that TPB significantly affects the behavior of respondents in making decisions to go to school and to parties but has no effect on decisions to pack fruit and vegetables into lunch.
Competition matters! Self-efficacy, effort, and performance in crowdsourcing teams (Dissanayake et al., 2019)	-Self Efficacy -Motivation -Competition	Effort	Social Comparison Theory (Festinger, 1954)	-Self-efficacy has a significant effect on performance -competition is proven to encourage business in achieving performance -motivation has been shown to mediate the relationship between self-efficacy and effort
The moderating role of entrepreneurship education in shaping entrepreneurial intentions (Shah et al., 2020)	-Personal Attitude -Self efficacy -Subjective Norm -Entrepreneurship Education	Intentions towards Entrepreneurship	TPB: Theory of planned behaviour; (Ajzen, 1991)	-Personal Attitude, self-efficacy and subjective nor significantly influence Intentions towards Entrepreneurship. -Entrepreneurship Education strengthens the relationship between Personal Attitude and self-efficacy with Intentions towards Entrepreneurship -Entrepreneurship Education weakens the relationship between subjective norms and Intentions towards Entrepreneurship
Investigating the relationships between entrepreneurial education and self-efficacy and performance in the context of internet entrepreneurship (Yeh et al., 2021)	-Entrepreneurial Education -Internet Entrepreneurial self-efficacy	Internet entrepreneurial performance	-Human Capital Theory -Social cognitive theory (Bandura, 1986) -TPB	-Internet entrepreneurial self-efficacy fully mediates the relationship between entrepreneurial education and the four dimensions of Internet entrepreneurial performance. -Entrepreneurial education has no significant effect on entrepreneurial performance
Bringing creativity back to entrepreneurship education: Creative self-efficacy, creative process engagement, and entrepreneurial intentions (Tantawy et al., 2021)	-Creative Self Efficacy -Attitudes -Creative Process Engagement	Self Entrepreneurial Intention	-Social cognitive theory (Bandura, 1986)	- Creative Self Efficacy has been proven to encourage Entrepreneurial Intention -Attitudes and Creative Process Engagement are proven to be able to mediate the relationship between Creative Self Efficacy and Entrepreneurial Intention

<p>Impact of attitude towards entrepreneurship education and role models on entrepreneurial intention (Amofah & Saladrigues, 2022)</p>	<p>-Attitude Towards Entrepreneurship Education -Role Models/Parental Self-employed -Attitude towards Entrepreneurship -Subjective Norms -Perceived Behavioural Control (Self - efficacy) -GENDER</p>	<p>Entrepreneurial Intention</p>	<p>TPB: Theory of planned behaviour; (Ajzen, 1991)</p>	<p>We performed a tripartite analysis on the Complete, Male, and Female Models. Regarding the Complete and Male Models, all the main hypotheses (5 in total) were accepted, compared to four for the Female Model. In this study, the main hypothesis is focused on the core variables of TPB. We recommend institutionalizing internships, elective courses, conferences and workshops on entrepreneurship to enhance students' entrepreneurial spirit. Although this study has confirmed the applicability of the TPB model to entrepreneurial intentions, we did not find significant associations between Men and Women regarding their entrepreneurial intentions for some of the relationships. However, this study suggests that the association between PSE and perceived behavioral control (PBC) is stronger for Men than Women. Our results have implications for entrepreneurial education scholars, program evaluators, and policy makers.</p>
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Source : personal identification journal, 2022

3.1 Relationship between Self-Efficacy, Subjective Norm and Attitude with Entrepreneurial Intention

The theory of planned behavior (Ajzen, 1991) explains that entrepreneurial intentions cannot be separated from three important factors, namely, self-efficacy, subjective norms and attitudes. This has led many researchers ((Shah et al., 2020) (Tantawy et al., 2021), (Amofah & Saladrigues, 2022), etc) to prove this theory and some show inconsistent results. Referring to social cognitive theory (Bandura, 1986) self-efficacy is the control of a person's behavior towards himself, causing self-efficacy, this will affect a person in taking an action in the future. Research conducted by (Shah et al., 2020) and (Tantawy et al., 2021) shows that self-efficacy has a significant influence on entrepreneurial intentions.

Social norms refer to the perceived social pressure from family, friends, or

significant others to engage in entrepreneurial behavior (Ariffin et al., 2021). Research conducted by (Shah et al., 2020) shows that subjective norms have a significant influence on entrepreneurial intentions. Attitude towards behavior (entrepreneurship) is an important component of the perception of desire that affects entrepreneurial intention according to (Tantawy et al., 2021) and (Shah et al., 2020) attitude has a significant influence on entrepreneurial intention. Based on this description, the following hypothesis is proposed:

H1. Self-Efficacy has a significant positive effect on Entrepreneurial Intention.

H2. Subjective Norm has a significant positive effect on Entrepreneurial Intention.

H3. Attitude has a significant positive effect on Entrepreneurial Intention.

3.2 Relationship between Entrepreneurial Education with Self-Efficacy and Entrepreneurial Intention

The basic function of entrepreneurship education is to apply for jobs and create new jobs, but education does not necessarily increase entrepreneurial intentions (Li & Wu, 2019) this is because entrepreneurship education, especially in Indonesia is taught in high school so that there is a time lag with a person's age work. Another factor is the existence of entrepreneurship education, one will realize that being an entrepreneur has many things that must be prepared on their own, this causes a person to be reluctant to set up their own business (Yeh et al., 2021). Apart from social attitudes and skills, inappropriate entrepreneurship education is an important barrier that prevents young people from turning ideas into real business ventures (Vodă & Florea, 2019). Based on this description, the following hypothesis is proposed:

H4. Entrepreneurial Education has a significant positive effect on Entrepreneurial Intention.

H5. Entrepreneurial Education has a significant positive effect on Self-Efficacy.

H6. Self-Efficacy mediates the relationship between Entrepreneurial Education and Entrepreneurial Intention significantly positive.

3.3 The influence of motivation in moderating the relationship between Entrepreneurial Education and Self-Efficacy on Entrepreneurial Intention

Motivation can encourage someone to be active, creative, innovative, and dare to take risks (Santoso & Oetomo, 2018), in the research conducted (Dissanayake et al., 2019) showing that motivation has a strong influence in a successful business. what someone does, motivation can also be a mediator between self-efficacy and entrepreneurial desire, while research conducted by (Santoso & Oetomo, 2018)

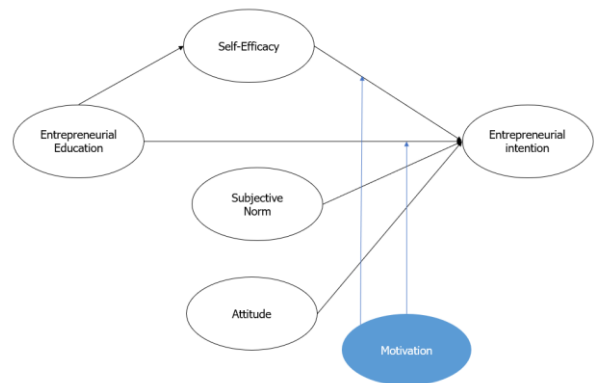
found that motivation affects entrepreneurial desire, but on the other hand motivation can also strengthen the desire to take an action (Zulkarnain, 2018) . Based on this description, the following hypothesis is proposed:

H7. Motivation moderates the relationship between Entrepreneurial Education and entrepreneurial intentions significantly positive.

H8. Motivation moderates the relationship of Self-Efficacy to Entrepreneurial Intention significantly positive

From the hypothesis above, the research framework can be made as follows:

Figure 3.1 Research Framework



Reference sources: Theory of planned behavior (Ajzen, 1991) and Social cognitive theory (Bandura, 1986)

METHOD

Based on the objectives, this type of research is descriptive quantitative research, namely through this study the aim is to describe the symptoms or phenomena that occur in detail, namely to determine the correlation between variables in the study, independent variables and dependent variables. The following are the details of the research sample:

Population : Solo Raya college student who received entrepreneurship courses

Total : 100

Samplle

Sampling : *Cluster Random*

Techniques : *Sampling*

Data : *Kuesioner*

Collection

Techniques

Analysis of the data in this study using analysis Partial Least Square (SmartPLS) version 3.0. The evaluation of the Partial Least Square model is divided into 2 evaluation stages, namely the evaluation of the outer model and the evaluation of the inner model (Hair et al., 2014)

4.1 Evaluation of the outer model

The outer model is used to measure the validity and reliability of the model. Outer model analysis to test whether the measurement used is valid and reliable. In the analysis of this model determine the correlation between latent variables and indicators. Evaluation of this model is carried out using validity tests (convergent validity and discriminant validity), reliability tests (Cronbach's Alpha and composite reliability).

4.2 Evaluation of the inner model

Inner model is a structural model to predict causality between latent variables. Evaluation of this model is carried out using Coefficient Determination (R²), Goodness of Fit, and Hypothesis Testing (Direct Effect and Indirect Effect).

RESULT AND DISCUSSION

Data Analysis

5.1 Outer Model

Outer model analysis contains analysis for test validity and construct . Table 3 presents the outer loadings, Table 4 Cronbach's alpha, composite reliability and average variance extract (AVE). Picture 2 below this presenting the resulting outer model in PLS via algorithm method used for evaluate reliability and validity construct .

5.1.1 Outer Loadings

Outer loadings used for test validity indicator , has set that score for outer loadings for 100 samples so outer loadings value must be more tall from 0.5 according to (Hair et al., 2014) .

Table 5.1 Outer Loadings

Indicator	Question	Outer Loading
A1	I have knowledge about taught business from my university	0.773
A2	My Lecturer encourage and motivate me for start business	0.729
A3	From material taught entrepreneurship in the classroom and I'm also have outlook about possible business ideas can i'm run	0.805
A4	Career as entrepreneur is interesting thing for me	0.805
A5	I was taught about make a good business plan (STP)	0.878
A6	I was taught make SWOT analysis in class	0.769
EE1	I got eye studying business / entrepreneurship on campus	0.789
EE2	I ever attend entrepreneurship workshops	0.732

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Indicator	Question	Outer Loading
EE3	I ever read articles / books that add knowledge about business	0.840
EE4	I'm watching content entrepreneurship on youtube / instagram or source other	0.834
EI1	In the future I have desire Becomes a businessman	0.808
EI2	I will attempted maximum so that I could open business and run business my alone	0.856
EI3	I am determined have company alone in Century front	0.842
EI4	I ever think repeatedly about company what am i will set up in Century front	0.645
EI5	I have strong intention for have a business in Century front	0.811
M1	I got motivation for have business from school	0.609
M2	I want have business because i want to work without other people 's pressure	0.818
M3	I get motivation business from environment	0.733
M4	I want have business because want to become a successful person	0.890
M5	I want have business alone because moment this technology give convenience in do business	0.869
SE1	I believe that I can think with creative	0.839
SE2	I believe self that I could operate a business new	0.880
SE3	I believe that I could becomes businessman success in the future	0.894
SE4	I believe with ability I do business	0.914
SE5	I believe I could see opportunity existing business in the future	0.917
SN1	One of my family mamber think that i must make business in the future	0.837
SN2	My closest friend push me to Becomes businessman	0.823
SN3	Environment around me good at home as well as at my school support me to becomes a businessman	0.888

Source : Smartpls 3.0 data processing , 2022 (Amofah & Saladrignes, 2022) (Edwards et al., 2022)

5.1.2. Validity Test and Reliability Test Variable

Validity test variable could seen from value and average variance extract (AVE)

while the reliability test tested with see score cronbach's alpha and composite reliability, according to (Hair et al., 2014) values the must more tall of 0.70, 0.70 and AVE must be > 0.50.

Table 5.2 Validity Test and Reliability Test

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Attitude	0.884	0.911	0.631
Entrepreneurial Education	0.821	0.876	0.640

Entrepreneurial Intention	0.854	0.896	0.634
Motivation	0.846	0.891	0.625
Self-Efficacy	0.934	0.950	0.791
Subjective Norm	0.814	0.886	0.722

source : SmartPLS 3.0 data processing , 2022

Table 5.2 above shows that Cronbach's alpha value is higher than 0.70. Composite reliability is higher than 0.70 and average variance extract (AVE) is higher than 0.50, these results indicate that the overall data is valid and reliable.

This study analyzes the relationship of variables that exist in the hypothesis as described in the theoretical study. The analysis of the eight hypotheses proposed in this study needs to be proven true through the bootstrapping method by looking at the path coefficient analysis used to investigate the relationship between the hypothesized variables.

5.2 Inner Model

Table 5.3 *Path Coefficient* (Test Hypothesis)

Hypothesis	Original Sample	T Statistics	P Values	Information
Self-Efficacy -> Entrepreneurial Intention	0.346	3,581	0.000	positive and significant
Subjective Norm -> Entrepreneurial Intention	0.026	0.335	0.738	positive and not significant
Attitude -> Entrepreneurial Intention	-0.019	0.164	0.870	negative and not significant
Entrepreneurial Education -> Entrepreneurial Intention	0.111	1,219	0.223	positive and not significant
Entrepreneurial Education -> Self-Efficacy	0.540	5,951	0.000	positive and significant
Entrepreneurial Education -> Self-Efficacy -> Entrepreneurial Intention	0.187	2,763	0.006	positive and significant

M>EE -> Entrepreneurial Intention	-0.048	0.634	0.527	negative and not significant
M>SE -> Entrepreneurial Intention	-0.014	0.162	0.871	negative and not significant

Source : olahdata SmartPLS 3.0, 2022

Table 5.3 above shows the results of hypothesis testing, the variable relationship is declared significant if the t-statistic value is higher than 1.96 with an error level (p-value) of less than 5% or 0.05 (Hair et al., 2014). While the magnitude of the relationship is seen from the original sample value.

Discussion

5.2.1. Relationship of Self-Efficacy with Entrepreneurial Intention

The results of the hypothesis test analysis show that Self-Efficacy has a significant influence on entrepreneurial intentions, the results of this study are supported by research conducted by (Shah et al., 2020) and (Tantawy et al., 2021), it can be concluded that self-confidence in thinking creatively, doing business and seeing opportunities in the future will increase one's intentions in making plans for business in the future.

5.2.2. Relationship between Subjective Norm and Entrepreneurial Intention

The results of the analysis of the hypothesis test show that subjective norms have no influence on entrepreneurial intentions, this result is contrary to the research conducted by (Shah et al., 2020) which means that the encouragement given by family members, friends and the

surrounding environment does not affect one's desire for entrepreneurship. .

5.2.3. Relationship between Attitude and Entrepreneurial Intention

The results of the hypothesis test analysis show that attitude has no effect on entrepreneurial intentions, this result is contrary to the research conducted by (Tantawy et al., 2021) and (Shah et al., 2020) so it can be concluded that motivation, emotion, perception, cognitive The long-term nature that is formed by aspects of the surrounding environment, especially at universities (Nugroho Setiadi, 2010) does not encourage someone to become an entrepreneur.

5.2.4. Relationship between Entrepreneurial Education and Entrepreneurial Intention.

The results of the hypothesis test analysis show that entrepreneurship education has no effect on entrepreneurial intentions, this result is in line with the statement (Li & Wu, 2019) but contrary to research conducted by (Yeh et al., 2021), it can be concluded that the education that students receive in class does not affect the entrepreneurial intention of students.

5.2.5. Entrepreneurial Education Relationship with Self-Efficacy

The results of the hypothesis test analysis show that entrepreneurship education has a significant effect on self-efficacy, this result is in line with research conducted by (Yeh et al., 2021), it can be concluded that the education students receive in class can affect their confidence in thinking, creative, do business and see opportunities in the future.

5.2.6. *The Role of Self-Efficacy in Mediating the Relationship between Entrepreneurial Education and Entrepreneurial Intention*

The results of the hypothesis test analysis show that self-efficacy has a significantly positive effect in mediating the relationship between entrepreneurship education and entrepreneurial intentions. This result is supported by research conducted by (Shah et al., 2020). Entrepreneurship education does have a positive influence on entrepreneurial intentions but is not significant, therefore through self-efficacy entrepreneurship education can significantly influence entrepreneurial intentions.

5.2.7. *The role of motivation in moderating the relationship between Entrepreneurial Education and Self-Efficacy with Entrepreneurial Intention*

The results of the hypothesis test analysis show that motivation cannot strengthen or weaken the relationship between entrepreneurship education and self-efficacy on entrepreneurial intentions, although previous studies (Dissanayake et al., 2019) and (Santoso & Oetomo, 2018) have shown that motivation has a strong influence on education. entrepreneurship,

self-efficacy and entrepreneurial intention, but this does not mean that motivation can strengthen between the independent variable and the dependent variable.

CONCLUSION

The results of this study indicate that self-efficacy has a significant positive effect on entrepreneurial intentions, while subjective norms and attitudes have no significant effect on entrepreneurial intentions. Entrepreneurship education shows a significant positive effect on self-efficacy, and does not significantly affect entrepreneurial intentions, but when self-efficacy mediates the relationship between the two, the analysis shows that entrepreneurial education can significantly affect entrepreneurial intentions. The moderating variable of motivation is proven not to be able to strengthen or weaken the relationship between entrepreneurship education and self-efficacy on entrepreneurial intentions

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