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Business Education as a Driver of Social Mobility

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supporting me during my studies.*

Abstract

This present work examines the role of business education in developing entrepreneurial capabilities and considers how these capabilities may contribute to broader professional and socioeconomic opportunities. Particular attention is given to the role of universities in supporting students' entrepreneurial development and to the relationships between Perceived University Support, Perceived University Environment, Entrepreneurial Self-Efficacy, Opportunity Recognition, Entrepreneurial Attitude and Entrepreneurial Intention. To address the study objectives a quantitative research approach was adopted, using data collected through a structured questionnaire from a sample of 90 university students and recent graduates. The data were analysed using the Statistical Package for the Social Sciences (SPSS). The analysis included descriptive statistics, reliability analysis using Cronbach's Alpha, Pearson correlation analysis and multiple regression analysis. The findings showed strong positive associations between Perceived University Support and Perceived University Environment and both Entrepreneurial Self-Efficacy and Opportunity Recognition. Opportunity Recognition was positively and significantly associated with Entrepreneurial Attitude, while Entrepreneurial Attitude showed a strong positive and statistically significant association with Entrepreneurial Intention. Entrepreneurial Self-Efficacy did not make a statistically significant unique contribution to Entrepreneurial Attitude when Opportunity Recognition was included in the same regression model. This finding should, however, be interpreted with caution due to the substantial multicollinearity between Entrepreneurial Self-Efficacy and Opportunity Recognition. Overall, the findings highlight the importance of university support, the university environment and entrepreneurial capabilities in students' entrepreneurial development. The results provide evidence of strong associations among the study constructs but should not be interpreted as evidence of causal relationships. Social mobility was not directly measured in the empirical analysis; rather, it was considered as a broader theoretical context within which entrepreneurial development may contribute to future professional and socioeconomic opportunities.

Keywords

Business Education, Social Mobility, Entrepreneurial Intention, Entrepreneurial Mindset

Περίληψη

Η παρούσα εργασία εξετάζει τον ρόλο της επιχειρηματικής εκπαίδευσης στην ανάπτυξη επιχειρηματικών ικανοτήτων και διερευνά τον τρόπο με τον οποίο οι ικανότητες αυτές ενδέχεται να συμβάλλουν σε ευρύτερες επαγγελματικές και κοινωνικοοικονομικές ευκαιρίες. Ιδιαίτερη έμφαση δίνεται στον ρόλο των πανεπιστημίων στην υποστήριξη της επιχειρηματικής ανάπτυξης των φοιτητών και στις σχέσεις μεταξύ της Αντιλαμβανόμενης Πανεπιστημιακής Υποστήριξης, του Αντιλαμβανόμενου Πανεπιστημιακού Περιβάλλοντος, της Επιχειρηματικής Αυτο-Αποτελεσματικότητας, της Αναγνώρισης Επιχειρηματικών Ευκαιριών, της Επιχειρηματικής Στάσης και της Επιχειρηματικής Πρόθεσης.

Για την επίτευξη των στόχων της μελέτης υιοθετήθηκε ποσοτική ερευνητική προσέγγιση, με τη συλλογή δεδομένων μέσω δομημένου ερωτηματολογίου από δείγμα 90 φοιτητών πανεπιστημίου και πρόσφατων αποφοίτων. Τα δεδομένα αναλύθηκαν με τη χρήση του Στατιστικού Πακέτου για τις Κοινωνικές Επιστήμες (SPSS). Η ανάλυση περιλάμβανε περιγραφική στατιστική, ανάλυση αξιοπιστίας με τη χρήση του Cronbach's Alpha, ανάλυση συσχέτισης Pearson και ανάλυση πολλαπλής παλινδρόμησης.

Τα ευρήματα έδειξαν ισχυρές θετικές συσχετίσεις μεταξύ της Αντιλαμβανόμενης Πανεπιστημιακής Υποστήριξης και του Αντιλαμβανόμενου Πανεπιστημιακού Περιβάλλοντος και τόσο της Επιχειρηματικής Αυτο-Αποτελεσματικότητας όσο και της Αναγνώρισης Επιχειρηματικών Ευκαιριών. Η Αναγνώριση Επιχειρηματικών Ευκαιριών παρουσίασε θετική και στατιστικά σημαντική σχέση με την Επιχειρηματική Στάση, ενώ η Επιχειρηματική Στάση παρουσίασε ισχυρή, θετική και στατιστικά σημαντική σχέση με την Επιχειρηματική Πρόθεση. Η Επιχειρηματική Αυτο-Αποτελεσματικότητα δεν παρουσίασε στατιστικά σημαντική μοναδική συνεισφορά στην Επιχειρηματική Στάση όταν η Αναγνώριση Επιχειρηματικών Ευκαιριών συμπεριλήφθηκε στο ίδιο μοντέλο παλινδρόμησης. Ωστόσο, το εύρημα αυτό θα πρέπει να ερμηνευθεί με προσοχή λόγω της

σημαντικής πολυσυγγραμμικότητας μεταξύ της Επιχειρηματικής Αυτο-Αποτελεσματικότητας και της Αναγνώρισης Επιχειρηματικών Ευκαιριών.

Συνολικά, τα ευρήματα αναδεικνύουν τη σημασία της πανεπιστημιακής υποστήριξης, του πανεπιστημιακού περιβάλλοντος και των επιχειρηματικών ικανοτήτων για την επιχειρηματική ανάπτυξη των φοιτητών. Τα αποτελέσματα παρέχουν ενδείξεις ισχυρών συσχετίσεων μεταξύ των μεταβλητών της μελέτης, αλλά δεν θα πρέπει να ερμηνευθούν ως τεκμήρια αιτιωδών σχέσεων. Η κοινωνική κινητικότητα δεν μετρήθηκε άμεσα στην εμπειρική ανάλυση· αντίθετα, εξετάστηκε ως ένα ευρύτερο θεωρητικό πλαίσιο, εντός του οποίου η επιχειρηματική ανάπτυξη ενδέχεται να συμβάλλει σε μελλοντικές επαγγελματικές και κοινωνικοοικονομικές ευκαιρίες.

Λέξεις – Κλειδιά

Επιχειρηματική Εκπαίδευση, Κοινωνική Κινητικότητα, Επιχειρηματική Πρόθεση, Επιχειρηματικός Τρόπος Σκέψης

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List of Abbreviations & Acronyms

OECD Organisation for Economic Co-operation and Development

WEF	World Economic Forum
TPB	Theory of Planned Behaviour
SPSS	Statistical Package for the Social Sciences
PUE	Perceived University Environment
PUS	Perceived University Support
ESE	Entrepreneurial Self-Efficacy
OR	Opportunity Recognition
EA	Entrepreneurial Attitude
EI	Entrepreneurial Intention

1. Introduction

1.1 Background and Context of the study

In recent years, education has become more and more linked to issues of social mobility, professional development and economic opportunity. Higher education is often considered as one of the most important means to improve an individual's social and economic status (OECD, 2025). At the same time, modern labour markets have become more competitive and uncertain, creating further challenges for young people entering professional life. In this environment, business education has gained much attention as it is associated not only with employability but also with entrepreneurship, innovation and opportunity creation (World Economic Forum [WEF], 2020).

Business education refers to academic programmes related to management, economics, entrepreneurship, marketing, finance and business decision-making. Universities and business schools are supposed to prepare students for professional careers in addition to developing skills such as leadership, creativity, Opportunity Recognition and problem solving. Such features are strongly related to entrepreneurial thinking and entrepreneurial behaviour (Bae et al., 2014).

Entrepreneurship is increasingly viewed as an important mechanism for economic and social advancement. For those who can identify opportunities, start businesses and come up with innovative ideas, it can improve professional prospects and even contribute to upward social mobility. Therefore, many universities have started to pay more attention to entrepreneurship education and entrepreneurial support systems. Such initiatives include entrepreneurship courses, innovation programmes, mentoring activities, networking opportunities and support for start-up creation (Nowiński et al., 2019).

At the same time, the international debate on social mobility has become more important. Organisations such as the World Economic Forum and the OECD report that inequalities in opportunities, access to education and socio-economic background still affect people's future prospects (OECD, 2025; WEF, 2020). Education is frequently touted as a pathway to upward social mobility, but not all forms of education lend themselves to this process. It is

therefore important to investigate whether business education in particular can influence students' Entrepreneurial Attitude and Intention in a manner that may facilitate future social mobility.

Existing research has focused on Entrepreneurial Intention among university students and the impact of entrepreneurship education on entrepreneurial behaviour (Liñán & Chen, 2009). Research has also found that university support, entrepreneurial self-efficacy, Entrepreneurial Attitude and Opportunity Recognition can influence Entrepreneurial Intention (Ayalew & Zeleke, 2018). However, there are fewer references about these relationships in the broader context of social mobility, especially for students and recent graduates.

The present study seeks to contribute to this discussion by examining the influence of business education on Entrepreneurial Attitudes and Entrepreneurial Intentions and by considering their potential broader relevance to social mobility. The study focuses on university students and recent graduates in order to explore the relationship between the educational environment, entrepreneurial development and future professional aspirations.

1.2 Research Problem

Higher education and entrepreneurship are playing an increasingly important role in modern economies, but our knowledge of the contribution of business education to social mobility through entrepreneurial development is limited. Despite significant investment by universities in entrepreneurship education and student support programmes, the effectiveness of these educational experiences on students' Entrepreneurial Attitude, Entrepreneurial Self-Efficacy and Entrepreneurial Intention is not yet clear (Nowiński et al., 2019). In addition, there are still social inequalities in access to opportunities and career progression. Educational opportunities may not be experienced in the same way by people from different socio-economic backgrounds.

Moreover, many previous studies focus on Entrepreneurial Intention, not linking it to broader social outcomes such as career and economic improvement or social mobility

perspectives. Therefore, there is a need for a more integrated approach that brings together the literature on entrepreneurship education and social mobility theory.

The present study aims to fill this gap by examining the relationship between Perceived University Support, Perceived University Environment, Entrepreneurial Self-Efficacy, Opportunity Recognition, Entrepreneurial Attitude and Entrepreneurial Intention among university business students and recent graduates.

1.3 Research Objectives and Research Questions

The main aim of this study is to investigate the impact of business education on Entrepreneurial Attitude and Entrepreneurial Intention as surrogate for social mobility.

Specifically, the study aims to:

- To investigate the effect of perceived university support and university environment on entrepreneurial self-efficacy and Opportunity Recognition.
- To investigate the relationship between Entrepreneurial Self-Efficacy, Opportunity Recognition and Entrepreneurial Attitude.
- To study the effect of Entrepreneurial Attitude on Entrepreneurial Intention.
- To better understand how business education may contribute to students' future professional and social aspirations.

On the basis of these objectives the following research questions are formulated:

1. Does perceived university support affect Entrepreneurial Self-Efficacy and Opportunity Recognition?
2. Does the perceived university environment foster Entrepreneurial Self-Efficacy and Opportunity Recognition among students?
3. What is the effect of Entrepreneurial Self-Efficacy and Opportunity Recognition on Entrepreneurial Attitude?
4. Is there a positive effect of Entrepreneurial Attitude on Entrepreneurial Intention?

5. Can business education be a pathway to social mobility by promoting entrepreneurship?¹

1.4 Significance of the Study

This study is important from both theoretical and practical perspectives. It integrates ideas from business education, entrepreneurship and social mobility literature. Many previous studies are mainly focused on Entrepreneurial Intention, but this research tries to relate entrepreneurial development with broader social mobility perspectives. In this way, the study contributes to the understanding of how students' future aspirations and their perceived development opportunities can be impacted by their educational experiences.

The findings may be useful for universities, business schools and policy makers from practical point of view. Understanding the educational factors that influence Entrepreneurial Intentions can help universities improve entrepreneurship programmes, student support systems and learning environments. The findings may also provide insights into how higher education institutions can better support students in developing their entrepreneurial competences and professional confidence.

The research may also be particularly relevant in the context of economic uncertainty and labour market challenges faced by young graduates. Entrepreneurship is increasingly being seen as an alternative career path and as a possible pathway to economic and social advancement (WEF, 2020). Thus, grasping the connection between business education and entrepreneurial development could potentially have wider social implications

1.5 Structure of the Study

The dissertation is organized into five chapters as follows:

¹ The fifth research question is addressed at a broader theoretical level, as social mobility is not directly measured as a variable in the empirical model.

Chapter 1 introduces the topic of study, research problem, research objectives and questions, significance of the study and the overall structure of the dissertation.

Chapter 2, incorporates the literature review and the theoretical background regarding social mobility, education, business education, entrepreneurship, entrepreneurial mindset and Entrepreneurial Intention are presented. The chapter also establishes the theoretical framework and research hypotheses of the study.

Chapter 3 describes research methodology used for this study. It explains the research design, the process of sampling, the development of the questionnaire, the procedure of data collection and the methods employed for data analysis.

In Chapter 4 the empirical results of the research are described and discussed. The chapter provides descriptive statistics, reliability analysis, correlation analysis and hypothesis testing.

Finally, Chapter 5 is about the main conclusions of the study, the theoretical and practical implications, the limitations of the research and suggestions for future research.

2. Literature Review

2.1 Introduction

The aim of the chapter is to explain how business education may influence Entrepreneurial Attitude and Intention and how these factors may have broader theoretical implications for social mobility. The theoretical basis of social mobility and the major sociological approaches to social advancement and inequality are presented in the beginning of the chapter. It then considers the role of education in redistributing opportunities and developing human capital. The chapter then turns to business education and its growing significance in contemporary economies. The chapter also focuses on the relationship between business education, entrepreneurial mindset, entrepreneurial self-efficacy and Entrepreneurial Intention. The last parts of the chapter discuss empirical results of other studies and construct the theoretical framework and hypotheses of the current study.

2.2 Theoretical Foundations of Social Mobility

2.2.1 Definitions and Core Concepts

Social mobility generally describes the movement of individuals or groups within the social and economic structure of society. It is typically linked to shifts in social position, money, occupation or education throughout the course of a person's lifetime or across generations (Goldthorpe, 2016).

Social mobility can show how far people can improve their social and economic position regardless of where they come from, making it a measure of equal opportunities. It can take several forms: Intragenerational mobility deals with changes within an individual's life, while intergenerational mobility refers to changes in the social position of parents and children (Breen, 2010). Social mobility can also be upward or downward, depending on whether people's social and economic situations get better or worse.

In literature there are also absolute and relative social mobility. Absolute social mobility is a rise in the standard of living of an individual in relation to the standard of living of their antecedents, usually due to economic growth or structural changes in society. Relative social mobility, on the other hand, is about how much people are able to improve their social position, irrespective of their family background. This concept is closely related to equality of opportunity as it investigates whether people of similar abilities have similar chances of success regardless of their socio-economic backgrounds (Goldthorpe, 2016).

Social mobility is also considered one of the main indicators of social justice and economic development. In general, researchers found that higher levels of mobility provide more equal opportunities for education, employment and career progression. On the other hand, low levels of social mobility are usually a sign of socio-economic inequalities that are transmitted from one generation to the next. This hampers the ability of disadvantaged individuals to change their living conditions (OECD, 2025). Under those circumstances, improving social mobility has become an important objective of governments, educational institutions and international organisations.

Moreover, education is considered one of the most significant factors influencing social mobility. Access to higher education can improve opportunities for employment, income levels and career advancement. However, access to educational opportunities can be affected by social networks, family income and social class (OECD, 2025).

Even though Education is supposed to be a key driver of social mobility, it does not work in isolation. There are several external factors that contribute to the benefits of education, such as market conditions, public policies, economic stability and access to professional networks. So, educational attainment does not always guarantee upward mobility. Instead, education should be seen as one part of a larger system that affects the opportunities people have throughout their whole life course. This perspective highlights the need to look beyond educational qualifications to the skills, attitudes and capabilities that education helps individuals develop.

In contemporary economies, access to innovation-driven industries, employment and entrepreneurial activity are all increasingly linked to social mobility. As labor markets are becoming even more competitive, people are expected to develop entrepreneurial

capabilities, adaptability and Opportunity Recognition skills in addition to formal qualifications. (WEF, 2020).

2.2.2 Sociological Theories of Social Mobility

Social mobility and its factors are explained through the scope of several sociological theories. According to functionalists, education places people in jobs according to talent and effort. In this view, education contributes to the establishment of meritocracy by rewarding ability and performance (Parsons, 1951). People who have gained knowledge and skills through education are supposed to have better professional results and higher social status. On the other hand, according to Conflict theories, educational systems may serve to reproduce social inequalities rather than reduce them. Bourdieu (1986) argued that individuals from higher socio-economic backgrounds possess more cultural and social capital allowing them to acquire educational and professional benefits more easily. This means that opportunities may not be available equally to all in society.

Theories of human capital also figure importantly in discussions of social mobility. Becker (1993) indicated that education increases productivity skills and the economic value of individuals, leading to higher earnings and career prospects. This approach implies that investment in education can produce better economic outcomes individually and socially. Even though functionalist and human capital perspectives tend to emphasize the positive function of education, more recent research suggests that entrepreneurial capabilities can supplement formal education by providing individuals with other paths to professional success. The entrepreneurially skilled may create their own employment opportunities, develop innovative business ideas and adapt more effectively to changing labour market conditions instead of only relying on traditional employment. As a result, entrepreneurship is increasingly viewed as another mechanism that can strengthen the link between education and social mobility.

More recent approaches focus on the importance of entrepreneurial capabilities and innovation for the economic advancement. Entrepreneurship is increasingly viewed as a

mechanism through which individuals may overcome labour market limitations and create new opportunities for professional and social advancement (Naudé, 2010).

2.2.3 Determinants of Social Mobility

There are several economic, social and educational factors that influence social mobility. Education is one of the strongest predictors for employability, career progression and ability to enter higher paid employment (OECD, 2025).

Family background is also very essential. Parents' education level, occupation, income and social networks may have a big influence on educational opportunities and future career prospects. Individuals from lower socio-economic groups may have more obstacles in obtaining a quality education and employment prospects (Breen, 2010). Labour market institutions and economic conditions are also determinants of movement patterns. In times of unemployment and lack of professional opportunities, economic instability may diminish the prospects of social mobility for the younger generations. At the same time, for digital transformation and technological advances, entrepreneurial and innovation-related skills are essential (WEF, 2020).

2.3 Education as a Mechanism of Social Mobility

2.3.1 Education and Opportunity Redistribution

Education has long been viewed as one of the main mechanisms for eliminating inequality and fostering social mobility. Education can give people the opportunity to acquire knowledge, qualifications and professional abilities, which can increase their work prospects and future earnings (Becker, 1993). Higher education institutions is expected to give equal opportunities for personal and professional growth. Universities can enhance students' critical thinking, problem solving skills and specialist knowledge and improve their future possibilities. In this sense, education is linked to upward social mobility and economic progress (OECD, 2025). Yet many studies indicate that educational opportunities are not the same for people from various socio-economic backgrounds. Financial

constraints, unequal access to educational resources and social capital gaps can affect academic performance and career success (Bourdieu, 1986).

Despite these discrepancies, higher education remains one of the most powerful instruments for redistributing opportunities. Business education and entrepreneurship education are increasingly linked to employability, chances for innovation and self-employment.

Another advantage of higher education is the acquisition of transferable skills that can be applied beyond the academic field. Employers in various sectors are increasingly seeking critical thinking, problem-solving, leadership, teamwork and communication skills. These skills enhance graduates' employability and adaptability, particularly in labor markets characterized by economic volatility and technological change. As a result, universities help students not only learn new things but also grow personally, which improves their ability to handle obstacles in the workplace.

2.3.2 Human Capital Theory and Educational Returns

In accordance with human capital theory, education is an investment to improve individuals' productivity and economic value (Becker, 1993). The theory posits that people who invest in education acquire skills and competences that boost their employability and earning potential. Educational returns may include higher income, professional growth, better employment chances and increased economic security. Business education may also bring extra benefits by developing management, analytical and entrepreneurial abilities that are useful in competitive labour markets.

Entrepreneurship education is specifically designed to develop competences, such as Opportunity Recognition, innovation, creativity and entrepreneurial confidence (Bae et al., 2014). These qualities may foster students' entrepreneurial ventures or other professional options. It has been found in research that entrepreneurship education can have a positive impact on entrepreneurial self-efficacy and Entrepreneurial Intention among university students (Nowiński et al., 2019). Thus business education may help with employment, but also with entrepreneurial development and social mobility possibilities.

According to the idea of human capital, teaching people how to be entrepreneurs is a good use of financial resources as it improves both technical knowledge and behavioral skills. Students learn how to think about risks and possibilities, make smart choices and solve tough problems by working together. After graduation, these skills will still be useful regardless of the path that graduates choose to start their own businesses or work for existing companies. So, learning about business has benefits that go beyond starting a business and help with long-term career growth.

2.4 Understanding Business Education

2.4.1 Definition and Scope of Business Education

Business education refers to educational programs focusing on subjects such as management, economics, entrepreneurship, finance, marketing, accounting and organizational behaviour. Its main goal is to educate students with the theoretical knowledge and practical skills needed for a professional career within the corporate environment (Kuratko, 2005).

Business education should also prepare students to deal with an increasingly uncertain and competitive job market. Today's organizations need graduates who can understand business problems, operate in teams, communicate and cope with continual technological and organisational change. Business education is no longer just about teaching business information but about creating transferable abilities that can be used to numerous professional situations (Neck & Greene, 2011).

Additionally, business programs generally integrate theoretical learning with practical experiences such as case studies, simulations, internships and group projects. These learning methodologies encourage students to relate academic information to real business scenarios, enhancing their analytical skills and decision-making ability. Experiential learning is seen as vital since it helps students to gain confidence in dealing with genuine business situations (Kolb, 1984).

Learning professional skills is not the only thing that can be learned in business school. Modern business programs focus more and more on developing skills like ethical decision-

making, analytical thinking, adaptability and teamwork, which are all important in today's businesses. Students are taught to think and act through complicated business situations, weigh different possible answers and make smart choices when they lack of all the facts. It can be said that, business education tries to get graduates ready for job markets that are always changing and need people who can learn new things and be flexible in their work.

The fact that business education draws from different fields is another important thing. Business students gain knowledge from many different academic areas, such as law, economics, psychology, sociology and information systems. This method draws from different fields so that students can see business problems from various angles and gain a deeper understanding of the business and market environments. As a result, students are often better prepared to deal with the speed that economy and technology change. Business education has expanded a lot in recent years. Traditional business programmes focused mostly on administrative and managerial skills, however modern business education also puts emphasis on innovation, entrepreneurship, leadership, creativity and problem-solving talents. Universities have increasingly tried to prepare students not only for employment in organisations, but also for self-employment and entrepreneurship (Nowiński et al., 2019).

Business education is often associated with the development of soft skills such as communication, teamwork, adaptability and Opportunity Recognition. These qualifications are seen as vital in the modern labour markets where flexibility and creativity are increasingly rewarded (WEF, 2020)

Moreover, business education is more and more promoting lifelong learning. Business environments are changing rapidly due to technological innovation, globalisation and changing customer behaviour, leading to an expectation that graduates refresh their knowledge and competences regularly throughout their employment. Universities consequently aim to develop autonomous learning skills and critical thinking so that graduates are flexible to changing labour market conditions (OECD, 2025). Another essential goal of business education is the development of ethical awareness. Business decisions are typically confronted by ethical challenges related to sustainability, corporate responsibility and stakeholder interests. Hence, modern business schools attempt

to produce graduates who can balance economic performance with ethical and social duties, contributing to more sustainable corporate practices (Fayolle & Gailly, 2015)

Also, business education is directly related to entrepreneurship education. Entrepreneurship courses and entrepreneurial support initiatives attempt to motivate students to think creatively, uncover business opportunities and develop entrepreneurial confidence. Therefore, business education might affect students' aspirations and their eventual employment decisions.

In general, business education may be considered as a comprehensive process of education that integrates the academic knowledge, practical experience and entrepreneurial skills development. Rather than training students for a specific career route, it provides them with a broad set of competencies that can support employment, entrepreneurial activity and long-term professional development. This wider view explains why business education is increasingly being regarded not only in terms of employability but also as a prospective contributor to innovation, economic development and social mobility.

2.4.2 The Growing Importance of Business Education

The complexities of global economies and labour markets have made business education more significant around the world. Economic uncertainty, technological growth and digital transformation demand individuals with entrepreneurial, managerial and innovation related skills (OECD, 2025). At the same time, self-employment and entrepreneurship are increasingly advocated as alternative job options, especially among the younger generations. Many governments and educational institutions promote entrepreneurship since it is linked to economic growth, job creation and innovation (Naudé, 2010).

Therefore universities have increased entrepreneurship education initiatives and business-related curricula. Many higher education institutions now have entrepreneurship competitions, incubators, mentoring programmes, innovation laboratories and start-up support services. These activities are designed to establish an entrepreneurial environment that motivates students to look for business opportunities and develop Entrepreneurial Intentions (Ayalew & Zeleke, 2018).

Existing literature indicate educational environments that provide support, mentoring and entrepreneurial tools can have a positive impact on students' entrepreneurial confidence and Entrepreneurial Intentions (Nowiński et al., 2019). Therefore, business education is more and more regarded as a source of academic information and a mechanism for professional empowerment and opportunity creation. The point is, you can learn more than just business skills in business school. Modern business schools are placing a greater emphasis on developing abilities such as ethical decision-making, analytical thinking, adaptability and teamwork, all of which are vital in today's enterprises. Students learn how to analyze complex business problems, consider alternative solutions and make intelligent decisions without having all the data. Thus business education is trying to prepare students for job markets that are constantly changing and that require individuals who can learn new things and are adaptable in their profession.

Another essential feature about business education is that it borrows from diverse fields. Business students learn about topics drawn from many various fields of study, including law, economics, psychology, sociology and information systems. The approach is based on cross-disciplinary training to enable students to see business challenges from many angles and to get a better grasp of the business and market environments. This means grads can frequently handle the pace of economic and technological change better.

2.4.3 Business Schools as Institutions for Human Capital Development

Business schools provide students specialized knowledge, professional capabilities and entrepreneurial skills, which make them crucial to the development of human capital. According to human capital theory, education increases an individual's economic value and productivity, which contributes to career success and professional opportunities (Becker, 1993). This is facilitated by business schools that promote critical thinking, decision-making, leadership and entrepreneurial skills. These traits can improve the employability of graduates and promote entrepreneurial behavior. Business schools also tend to produce networking opportunities through partnerships with businesses, entrepreneurship centers and industry experts. These can provide students with greater access to knowledge,

mentorship, internship and job opportunities. Exposure to entrepreneurial contexts can also increase students' entrepreneurial confidence and self-efficacy (Bandura, 1997)

Most of contemporary business schools are making an effort to integrate academic knowledge with real-world application. Students' entrepreneurial mindset and problem-solving skills are frequently strengthened through experiential learning activities like business simulations, case studies, group projects and workshops (Kuratko, 2005). As a result, business schools may serve as settings that promote professional development, creativity and prospects for future social mobility in addition to being educational establishments.

Business schools also aid in the development of social capital through provision of platforms for interaction of the students, professors, entrepreneurs and business experts. Seminars, networking activities, guest lectures and collaboration with industry experts help students build professional relationships that may enhance their future employment. These networks frequently provide access to career possibilities, entrepreneurial partnerships and mentoring relationships that can lead to long-term professional development.

Business schools are also progressively integrating experiential learning into their curriculum. Instead of typical lectures, several universities encourage students to participate in business simulations, consulting projects, entrepreneurial challenges and collaborative problem-solving activities. These instructional approaches allow students to integrate theoretical knowledge into practical competencies and increase their self-confidence in dealing with real business difficulties.

2.5 Business Education and the Entrepreneurial Mindset

2.5.1 Theoretical Background: Entrepreneurial Mindset

The term entrepreneurial mindset refers to a way of thinking associated with creativity, innovation, Opportunity Recognition, flexibility and willingness to take initiative. Entrepreneurs are better at spotting possibilities, solving issues in new ways and pursuing innovative ideas (McGrath & MacMillan, 2000). Also, entrepreneurial self-efficacy, which

is an individual's belief in their ability to successfully accomplish entrepreneurial tasks (Bandura, 1997), is directly linked to entrepreneurial mindset. People who have a high level of entrepreneurial self-efficacy are more likely to show entrepreneurial behaviour and have higher Entrepreneurial Intentions.

Another important element of entrepreneurial mindset is Opportunity Recognition, the ability to find potential business ideas or profitable opportunities that others may not see (Ozgen & Baron, 2007). The Theory of Planned Behaviour (Ajzen, 1991) suggests that attitudes, perceived behavioral control and social norms impact Entrepreneurial Intention. In entrepreneurship research, entrepreneurial mindset and entrepreneurial self-efficacy are generally found to be major indicators of Entrepreneurial Intention (Liñán & Chen, 2009).

An entrepreneurial mindset is commonly described as a combination of cognitive skills, behavioral tendencies and personal attitudes that allow people to see opportunities and create value in uncertain settings. Many experts claim that entrepreneurial mindset is not a natural trait, but can be created through education, practical experience and continual learning. This view also supports the increasing significance of entrepreneurial education at institutions of higher learning.

Entrepreneurial thinking is also associated with resilience and flexibility. The process of building and growing a firm often involves uncertainty, limited resources and unforeseen challenges. Individuals with greater resilience and flexibility may be better able to adapt to changing circumstances, learn from failure and identify alternative ways of solving complex problems. These characteristics may contribute not only to entrepreneurial development but also to broader professional development throughout an individual's career.

2.5.2 How Business Education Fosters Entrepreneurial Thinking

Through the development of knowledge, confidence, creativity and Opportunity Recognition skills, business education may support entrepreneurial thinking. In

entrepreneurship courses, students are frequently encouraged to analyze business opportunities, create business ideas and use creative thinking techniques.

Business education shapes entrepreneurial thinking through both formal and informal learning experiences. The former comprises entrepreneurship classes, business planning exercises and project-based assignments that introduce students to entrepreneurial concepts and decision making processes. The latter comes through involvement in networking activities, engagement with entrepreneurs, mentoring relationships and extra-curricular entrepreneurial activities organized by institutions.

The learning environment itself has also a crucial impact. Universities that encourage innovation, experimentation and collaboration may create environments that inspire students to pursue entrepreneurial opportunities with more confidence. Such circumstances are conducive to the development of favorable attitudes towards entrepreneurship, as well as the enhancement of entrepreneurial self-efficacy and Opportunity Recognition skills. Entrepreneurial confidence and Opportunity Recognition skills may help individuals to circumvent labor market constraints and investigate alternative career paths, especially for young individuals that face economic uncertainty and poor employment prospects. Networking opportunities, innovation-related activities and exposure to entrepreneurial role models may all have a positive impact on entrepreneurial behavior. Students may develop a stronger entrepreneurial culture at universities that support entrepreneurship through incubators, competitions, workshops and events (Kuratko, 2005).

2.5.3 Entrepreneurial Mindset as a Pathway to Social Mobility

The entrepreneurial mindset can be a pathway to social mobility since it pushes the individual to look for chances for professional and economic growth. Entrepreneurship can offer people the opportunity to improve their income, professional standing and economic freedom (Naudé, 2010).

Entrepreneurial confidence and Opportunity Recognition abilities may enable individuals to overcome labour market limitations and explore alternate career routes, especially for young individuals experiencing economic uncertainty and poor employment prospects.

Entrepreneurship has been found to be a means of upward social mobility in contexts when conventional employment opportunities are few (Torche & López-Calva, 2014). Entrepreneurial behaviour may enable individuals to produce economic value, enhance their professional opportunities and attain greater professional autonomy. Thus, Entrepreneurial Attitude and Entrepreneurial Intention could be linked not only to career choices but also to larger perceptions of future social and economic progress.

At the wider socio-economic level, Entrepreneurial Attitude could contribute to reduce the dependence on traditional employment by encouraging individuals to establish their own professional chances. This can be especially crucial during times of economic turmoil when job options are few. People with entrepreneurial skills may be more flexible in reacting to changes in labor market and finding other employment options. But an Entrepreneurial Attitude does not ensure upward social mobility. Access to financial resources, institutional assistance, favorable economic conditions and social networks continue to impact entrepreneurial success. Thus, entrepreneurship must be understood as one of numerous viable ways in which education might promote social mobility, rather than as a panacea for addressing socio-economic inequality.

2.6 Business Education as a Driver of Social Mobility

2.6.1 Empirical Findings and Mechanisms Linking Business Education to Social Mobility

Several studies have explored the connection between education, entrepreneurship and social mobility. Previous studies have typically found that higher education is positively associated with better career prospects and income, while entrepreneurship education is positively associated with more entrepreneurial competences and career goals (Bae et al., 2014).

The literature has studied Entrepreneurial Intention among university students and it has been found that Entrepreneurial Self-Efficacy, Entrepreneurial Attitude, Opportunity Recognition and University Support are positively connected with Entrepreneurial Intention

(Liñán & Chen, 2009). Entrepreneurial Intention is generally considered to be a predictor of future Entrepreneurial behaviour.

A lot of research reports positive impacts of entrepreneurship education, however researchers also note that the success of entrepreneurship education depends on the quality and design of educational programmes. Merely providing entrepreneurship classes do not necessarily promote entrepreneurial goals. Programs integrating academic knowledge with hands-on experience, mentorship and connection with entrepreneurs seem to provide better educational outcomes (Nabi et al., 2017). Active participation in experiential learning activities tends to improve entrepreneurial confidence, creativity and Opportunity Recognition of students more than receiving theoretical instructions alone.

Entrepreneurship education is also increasingly seen as a continual learning process rather than a single university term. Entrepreneurial competencies are developed by the repeated exposure of students to entrepreneurial situations during their study. Students can bring their classroom learnings into real business circumstances and develop their Entrepreneurial Attitude through business contests, innovation projects, internships and networking activities (Neck & Greene, 2011).

There are other empirical research that have also studied the mechanism by which business education influences Entrepreneurial Intention. Bae et al. (2014) performed a meta-analysis on more than 70 independent research and concluded that entrepreneurship education positively but moderately affects Entrepreneurial Intention. The results indicate that education alone cannot account for entrepreneurial conduct but it has a role in creating Entrepreneurial Attitude and enhancing students' perceptions of their entrepreneurial capability. Fayolle and Gailly (2015) reached similar outcomes, stating that entrepreneurship education had enduring effects on students' entrepreneurial perceptions, even after graduation.

More recent studies also indicate the significance of institutional support from universities. An atmosphere that promotes entrepreneurial activity is provided by educational institutions such as incubation centres, mentoring programmes, access to entrepreneurs and financial support systems that actively promote entrepreneurship. Such institutional efforts minimize the level of uncertainty and boost the students' confidence and offer practical resources that

support entrepreneurial development (Ayalew & Zeleke, 2018). Therefore, entrepreneurial education should be regarded as a broader educational ecosystem and not a collection of entrepreneurship courses.

Research also suggests that educational environments that promote innovation, creativity and entrepreneurial thinking may have a positive impact on students' confidence and career expectations (Nowiński et al., 2019). University entrepreneurship support systems may therefore be a way of empowering professionals and facilitating future career development. Entrepreneurship can be a route to upward social mobility as it provides paths to economic independence and professional achievement (Torche & López-Calva, 2014). Careers in entrepreneurship can provide individuals with more flexibility and options for earning money than typical employment paths. Therefore, business education may have broader implications for social mobility by supporting entrepreneurial capabilities, attitudes and intentions that may contribute to future professional and socioeconomic opportunities.

Overall, the empirical evidence available implies that business education helps to entrepreneurial growth via several complementary channels. It broadens students' knowledge, develops entrepreneurial skills, increases confidence, encourages Opportunity Recognition and promotes conducive learning settings to support entrepreneurial aspirations. These associations fluctuate in strength among countries and educational systems, but most empirical research agree that well-designed entrepreneurship education can have a favorable impact on students' entrepreneurial development and on their eventual job choices. The findings give a solid theoretical rationale for evaluating the linkages indicated in the conceptual model of the present study.

2.6.2 Barriers

There are several constraints that may restrict the contribution of the potential benefits of business education and entrepreneurship to social mobility. The unequal access to educational and entrepreneurial possibilities is a key impediment. Students from less privileged socio-economic backgrounds may face financial constraints, limited access to professional networks and limited entrepreneurial resources (OECD, 2025).

Socio-economic background continues to matter for access to entrepreneurial prospects, even among university graduates. Students from higher income environment with entrepreneurial experience tend to have better professional networks, more financial resources and greater support from their families. These benefits can promote firm creation and lower the perceived dangers of entrepreneurship. In contrast, children from less privileged families may face additional challenges despite having identical educational experiences, indicating that education by itself is not enough to overcome structural disparities (OECD, 2025).

Financial limits are another significant challenge for aspiring businesses. A new firm generally needs access to start-up funds, professional advice and market intelligence. Universities are providing more and more support services for entrepreneurship, but for many young graduates access to external funding is still limited. Therefore, due to financial uncertainties instead of entrepreneurial aptitude, individuals may delay or even give up Entrepreneurial Intentions (World Economic Forum [WEF], 2020). Fear of failure, lack of financial assistance and uncertainty of entrepreneurial careers may also deter graduates from becoming entrepreneurs. Entrepreneurship may also involve financial risk and unpredictable income, which can be a matter of concern for younger individuals. Entrepreneurial conduct may also be influenced by cultural and institutional factors. The traditional employment is perceived to be more secure and socially acceptable than entrepreneurship in some nations. Thus students may pick stable employment rather than entrepreneurial careers.

National entrepreneurship ecosystems could further influence students' perceptions of entrepreneurial jobs. Countries that provide enabling legislative environments, streamlined business processes and available finance possibilities tend to foster higher levels of entrepreneurial activity. In contrast, cumbersome administrative procedures, economic volatility and lack of institutional backing may inhibit the development of businesses even among the highly educated. The success of business education should therefore also be examined in the broader institutional and economic framework in which graduates function (Naudé, 2010).

Fear of failing is another major barrier. Entrepreneurship education aims to build students' confidence and entrepreneurial competencies, yet the fear of business failure remains one of the most potent psychological barriers to entrepreneurial action. Previous study has shown that some people might possess entrepreneurial skills and good attitudes, but choose not to become entrepreneurs because they view the financial and personal risks to be too great (Liñán & Chen, 2009). This implies that Entrepreneurial Intention is influenced by educational experiences, as well as individual risk assessments and broader economic conditions.

Taken together, these impediments suggest that entrepreneurship should not be considered as an automatic result of business education. Rather, the development of the entrepreneur is a function of the interaction of educational experiences, personal qualities and contextual circumstances. Universities consequently play a significant role in improving entrepreneurial competencies but their efforts are most effective when accompanied with supportive economic policies, accessible funding possibilities and entrepreneurial ecosystems that stimulate innovation and business growth.

2.7 Contextual Factors Shaping the Impact of Business Education on Social Mobility: Theoretical Framework and Hypotheses Development.

Based on the literature reviewed above, this study proposes that business education may influence Entrepreneurial Intention through several interconnected mechanisms, with potential broader implications for social mobility.

The conceptual framework created in this study is based on the idea that business education promotes entrepreneurial development through various interrelated pathways and not through a single direct relationship. There are numerous studies that have repeatedly shown that educational experiences enhance students' entrepreneurial competencies by increasing their confidence, improving their capacity to identify business opportunities and fostering more positive attitudes towards entrepreneurship (Bae et al., 2014; Nowiński et al., 2019).

Hence, the framework integrates characteristics that have been frequently found in entrepreneurship literature as important predictors of Entrepreneurial Intention.

The approach also highlights the role of universities in education beyond the transfer of academic knowledge. Higher education institutions are increasingly functioning as entrepreneurial ecosystems, where students are confronted with mentoring, networking, innovative activities and real entrepreneurial experiences. These educational resources could enhance students' entrepreneurial self-confidence while encourage them to identify and assess prospective business possibilities. Perceived university assistance and university environment are therefore positioned as the beginning point of the proposed conceptual model.

More specifically, perceived university support and university environment are anticipated to positively influence entrepreneurial self-efficacy and Opportunity Recognition. Then, entrepreneurial self-efficacy and Opportunity Recognition are likely to have positive effects on Entrepreneurial Attitude which affects Entrepreneurial Intention.

The conceptual framework of the study is as follows (see figure 2.1):

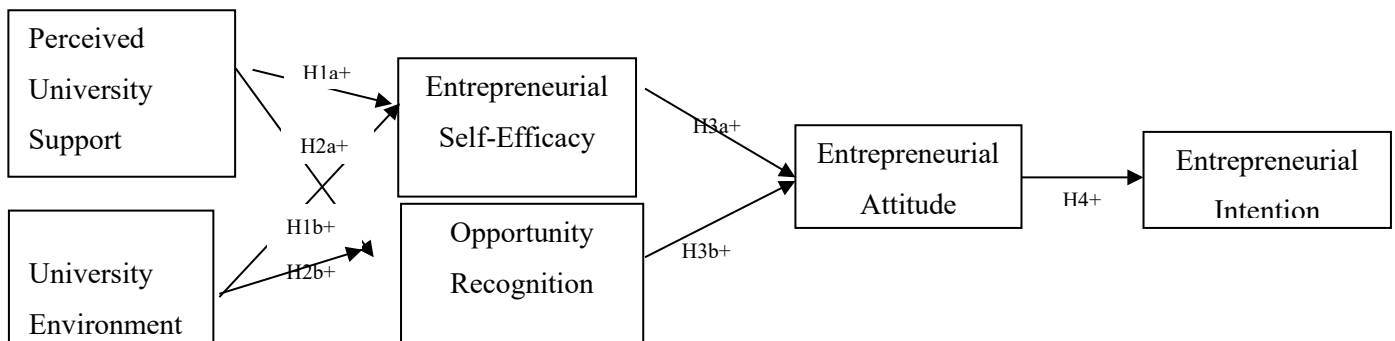


Figure 2.1: Conceptual Framework

The proposed hypotheses are derived from the theoretical relationships discussed throughout this chapter. Rather than examining each construct independently, the research model assumes that entrepreneurial development is a gradual process in which educational experiences influence psychological factors that eventually contribute to Entrepreneurial Intention. Testing these hypotheses provides an opportunity to evaluate whether the

theoretical relationships identified in previous international studies are also supported within the context of business students and recent graduates participating in the present research.

Based on this framework, the following hypotheses are developed:

H1a: Perceived University Support is positively associated with Entrepreneurial Self-Efficacy.

H1b: Perceived University Environment is positively associated with Entrepreneurial Self-Efficacy.

H2a: Perceived University Support is positively associated with Opportunity Recognition.

H2b: Perceived University Environment is positively associated with Opportunity Recognition.

H3a: Entrepreneurial Self-Efficacy is positively associated with Entrepreneurial Attitude.

H3b: Opportunity Recognition is positively associated with Entrepreneurial Attitude.

H4: Entrepreneurial Attitude is positively associated with Entrepreneurial Intention

2.8 Summary

This chapter reviewed the theoretical and empirical literature underlying the present study. The concept of social mobility was introduced at first and the key sociological theories describing how education may influence individuals' social and economic advancement were discussed. Education is one of the most important instruments for enhancing prospects. However, its effectiveness is determined by broader economic, institutional and social factors.

The chapter then analyzed business education as a specific area within higher education. It explored its expanding role in training students for both traditional jobs and entrepreneurial professions, through the development of knowledge, transferable skills and entrepreneurial capabilities. Special attention was paid to entrepreneurial mentality, entrepreneurial self-

efficacy, opportunity awareness, Entrepreneurial Attitude and Entrepreneurial Intention as these constructs are the main variables of the present study.

Overall, the empirical data examined in this chapter supports the assumption that supportive university environments are good for entrepreneurial growth. Previous research have found that entrepreneurship education boosts students' confidence, opportunity perception and Entrepreneurial Attitude and eventually leads to increased Entrepreneurial Intention. At the same time, the research understands that entrepreneurial conduct is affected by a number of contextual factors such as socioeconomic background, institutional support and labor market conditions.

Finally, the chapter introduced the conceptual framework and research hypotheses that guided the empirical investigation. The suggested research model is based on the literature review and assumes that business education contributes to entrepreneurial development through a series of interconnected educational and psychological mechanisms. The next chapter will detail the study approach used to empirically investigate these links.

3. Methodology

3.1 Introduction

The methodology used in the empirical part of the study is presented in this chapter. The research design, characteristics of the target population and sample, the survey instrument used for data collection, the data collection procedure and the statistical methods used for data analysis are described.

This research aims to examine the effect of business education on the Entrepreneurial Attitude and Entrepreneurial Intentions of university students and recent graduates. More specifically, the study investigates the impacts of perceived university support and university environment on entrepreneurial self-efficacy and Opportunity Recognition and their subsequent effects on Entrepreneurial Attitude and Entrepreneurial Intention. The chapter is divided into six sections. First, business education and entrepreneurship are

discussed in the Greek context. The chapter then discusses the research design, sampling process, development of questionnaires, data collection process and data analysis techniques.

3.2 Research Context: Business Education and Entrepreneurial Orientation in Greece

In the last decade, entrepreneurship has gained more attention in Greece, particularly after the economic challenges that affected the employment opportunities of young people. In this regard, entrepreneurship has often been considered an alternative way for professional development and economic advancement.

Greek higher education institutions have been increasingly focusing on entrepreneurship through entrepreneurship courses, innovation programmes, business competitions, incubators and collaboration with industry. The OECD underscores the growing importance of entrepreneurship education in Greek higher education institutions and advocates for broader dissemination of entrepreneurial learning and innovation activities across the university system (OECD, 2021)

The research conducted on Greek university students showed that entrepreneurship education can have positive effects on Entrepreneurial Attitude, entrepreneurial spirit and entrepreneurial decision making (Papagiannis, 2017). The contribution of educational activities such as entrepreneurship courses, seminars and competitions to the entrepreneurial orientation and entrepreneurial aspirations of the students has been found. Furthermore, studies on Greek university graduates suggest that educational experiences can affect Entrepreneurial Intentions and subsequent career choices (Kostoglou & Siakas, 2012).

Recent findings from the Global University Entrepreneurial Spirit Students' Survey (GUESSS) further emphasize the importance of the university environment in influencing students' Entrepreneurial Attitude and Intention (Sarri, 2024). The results imply that

universities play a critical role in the development of entrepreneurial competencies and in facilitating entrepreneurial career paths.

Given the increasing importance of entrepreneurship in the Greek higher education system, Greece is a suitable context to investigate the relationship between business education, Entrepreneurial Attitude and Entrepreneurial Intention. In recent years, Greek higher education institutions have given more emphasis to entrepreneurship. Universities are more and more offering courses in entrepreneurship, innovation labs, company incubators and mentoring schemes to stimulate entrepreneurial activity among students and recent graduates. These efforts have gained particular importance after the economic crisis, as entrepreneurship was increasingly encouraged as an alternative career path for young people suffering high levels of unemployment. However, despite these developments, Greece still has some obstacles in terms of entrepreneurial activity. Fear of failure is still rather high among potential entrepreneurs and access to financial resources and administrative complexity remain discouraging firm establishment (Global Entrepreneurship Monitor (GEM, 2023)). The effect of entrepreneurship education is therefore not just dependent on the quality of university curricula, but also on the wider economic and institutional context within which graduates strive to build entrepreneurial careers. Business schools consequently have a growing responsibility in preparing graduates who can spot business possibilities, adapt to changing market conditions and provide new solutions. The mix of academic knowledge and business skill development by universities could contribute to the enhancement of entrepreneurial culture among young people in Greece.

3.3 Research Design

This research adopts a quantitative research design. Quantitative methods are considered suitable when the objective is to investigate relationships between variables and to test predefined hypotheses through statistical analysis (Creswell & Creswell, 2018).

The most appropriate methodology for the present study was quantitative research, as its main purpose was to examine the relationships between the variables identified in the literature review. Quantitative methods enable researchers to collect data from relatively large samples using standardised questionnaires and to analyse the data through statistical

techniques. This approach allows for an objective assessment of respondents' perceptions and the testing of research hypotheses based on empirical evidence (Saunders et al., 2019).

A further advantage of quantitative research is its ability to enhance consistency across participants. Since all respondents answer the same questions using identical measurement scales, the collected data can be analysed in a systematic and objective manner. This increases the reliability of the findings and allows meaningful comparisons between different groups of respondents when required (Creswell & Creswell, 2018).

However, quantitative research also presents certain limitations. Standardised questionnaires may not fully capture the complexity of participants' experiences or the underlying reasons for their responses. Moreover, although statistical analysis can identify significant relationships between variables, it cannot always explain the reasons behind these relationships. Therefore, future research could complement quantitative findings through qualitative interviews or focus groups in order to obtain a deeper understanding of students' entrepreneurial experiences (Creswell & Creswell, 2018).

The study follows a cross-sectional survey design, with data collected at a single point in time through a structured online questionnaire. Survey research was selected because it enables researchers to gather information from a relatively large number of participants in an efficient and cost-effective manner (Saunders et al., 2019).

Survey research offers several advantages, including standardised data collection, efficient statistical analysis and comparability across respondents. Nevertheless, it is also associated with certain limitations, such as the possibility of response bias and the inability to establish causal relationships with certainty (Saunders et al., 2019).

Finally, the present research follows a deductive approach, as the proposed hypotheses were developed on the basis of existing theories and previous empirical research presented in the literature review (Saunders et al., 2019).

3.4 Population and Sample

The study's target population consists of undergraduate students in the *later stages of their studies* and *recent graduates* who have graduated within the last two years. This population was chosen since people at this stage are actively considering future career opportunities and may be influenced by their educational experiences when forming Entrepreneurial Attitudes and Intention.

In general, probability sampling approaches increase the generalisability of study findings, but was not judged viable due to time constraints and the lack of a complete sampling frame of all business students and recent graduates in Greece. Therefore, convenience sampling was adopted as it enabled the researcher to obtain respondents who satisfied the inclusion criteria of the study within the time limit. Convenience sampling may reduce the generalisability of the results but it is extensively utilized in entrepreneurship and higher education research especially when studies explore perceptions, attitudes and behavioural intentions among university students (Saunders et al., 2019).

3.5 Survey Instrument and Measurement of Variables

Data were collected through a structured questionnaire using Google Forms (see Appendix A). The questionnaire was divided into two main parts. The first included demographic questions on gender, age, educational status, job status, postgraduate studies, family business background and place of origin. The questions sought to provide a description of the sample characteristics and contextual information about the participants. The second portion examined the core constructs of the conceptual framework using measurement scales that have been adapted from research and incorporated and adapted from earlier literature. .

All items measuring the study constructs were scored using a seven-point Likert scale ranging from 1 (“Strongly Disagree”) to 7 (“Strongly Agree”). The use of a Likert scale is a popular practice in entrepreneurship research as it allows respondents to indicate the degree of agreement with statements that describe their perceptions, attitudes and behavioural intentions. Likert scales also allow for statistical analysis as the numerical data is comparable amongst respondents.

The empirical model of the study includes six main variables. Perceived University Support and Perceived University Environment represent the university-related explanatory variables. Entrepreneurial Self-Efficacy and Opportunity Recognition represent entrepreneurial capabilities that are expected to be influenced by the university context and, in turn, to be associated with Entrepreneurial Attitude. Entrepreneurial Attitude is subsequently examined as a predictor of Entrepreneurial Intention. Thus, the role of each variable as dependent or independent varies across the regression models according to the relationships specified in the conceptual framework and research hypotheses. Social mobility is not included as an empirical variable and is considered only as the broader theoretical context of the study.

Table 3.1 below presents the study constructs providing information regarding the number of items, the source and the position of the items in the questionnaire.

Construct	No of Items	Questions in the research instrument	Source
Perceived University Support	5	Section 2 Questions 12-16	Kraaijenbrink et al. (2010); Makai & Dóry (2023)
Perceived University Environment	5	Section 3 Questions 17-21	Makai & Dóry (2023)
Entrepreneurial Self-Efficacy	5	Section 4 Questions 22-26	Chen et al. (1998); McGee et al. (2009)

Opportunity	5	Section 5	Ozgen and Baron (2007)
Recognition		Questions 27-31	
Entrepreneurial	3	Section 6	Liñán & Chen (2009)
Attitude		Questions 32-34	
Entrepreneurial	5	Section 6	Liñán & Chen (2009)
Intention		Questions 35-39	

Table 3.1: The research variables

In detail:

1. Perceived University Support and Perceived University Environment

Perceived University Support refers to students' perceptions regarding the support provided by their university for entrepreneurial activities. Whilst, Perceived University Environment captures students' perceptions of the entrepreneurial climate and educational environment within their university. The items measuring used were adapted from established measures used in previous relevant research (Kraaijenbrink et al., 2010; Makai & Dóry, 2023).

2. Entrepreneurial Self-Efficacy

Entrepreneurial Self-Efficacy refers to individuals' confidence in their ability to successfully perform entrepreneurial tasks. It was measured using five items assessing participants' confidence in their ability to perform key entrepreneurial tasks, including problem solving, decision making, obtaining financial resources, creativity and leadership. The items were adapted from established entrepreneurial self-efficacy measures used in the entrepreneurship literature (Chen et al., 1998; McGee et al., 2009).

3. Opportunity Recognition

Opportunity Recognition refers to an individual's ability to identify potential business opportunities and was adapted from previous research on entrepreneurial Opportunity

Recognition (Ozgen & Baron, 2007). *Five* items assess participants' alertness to opportunities, identification of business ideas and recognition of entrepreneurial possibilities.

4. Entrepreneurial Attitude

Entrepreneurial Attitude reflects the degree to which individuals hold favourable evaluations of entrepreneurship as a career option, adapted from Liñán & Chen (2009). *Three* items measure positive feelings towards business creation and entrepreneurial careers.

5. Entrepreneurial Intention

Entrepreneurial Intention represents the individual's willingness and determination to engage in entrepreneurial activity in the future, also adapted from Liñán & Chen (2009). *Five* items assess entrepreneurial commitment, career goals and future business creation intentions.

3.6 Data Collection Procedure

The data collection process was conducted between May and June 2026. The questionnaire was administered online Google Forms and distributed through multiple channels to maximize participation among the target population. Specifically, the survey link was shared in Facebook and Viber groups consisting of current students and graduates of economics and business schools, as well as through the researcher's personal contacts. This distribution strategy facilitated access to individuals with relevant educational backgrounds and contributed to the collection of a final sample of 90 valid responses within the designated data collection period.

Prior to completing the questionnaire, participants were provided with an information statement describing the purpose of the study, the voluntary nature of participation and the confidentiality of responses. Participants were informed that no personally identifiable data were collected and that all responses would be analyzed in aggregate form.

3.7 Data Analysis Methods

The collected data were analysed using the Statistical Package for the Social Sciences (SPSS). The analysis was performed in several steps as follows:

First, the demographic characteristics of participants were summarized using frequencies and percentages, while means and standard deviations were calculated to provide an overview of the main study variables.

Second, reliability analysis is conducted using Cronbach's Alpha to evaluate the internal consist

ency of the measurement scales, whilst the use of scales that have been previously employed in empirical research provides support for their established content and face validity.

Third, the relationships between the study variables were investigated using correlation analysis.

Finally, multiple regression analysis is used to test the research hypotheses and to explore the predictive relationships among the constructs in the conceptual framework.

The results of these analyses are reported and discussed in Chapter 4.

3.8 Summary

The chapter described the sampling strategy, questionnaire development, measurement scales and data collection process. The measurement scales were adapted from previous research in the field of entrepreneurship, providing support for their established content and face validity, while their internal consistency was assessed through reliability analysis. Ethical considerations were also addressed throughout the research process by ensuring voluntary participation, anonymity and confidentiality. Finally, the statistical techniques used to analyse the collected data were presented. Descriptive statistics, reliability analysis, correlation analysis and regression analysis were employed to evaluate the proposed conceptual framework and test the research hypotheses. The following chapter presents the empirical findings obtained from the statistical analysis.

4. Results and Discussion

4.1 Introduction

This chapter presents the results of the empirical research conducted for this study. The purpose of the analysis is to examine the relationships between perceived university support, perceived university environment, entrepreneurial self-efficacy, Opportunity Recognition, Entrepreneurial Attitude and Entrepreneurial Intention among university students and recent graduates.

The chapter, beginning with a description of the sample characteristics, it presents descriptive statistics and reliability analysis for the study variables. In the end, the research hypotheses are tested and the findings are discussed in relation to the existing literature.

4.2 Sample description

A total of 90 valid responses were collected through an online questionnaire distributed via Google Forms. Regarding gender (see Figure 4.1), 41 respondents identified as female (45.6%), 39 as male (43.3%) and 10 selected either “other” or “prefer not to say” (11.1%). Participants were aged 20–24 years ($M = 21.87$, $SD = 1.34$).

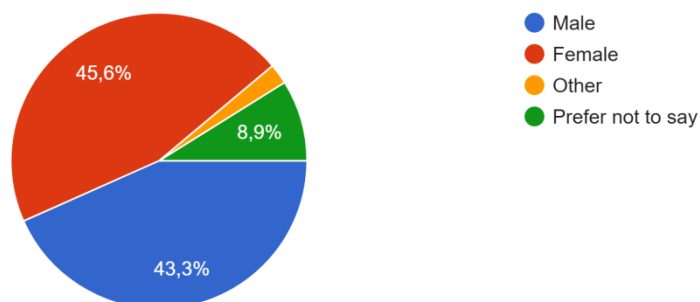


Figure 4.1: Gender

Concerning academic status (see Figure 4.2), 55 participants were undergraduate students (61.1%) in their third or fourth year of study, while 35 were recent graduates (38.9%) who had completed their studies within the previous 1-2 years.

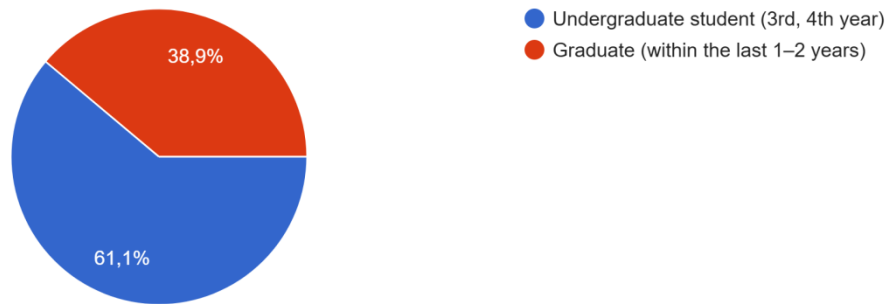


Figure 4.2: Current Status

The participants came from different business-related fields of study, mainly Business Administration (n = 21, 23.3%), Economics (n = 20, 22.2%), Marketing (n = 22, 24.4%) and Information Systems (n = 27, 30.0%) (see Figure 4.3). This diversity contributes to a broader understanding of entrepreneurial perceptions among business students and graduates.

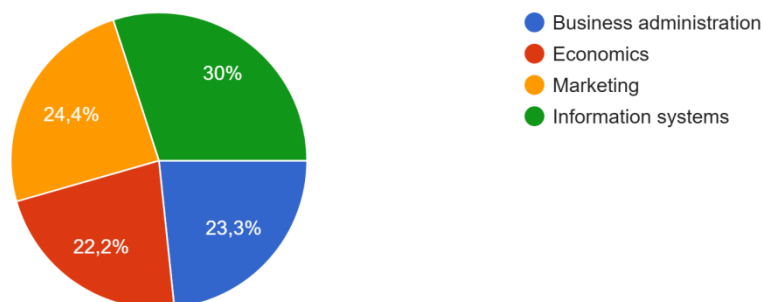


Figure 4.3: Field of Study

The sample was considered appropriate for the purposes of this study as it represents the target population identified in the research design.

The participants were also asked about their employment status, whether are currently pursuing postgraduate studies and whether their parents were already running a business (see Figure 4.4). The results are the following: 37 participants were not employed (41.1%), 24 were employed full-time (26.7%), 22 part-time (24.4%) and 7 were self-employed (7.8%). In addition (see Figure 4.5), 43 respondents (47.8%) were pursuing postgraduate studies, 16 (17.8%) reported that their parents owned a business (see Figure 4.6).

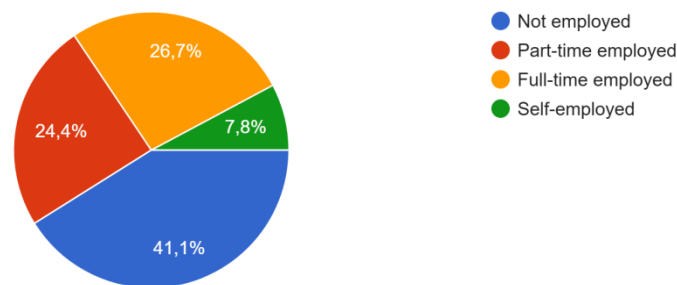


Figure 4.4: Participants' Employment Status

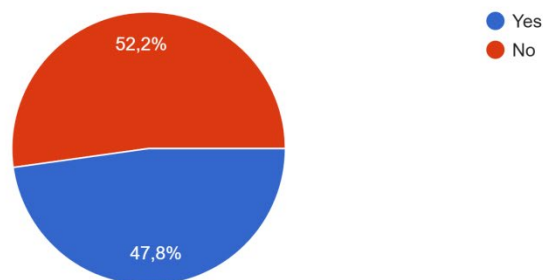


Figure 4.5: Participants' pursuing or not postgraduation studies

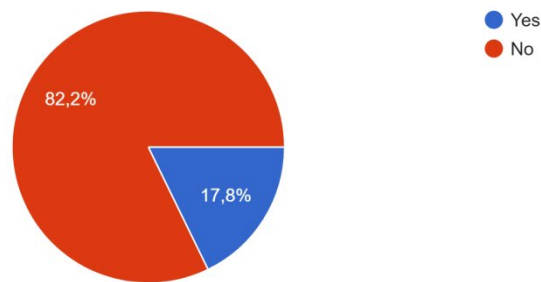


Figure 4.6: Family owned business

4.3 Descriptive statistics of study variables

Descriptive statistics were calculated for all study constructs at overall level and reported in Table 4.1 .

Variable	Mean	Standard Deviation
Perceived University Support	4.936	1.104
Perceived University Environment	4.747	1.040
Entrepreneurial Self-Efficacy	4.744	0.979
Opportunity Recognition	4.711	0.995
Entrepreneurial Attitude	4.807	1.065
Entrepreneurial Intention	4.822	1.116

7 point likert scale where 1 = strongly disagree and 7 = strongly agree

Table 4.1: Means and Standard Deviation of the Variable Scales

The descriptive statistics indicate that respondents reported a relatively high level of perceived university support. The construct recorded the highest mean score ($M = 4.936$, $SD = 1.104$) among all study variables, suggesting that participants generally agreed that their universities provide support for entrepreneurship through educational activities,

guidance and entrepreneurial initiatives. Although some variation in responses was observed, the overall findings indicate a positive perception of institutional support.

Perceived university environment also received a high evaluation from respondents, with an overall mean of 4.747 (SD = 1.040). This suggests that students generally considered their university environment to be favourable for entrepreneurial learning and development. The relatively moderate standard deviation indicates that respondents expressed fairly similar opinions regarding the entrepreneurial climate within their institutions.

The results show that respondents demonstrated relatively high levels of entrepreneurial self-efficacy (M = 4.744, SD = 0.979). This finding suggests that participants generally felt confident in their ability to perform entrepreneurial tasks and manage potential business challenges. The relatively low standard deviation indicates consistency among respondents' evaluations.

Opportunity Recognition recorded an overall mean score of 4.711 (SD = 0.995). Respondents generally believed they could identify business opportunities and recognise potential entrepreneurial ideas. The findings suggest that participants perceived themselves as possessing relatively strong opportunity-recognition capabilities.

Entrepreneurial Attitude achieved an overall mean of 4.807 (SD = 1.065), indicating generally positive attitudes towards entrepreneurship as a potential career option. Participants appeared to view entrepreneurship favorably, although the standard deviation suggests some differences in the strength of these positive attitudes among respondents.

Entrepreneurial Intention also recorded a relatively high mean score (M = 4.822, SD = 1.116). This finding indicates that respondents generally expressed positive intentions to engage in entrepreneurial activity in the future. Although some variation in responses exists, the overall results suggest that entrepreneurship represents an attractive professional option for many participants.

4.4 Reliability Analysis

Reliability analysis was conducted using Cronbach's Alpha coefficient to assess the internal consistency of each measurement scale (see table 4.2).

Construct	Number of items	Cronbach's Alpha
Perceived University Support	5	0.958
Perceived University Environment	5	0.953
Entrepreneurial Self-Efficacy	5	0.946
Opportunity Recognition	5	0.953
Entrepreneurial Attitude	3	0.939
Entrepreneurial Intention	5	0.963

Table 4.2: Cronbach's Alpha

According to Hair et al. (2019), Cronbach's Alpha values above 0.70 indicate acceptable reliability, while values above 0.90 indicate excellent reliability. The results therefore indicate very high internal consistency for all six scales. Because several alpha coefficients are close to or above .95, the possibility of item redundancy should also be acknowledged rather than interpreting higher alpha values as unqualified evidence of stronger measurement quality

4.5 Correlation Analysis

Pearson correlation analysis was conducted to examine the strength and direction of the relationships among the main constructs of the study. The results are presented in Table 4.3:

Variable	1	2	3	4	5	6
1. Perceived University Support	1					
2. Perceived University Environment	0.918**	1				

3. Entrepreneurial Efficacy	Self-	0.885**	0.895**	1			
4. Opportunity Recognition		0.889**	0.909**	0.958**	1		
5. Entrepreneurial Attitude		0.844**	0.836**	0.877**	0.922**	1	
6. Entrepreneurial Intention		0.853**	0.807**	0.849**	0.884**	0.950**	1

**, Correlation is significant at the 0.01 level (2-tailed pearson).

Table 4.3: Pearson Correlation Matrix of the Study Variables

All six constructs were positively and statistically significantly correlated with one another ($p < .001$). Perceived University Support correlated strongly with Perceived University Environment ($r = .918$), Entrepreneurial Self-Efficacy ($r = .885$), Opportunity Recognition ($r = .889$), Entrepreneurial Attitude ($r = .844$) and Entrepreneurial Intention ($r = .853$). Perceived University Environment was also strongly related to Entrepreneurial Self-Efficacy ($r = .895$), Opportunity Recognition ($r = .909$), Entrepreneurial Attitude ($r = .836$) and Entrepreneurial Intention ($r = .807$).

The strongest correlations were observed between Entrepreneurial Self-Efficacy and Opportunity Recognition ($r = .958$) and between Entrepreneurial Attitude and Entrepreneurial Intention ($r = .950$). These coefficients indicate very high associations and substantial overlap among some constructs, particularly Entrepreneurial Self-Efficacy and Opportunity Recognition, and raise concerns regarding the distinctiveness of these constructs and potential multicollinearity.

The correlation matrix provides bivariate evidence consistent with the directions proposed in the conceptual framework; however, correlation analysis does not assess unique predictive effects or establish causal relationships. Multiple regression was therefore used for hypothesis testing, with Tolerance and VIF values examined in models where multiple predictors were entered.

4.6 Hypotheses testing

To examine the proposed relationships among the study variables, regression analyses were performed.

H1_a and H1_b: Perceived University Support, Perceived University Environment and Entrepreneurial Self-Efficacy

A multiple regression analysis was conducted to examine whether Perceived University Support and Perceived University Environment were positively associated with Entrepreneurial Self-Efficacy. Both predictors were entered simultaneously using the Enter method (see Table 4.4). The model showed a strong overall association between the predictors and Entrepreneurial Self-Efficacy ($R = .909$). The R^2 value of .827 indicates that Perceived University Support and Perceived University Environment jointly explained 82.7% of the variance in Entrepreneurial Self-Efficacy, while the adjusted R^2 was .823. The ANOVA results further indicated that the regression model was statistically significant, $F(2, 87) = 207.631, p < .001$.

Perceived University Support was positively and significantly associated with Entrepreneurial Self-Efficacy ($B = .356, \beta = .402, t = 3.565, p = .001, 95\% \text{ CI } [.158, .555]$). *Therefore, H1_a was supported.*

Perceived University Environment also showed a positive and statistically significant association with Entrepreneurial Self-Efficacy ($B = .495, \beta = .526, t = 4.669, p < .001, 95\% \text{ CI } [.284, .706]$). *Therefore, H1_b was supported.* Based on the standardized coefficients, Perceived University Environment showed a somewhat stronger unique association with Entrepreneurial Self-Efficacy than Perceived University Support when both predictors were included simultaneously.

However, the collinearity diagnostics indicated substantial overlap between Perceived University Support and Perceived University Environment. Both predictors had a Tolerance value of .157 and a VIF of 6.382. The highest Condition Index was 28.029, with both predictors showing high variance proportions (.96). Therefore, the individual regression

coefficients should be interpreted with caution. The standardized residuals ranged from -3.993 to 2.437, indicating that at least one observation may warrant further examination for potential outlying or influential behavior.

Model Summary^b

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.909 ^a	.827	.823		.41206

a. Predictors: (Constant), PUE_mean, PUS_mean

b. Dependent Variable: ESE_mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	70.510	2	35.255	207.631	.000 ^b
	Residual	14.772	87	.170		
	Total	85.282	89			

a. Dependent Variable: ESE_mean

b. Predictors: (Constant), PUE_mean, PUS_mean

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.636	.206		3.082	.003	.226	1.046		
	PUS_mean	.356	.100	.402	3.565	.001	.158	.555	.157	6.382
	PUE_mean	.495	.106	.526	4.669	.000	.284	.706	.157	6.382

a. Dependent Variable: ESE_mean

PUE: Perceived University Environment

PUS: Perceived University Support

ESE: Entrepreneurial Self-Efficacy

Table 4.4: Regression Results for Entrepreneurial Self-Efficacy (H1a and H1b)

H2a and H2b: Perceived University Support, Perceived University Environment and Opportunity Recognition

A multiple regression analysis was conducted to examine whether Perceived University Support and Perceived University Environment were positively associated with Opportunity Recognition. Both predictors were entered simultaneously into the regression model (see table 4.5). The model showed a strong overall association between the predictors and Opportunity Recognition ($R = .919$). The R^2 value was .845, indicating that the two predictors jointly accounted for 84.5% of the variance in Opportunity Recognition. The regression model was statistically significant, $F(2, 87) = 237.420$, $p < .001$. Perceived University Support was positively and significantly associated with Opportunity Recognition ($B = .311$, $\beta = .345$, $t = 3.239$, $p = .002$, 95% CI [.120, .502]). *Therefore, H2a was supported.*

Perceived University Environment also showed a positive and statistically significant association with Opportunity Recognition ($B = .566$, $\beta = .592$, $t = 5.555$, $p < .001$, 95% CI [.364, .769]). *Therefore, H2b was supported.* The standardized coefficients suggest that Perceived University Environment had a stronger unique association with Opportunity Recognition than Perceived University Support when both predictors were included simultaneously.

However, the collinearity statistics indicated substantial overlap between Perceived University Support and Perceived University Environment (Tolerance = .157; VIF = 6.382 for both predictors). The highest Condition Index was 28.029, with both predictors showing high variance proportions (.96). Therefore, although both predictors were statistically significant, their individual regression coefficients should be interpreted with caution due to the substantial multicollinearity between the two constructs.

Overall, the results support both H2a and H2b, indicating positive and statistically significant associations between the university context and Opportunity Recognition. However, again the substantial overlap between Perceived University Support and

Perceived University Environment should be considered when interpreting their individual contributions

Model Summary^b

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.919 ^a	.845	.842		.39596

a. Predictors: (Constant), PUE_mean, PUS_mean

b. Dependent Variable: OR_mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	74.448	2	37.224	237.420	.000 ^b
	Residual	13.640	87	.157		
	Total	88.089	89			

a. Dependent Variable: OR_mean

b. Predictors: (Constant), PUE_mean, PUS_mean

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.488	.198		2.463	.016	.094	.882		
	PUS_mean	.311	.096	.345	3.239	.002	.120	.502	.157	6.382
	PUE_mean	.566	.102	.592	5.555	.000	.364	.769	.157	6.382

a. Dependent Variable: OR_mean

PUE: Perceived University Environment

PUS: Perceived University Support

OR: Opportunity Revognition

Table 4.5: Regression Results for Opportunity Recognition (H2a and H2b)

H3a and H3b: Entrepreneurial Self-Efficacy, Opportunity Recognition and Entrepreneurial Attitude

A multiple regression analysis was conducted to examine whether Entrepreneurial Self-Efficacy and Opportunity Recognition were positively associated with Entrepreneurial Attitude. Both predictors were entered simultaneously into the regression model (see table 4.6).

The model showed a strong overall association between the predictors and Entrepreneurial Attitude ($R = .922$). The R^2 value was .851, indicating that Entrepreneurial Self-Efficacy and Opportunity Recognition jointly accounted for 85.1% of the variance in Entrepreneurial Attitude. The regression model was statistically significant, $F(2, 87) = 248.287$, $p < .001$.

Entrepreneurial Self-Efficacy did not show a statistically significant unique association with Entrepreneurial Attitude when Opportunity Recognition was included in the same model ($B = -.097$, $\beta = -.090$, $t = -.617$, $p = .539$, 95% CI $[-.411, .216]$). *Therefore, H3a was not supported.* The negative coefficient should not be interpreted as evidence of a negative relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Attitude, particularly given the substantial multicollinearity between the two predictors.

This finding is contrary to a large body of recent research, which argues that entrepreneurial self-efficacy is a significant antecedent of Entrepreneurial Attitude and Entrepreneurial Intention (Liñán & Chen, 2009; Zhao et al., 2005). Previous research suggest that persons who feel they have the requisite entrepreneurial abilities tend to have more favorable attitudes toward entrepreneurial jobs because they feel capable of coping with the problems connected with firm formation.

However, researches have pointed out that entrepreneurial activity is affected by several psychological and contextual elements, rather than only Entrepreneurial Self-Efficacy. For instance, students may feel confident about their entrepreneurial skills but still chose traditional employment if they face financial uncertainty, perceived risk or labour market conditions (Nabi et al., 2017). Entrepreneurial confidence does not necessarily correspond with favorable Entrepreneurial Attitude.

Model Summary^b

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.922 ^a	.851	.847		.41578

a. Predictors: (Constant), OR_mean, ESE_mean

b. Dependent Variable: EA_mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	85.844	2	42.922	248.287	.000 ^b
	Residual	15.040	87	.173		
	Total	100.884	89			

a. Dependent Variable: EA_mean

b. Predictors: (Constant), OR_mean, ESE_mean

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.188	.219		.860	.392	-.246	.622		
	ESE_mean	-.097	.158	-.090	-.617	.539	-.411	.216	.081	12.298
	OR_mean	1.079	.155	1.008	6.943	.000	.770	1.387	.081	12.298

a. Dependent Variable: EA_mean

ESE: Entrepreneurial Self-Efficacy

OR: Opportunity Revognition

EA: Entrepreneurial Attitude

Table 4.6: Regression Results for Entrepreneurial Attitude (H3a and H3b)

In contrast, Opportunity Recognition showed a positive and statistically significant unique association with Entrepreneurial Attitude ($B = 1.079$, $\beta = 1.008$, $t = 6.943$, $p < .001$, 95% CI [.770, 1.387]). Therefore, *H4* was supported.

The collinearity statistics indicated substantial multicollinearity between Entrepreneurial Self-Efficacy and Opportunity Recognition. Both predictors had a Tolerance value of .081 and a VIF of 12.298. In addition, the highest Condition Index was 41.634, with both predictors showing high variance proportions (.98). These results indicate considerable overlap between the two predictors and limit the precision with which their individual contributions to Entrepreneurial Attitude can be distinguished. Consequently, the non-significant coefficient for Entrepreneurial Self-Efficacy should be interpreted cautiously.

Overall, the results support *H3b* but not *H3a*. Opportunity Recognition showed a statistically significant positive unique association with Entrepreneurial Attitude, whereas Entrepreneurial Self-Efficacy did not make a statistically significant unique contribution when both predictors were considered simultaneously. The substantial multicollinearity between the two constructs should, however, be taken into account when interpreting these findings. In general, the lack of a statistically significant association should not be taken as evidence that entrepreneurial self-efficacy does not matter. Instead, the results show that entrepreneurial confidence might impact entrepreneurial development indirectly through other variables or in other contextual settings. Further studies could explore these associations by including other mediating or moderating variables.

H4: Entrepreneurial Attitude and Entrepreneurial Intention

A multiple regression analysis was conducted to examine whether Entrepreneurial Attitude was positively associated with Entrepreneurial Intention. The results showed that the regression model was statistically significant, $F(1, 88) = 820.006$, $p < .001$, and explained 90.3% of the variance in Entrepreneurial Intention ($R^2 = .903$; adjusted $R^2 = .902$).

As shown in Table 4.7, Entrepreneurial Attitude was positively and statistically significantly associated with Entrepreneurial Intention ($\beta = .950$, $p < .001$). The

unstandardized coefficient was $B = .996$ (95% CI [.927, 1.065]), indicating a strong positive association between the two constructs. *Therefore, H4 was supported.*

Model Summary^b

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.950 ^a	.903	.902		.34925

a. Predictors: (Constant), EA_mean

b. Dependent Variable: EI_mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	100.022	1	100.022	820.006	.000 ^b
	Residual	10.734	88	.122		
	Total	110.756	89			

a. Dependent Variable: EI_mean

b. Predictors: (Constant), EA_mean

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.035	.171		.207	-.305	.376		
	EA_mean	.996	.035	.950	28.636	.927	1.065	1.000	1.000

a. Dependent Variable: EI_mean

EI: Entrepreneurial Intention

EA: Entrepreneurial Attitude

Table 4.7: Regression Results for Entrepreneurial Attitude and Entrepreneurial Intention (H4)

Since only one predictor was included in the model, no multicollinearity concerns were identified (VIF = 1.000; Tolerance = 1.000)

This finding is consistent with the the Theory of Planned Behaviour (Ajzen, 1991) which claims that attitudes are one of the most important predictors of behavioural intention. Entrepreneurial Attitude has been found to be one of the strongest indicators of Entrepreneurial Intention in entrepreneurship study (Liñán & Chen, 2009).

This outcome is also consistent with prior empirical investigations carried out among university students in other nations. Bae et al. (2014) found that educational experiences have a favorable effect on entrepreneurial goals mostly by enhancing the Entrepreneurial Attitudes of students. Fayolle and Gailly (2015) also revealed similar findings, stating that entrepreneurship education influenced Entrepreneurial Intention through progressive changes in students' beliefs and attitudes. From a practical point of view, universities should continue to invest in educational programs that develop healthy entrepreneurial mindsets. Entrepreneurship competitions, mentoring programmes, guest lectures by successful entrepreneurs and practical learning activities may improve students' perspectives towards entrepreneurship and at the same time increase their entrepreneurial ambitions.

In general, the results provide good evidence for the conceptual framework established in this study and indicate the key role of entrepreneurial mindset in explaining Entrepreneurial Intention in university students and recent graduates.

4.7 Summary

This chapter presented the sample characteristics, descriptive statistics, reliability analysis, Pearson correlations and four regression models used to test the proposed hypotheses. Overall, the results revealed strong positive associations among the study constructs, although high correlations and VIF values indicated multicollinearity between some closely related variables. The findings therefore provide evidence of strong associations rather than causal relationships. The implications and limitations of these findings are discussed in the following chapter.

5. Conclusions, implications, limitations and future research avenues

5.1 Introduction

This chapter presents the main conclusions of the study and discusses their theoretical and practical implications. It also highlights the limitations of the research and provides suggestions for future studies. The purpose of this research was to examine the relationships between the university context and entrepreneurial development among university students and recent graduates and explore whether business education can contribute to conditions that support future social and professional advancement.

5.2 Discussion of Key findings

The main objective of this study was to investigate the relationships between Perceived University Support, Perceived University Environment, Entrepreneurial Self-Efficacy, Opportunity Recognition, Entrepreneurial Attitude and Entrepreneurial Intention.

The results further highlight the relevance of supportive university contexts to entrepreneurial development among university students and recent graduates. In summary, the empirical results largely support the conceptual framework presented in Chapter 2 and are generally consistent with prior research on entrepreneurship education in higher education institutions (Kuratko, 2005; Fayolle & Gailly, 2015; Nabi et al., 2017). The conceptual model was largely supported, with six out of the seven proposed hypotheses being confirmed. The only hypothesis that was not supported by the corresponding regression coefficient was H3a, concerning the relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Attitude. This result should not be interpreted as evidence that entrepreneurial Self-Efficacy is unrelated to Entrepreneurial Attitude. Entrepreneurial Self-Efficacy was strongly correlated with Entrepreneurial Attitude ($r = .877$), but it was also extremely highly correlated with Opportunity Recognition ($r = .958$), producing VIF = 12.298. Thus, the non-significant coefficient for Entrepreneurial Self-Efficacy should be

interpreted cautiously, as the high degree of overlap between Entrepreneurial Self-Efficacy and Opportunity Recognition makes it difficult to distinguish their unique contributions in the regression model. The most defensible interpretation is that the distinct contribution of ESE to attitude remains uncertain in this sample.

Also, referring to University Environment ($r = .918$; $VIF = 6.382$), an issue is also observed. This pattern is substantively plausible because practical university support and the wider entrepreneurial environment are related dimensions of the same institutional context. Makai and Döry (2023) likewise report strong covariance between perceived university support and environment. However, the magnitude of the correlations in the present sample also raises a measurement question about whether respondents clearly distinguished the constructs. The high correlation between these constructs may also reduce the precision with which their unique effects can be distinguished in regression analyses.

Taken together, the results are compatible with the proposition that supportive business-education contexts are associated with entrepreneurial confidence, Opportunity Recognition, favourable Entrepreneurial Attitude and stronger Entrepreneurial Intentions. However, the findings indicate statistical associations rather than causal effects, since all variables were measured at one point in time using the same self-report questionnaire.

One of the strongest findings concerns the relationship between Entrepreneurial Attitude and Entrepreneurial Intention. Entrepreneurial Attitude was a statistically significant and very strong predictor of Entrepreneurial Intention ($\beta = .950$, $p < .001$), with the model explaining 90.3% of the variance in Entrepreneurial Intention ($R^2 = .903$). This finding provides strong empirical support for the importance of Entrepreneurial Attitude in understanding students' Entrepreneurial Intentions. Nevertheless, given the cross-sectional design, this result should be interpreted as a strong statistical association rather than evidence of a causal effect.

The social-mobility interpretation must be even more cautious. The study did not measure changes in income, occupational status, intergenerational mobility or respondents' perceived social mobility. Therefore, the empirical results cannot demonstrate that business education produces upward social mobility. Social mobility therefore represents a broader theoretical motivation of the study rather than an empirically tested outcome. The study

instead identifies Entrepreneurial Attitude and intention that may represent one possible mechanism connecting education with later professional opportunities. This broader proposition remains theoretical and requires direct longitudinal testing.

5.3 Theoretical and practical implications

The present study contributes to the literature on business education and entrepreneurship by examining several entrepreneurial constructs within a single empirical framework.

Although Entrepreneurial Intention has been widely explored in previous literature, the current study enriches existing knowledge by examining the interrelationships between perceived university support, university environment, entrepreneurial self efficacy Opportunity Recognition and Entrepreneurial Attitude in a unified conceptual framework. The study looks at several constructs in parallel, thereby providing a more comprehensive picture of the university-related factors associated with entrepreneurial development..

In addition, the findings are consistent with an important proposition of the Theory of Planned Behaviour (Ajzen, 1991), particularly regarding the significance of Entrepreneurial Attitude in explaining Entrepreneurial Intention. More specifically, the findings are consistent with the attitude–intention component of the Theory of Planned Behaviour. The positive relationship found between Entrepreneuril Attitude and Entrepreneurial Intention supports previous theoretical arguments that people who develop positive perceptions of entrepreneurship are more likely to express intentions to start their own businesses. This study provides further empirical support for one of the most popular theoretical frameworks in entrepreneurship research.

Another theoretical contribution deals with the role of Opportunity Recognition. Opportunity Recognition has often been addressed as an entrepreneurial competence, although there are relatively few studies that have considered its place within broader education frameworks (Ozgen & Baron, 2007; Nabi et al., 2017). The findings suggest that Opportunity Recognition is an important construct associated with Entrepreneurial Attitude within the proposed conceptual framework (Ozgen & Baron, 2007). However, this relationship should be interpreted cautiously because Opportunity Recognition was

extremely highly correlated with Entrepreneurial Self-Efficacy ($r = .958$), creating substantial multicollinearity in the regression model. This underscores the importance of considering entrepreneurial competencies alongside psychological factors when explaining entrepreneurial behaviour.

Finally, the findings contribute to the larger debate on the educational function of higher education institutions. The results imply that higher education institutions impact entrepreneurial development not just through the transfer of academic knowledge but also by fostering settings conducive to innovation, collaboration and entrepreneurial thinking (Kuratko, 2005; Neck & Greene, 2011). Therefore, universities should be understood as active actors within business ecosystems, not just official education providers (Nabi et al., 2017).

While the study was anchored conceptually in the concept of social mobility, the final conceptual model was primarily focused on entrepreneurial development. The findings are consistent with the broader theoretical proposition that entrepreneurial capabilities developed within supportive educational contexts may contribute to future professional and socioeconomic opportunities. In this sense, entrepreneurship education may be relevant to graduates' future employment and professional opportunities, even when entrepreneurial activity is not immediately undertaken.

The findings have several practical implications for universities, business schools and policymakers.

The practical consequences of our current study go beyond higher education institutions. The insights may also be beneficial to policymakers responsible for designing entrepreneurship and innovation initiatives. Supporting collaboration between universities, firms and public bodies could strengthen entrepreneurial ecosystems and provide extra chances for students to get real entrepreneurial experience before graduation.

Universities may also want to think about adding extracurricular entrepreneurship activities. Entrepreneurship competitions, innovation challenges, business incubators, mentoring programs and networking events are just some of the activities that give students the opportunity to put theory into practice. Such experiences may help develop entrepreneurial

confidence and encourage students to think about entrepreneurship as a potential career path.

Another key implication relates to curriculum design. Business programmes should continue to employ experiential learning methodologies such as case studies, project-based learning and engagement with entrepreneurs. These pedagogical approaches allow students to acquire entrepreneurial competences via active engagement instead of passive knowledge acquisition. The outcomes of this study suggest that supportive educational environments are associated with stronger entrepreneurial development.

The results can also be useful for university career services. Departments of career guidance could provide students with information about support mechanisms, financing opportunities and entrepreneurial training programmes to encourage them to explore entrepreneurship as a career option alongside regular employment trajectories. Such initiatives may help reduce uncertainty and support students' confidence when considering entrepreneurial careers.

The outcomes of the present study also indicate the importance of developing a stronger relationship of cooperation between higher education institutions and the business community. Working with entrepreneurs, start-up organisations and local firms can offer students opportunity to gain practical experience and build entrepreneurial skills in real-world contexts. Such cooperation may bridge the gap between theoretical understanding and practical application and may strengthen students' confidence in considering entrepreneurial careers.

Universities should also consider incorporating entrepreneurship more comprehensively across the business curriculum, rather than confining it to dedicated entrepreneurship courses. Embedding entrepreneurial thinking throughout topics like marketing, finance, management and innovation could encourage students to build entrepreneurial competencies over the course of their education. This multidisciplinary approach can enhance students' opportunity awareness, problem-solving and creative thinking skills, which are useful regardless of the career path they finally select.

Finally, higher education institutions may build stronger contacts with alumni entrepreneurs. Successful graduates can be involved in mentoring programmes, seminars or guest lectures to provide current students with practical insights into entrepreneurial professions and enhance motivation and confidence. Such activities can contribute to the development of a better entrepreneurial culture inside universities and may increase students' consideration of entrepreneurship as a viable professional option.

5.4 Limitations and future research avenues

Like all research, this study has several limitations that should be considered when interpreting the findings. First, the study employed a cross-sectional research design, with data collected at a single point in time. Therefore, causal relationships between the variables cannot be established. The study also relied on self-reported questionnaire data, which may be subject to socially desirable responses or overestimation of participants' entrepreneurial abilities and intentions. In addition, as all constructs were measured using the same questionnaire at the same point in time, common method variance cannot be ruled out and may have contributed to the strength of some observed associations.

The sample also presents some limitations. It consisted of 90 university students and recent graduates from business-related fields, with a particular focus on students in the later stages of their studies. The relatively modest sample size limits the generalisability and stability of the statistical estimates, particularly in regression models affected by multicollinearity. Moreover, the study was conducted within the Greek higher education context, meaning that cultural, institutional and economic characteristics specific to Greece may limit the generalisability of the findings to other countries and educational settings.

Another limitation is that the study focused on Entrepreneurial Intention rather than actual entrepreneurial behaviour. Although Entrepreneurial Intention is widely recognised as an important predictor of future entrepreneurial action, expressing an intention does not necessarily lead to the creation of a business. Similarly, although the study was theoretically grounded in the concept of social mobility, social mobility was not directly measured in the

final research model. Therefore, conclusions regarding social mobility remain theoretical rather than empirical.

Finally, the high correlations observed among several constructs represent an important methodological limitation. In particular, Entrepreneurial Self-Efficacy and Opportunity Recognition were very highly correlated ($r = .958$), resulting in substantial multicollinearity in the regression model predicting Entrepreneurial Attitude ($VIF = 12.298$). Perceived University Support and Perceived University Environment were also highly correlated ($r = .918$), with a VIF of 6.382 in the corresponding regression models. This overlap limits the precision with which the unique contribution of closely related predictors can be distinguished. Consequently, the individual regression coefficients, particularly those involving Entrepreneurial Self-Efficacy and Opportunity Recognition, should be interpreted with caution.

On the other hand, several opportunities for future research emerge from the findings of this study. Future studies could examine larger and more diverse samples including students from different academic disciplines, universities and geographical regions, which would improve the generalisability of the findings. Longitudinal research would also be valuable in following students throughout their university studies and into their early professional careers to examine whether Entrepreneurial Intention eventually translates into entrepreneurial behaviour and business creation.

Future research could also directly examine social mobility outcomes and investigate whether Entrepreneurial Intentions and activities are associated with changes in income, career development and socio-economic status. In addition, researchers could explore the influence of demographic and contextual factors, such as gender, family entrepreneurial background, employment status and socio-economic conditions, on entrepreneurial development. Examining additional factors, including entrepreneurial resilience, innovation capability, digital competencies and entrepreneurial motivation, could further contribute to a more comprehensive understanding of entrepreneurial development among university students.

Another promising direction would involve comparative studies across different countries and educational systems. Such research could examine whether cultural, institutional and economic differences influence the relationships identified in the present study and provide broader insights into how business education supports entrepreneurial development in different contexts. Finally, qualitative approaches, such as semi-structured interviews and focus groups, could complement quantitative research by providing deeper insights into students' entrepreneurial experiences, motivations and perceived barriers. Combining quantitative and qualitative methods could therefore provide a more comprehensive understanding of entrepreneurial development within higher education.

5.5 Conclusion

The present study provides evidence that supportive university contexts are strongly associated with several dimensions of entrepreneurial development among business-related university students and recent graduates. Besides the technical business knowledge, universities are also potentially important contexts for the development of entrepreneurial competences, confidence and Opportunity Recognition, which could assist graduates in their professional career. While entrepreneurship is affected by many personal and environmental factors, supportive higher education environments appear to be strongly associated with the promotion of entrepreneurial thinking and the preparation of students to meet the demands of ever-changing labour markets.

The findings also highlight that entrepreneurship education should not be seen as just preparing people for business start-ups. Business education can equip graduates with entrepreneurial competencies that are relevant both to business creation and to employment within established organisations. These include creativity, flexibility, Opportunity Recognition and problem-solving. Therefore, investing in high-quality business education may generate benefits that extend beyond entrepreneurship itself.

Overall, the findings support a strong pattern of positive associations among perceived university support, perceived university environment, entrepreneurial self-efficacy, Opportunity Recognition, Entrepreneurial Attitude and Entrepreneurial Intention. In

particular, the very strong association between Entrepreneurial Attitude and Entrepreneurial Intention highlights the central role of attitude in understanding students' Entrepreneurial Intentions. However, the findings should be interpreted with appropriate caution because of the cross-sectional design, self-reported measures, relatively modest sample size and substantial multicollinearity between some constructs.

It is hoped that the outcomes of this study will stimulate more research in entrepreneurship education and enable universities to continuously enhance their educational courses. Improving entrepreneurial skills among prospective graduates may contribute to individual career development, innovation and broader economic development, although these longer-term outcomes require direct empirical investigation.

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Appendix A: Research Questionnaire

Business Education and Entrepreneurial Intentions Survey

Dear Participant,

You are invited to take part in a research study conducted as part of my MBA dissertation at the Open University of Greece. The purpose of this study is to examine how business education influences entrepreneurial attitudes and intentions among university students and recent graduates.

Your participation is entirely voluntary and all responses will remain anonymous and confidential. The questionnaire is addressed to undergraduate students (3rd & 4th year of study) and graduates (within the last 1-2 years) of Business and Economic studies and will take approximately 8–10 minutes to complete. There are no right or wrong answers. We are interested only in your personal opinions and perceptions.

By completing the questionnaire, you confirm that you are at least 18 years old and that you voluntarily agree to participate in this study.

Thank you very much for your time and contribution.

Dimitra Bikli

Demographic Information

Please select the option that best describes you.

1. 1. Gender *

- ☐ Male
- ☐ Female
- ☐ Other
- ☐ Prefer not to say

2. 2. Age *

- ☐ 20
- ☐ 21
- ☐ 22
- ☐ 23
- ☐ 24
- ☐ Other

3. 3. Field of Study *

- ☐ Business administration
- ☐ Economics
- ☐ Marketing
- ☐ Information systems
- ☐ Other

4. Current Status *

- ☐ Undergraduate student (3rd, 4th year)
- ☐ Graduate (within the last 1–2 years)

5. Employment Status *

- ☐ Not employed
- ☐ Part-time employed
- ☐ Full-time employed
- ☐ Self-employed

6. Are you currently pursuing postgraduate studies? *

- ☐ Yes
- ☐ No

7. Do your parents own a business? *

- ☐ Yes
- ☐ No

8. Place of origin *

- ☐ Athens
- ☐ Thessaloniki
- ☐ Other Urban Area
- ☐ Rural Area

At what field you are pursuing postgraduate studies?

9. _____

What type of Business do your parents own?

10.

- ☐ Small family business
- ☐ Medium-sized business
- ☐ Large business
- ☐ Other

At what sector are you employed?

11. _____

Perceived University Support

The following statements describe ways in which a university can support students' entrepreneurial endeavours. Please indicate the extent to which you disagree or agree with each statement based on the university where you are currently studying or have most recently completed your studies. Use the following 7-point scale:

1 = Strongly disagree

2 = Disagree

3 = Somewhat disagree

4 = Neither agree nor disagree

5 = Somewhat agree

6 = Agree

7 = Strongly agree

12. 1. My university actively helps me if I want to establish a startup. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

13. 2. The university provides assistance related to legal and financial issues for starting a business. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

14. 3. The university helps students find investors to launch startup companies. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

15. 4. The university provides access to business networks and potential customers. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

16. 5. If I were to establish a startup, I believe the university would help raise awareness of my company. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

Perceived University Environment

The following statements describe the ways in which a university prepares students, through the development of skills and mindsets, to engage in entrepreneurial endeavours. Please indicate the extent to which you disagree or agree with each statement based on the university where you are currently studying or have most recently completed your studies. Use the following 7-point scale:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Somewhat disagree
- 4 = Neither agree nor disagree
- 5 = Somewhat agree
- 6 = Agree
- 7 = Strongly agree

17. 1. The creative atmosphere at the university encourages me to think about and develop new business ideas. *

(1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

18. 2. Courses at the university develop leadership skills required for entrepreneurship. *

(1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

19. 3. The university provides the knowledge required to start a new business. *

(1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

20. 4. I feel motivated and supported by professors to establish a startup. *

(1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

21. 5. I am encouraged by the university to consider entrepreneurship as a career option. *

(1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

Entrepreneurial Self-Efficacy

The following statements reflect your feelings about becoming an entrepreneur. Please indicate your level of disagreement or agreement with each statement. Use the following 7-point scale:

1 = Strongly disagree

2 = Disagree

3 = Somewhat disagree

4 = Neither agree nor disagree

5 = Somewhat agree

6 = Agree

7 = Strongly agree

22. 1. If I start a business, I am confident in my ability to solve problems that arise. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

23. 2. If I start a business, I am confident in my ability to make important decisions. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

24. 3. If I start a business, I am confident in my ability to raise and manage financial resources. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

25. 4. If I start a business, I am confident in my ability to be creative. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

26. 5. If I start a business, I am confident in my leadership abilities. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

Opportunity Recognition

Please indicate the extent to which you disagree or agree with how well each of the following statements describes you, using the 7-point scale below.

1 = Strongly disagree

2 = Disagree

3 = Somewhat disagree

4 = Neither agree nor disagree

5 = Somewhat agree

6 = Agree

7 = Strongly agree

27. 1. While performing routine activities, I often notice potential new business ideas. *

(1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

28. 2. I have a special alertness toward new business opportunities. *

(1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

29. 3. I frequently identify ideas that can be transformed into new products or services. *

(1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

30. 4. I often recognize opportunities to start new businesses. *

(1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

31. 5. I am good at identifying business opportunities that others may overlook. *

(1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

Entrepreneurial Attitude & Entrepreneurial Intention

The following statements reflect your attitudes, aspirations and intentions regarding entrepreneurship as a future career choice. Please indicate your level of disagreement or agreement with each statement reflecting your **thoughts and aspirations** about becoming an entrepreneur.

Use the following 7-point scale:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Somewhat disagree
- 4 = Neither agree nor disagree
- 5 = Somewhat agree
- 6 = Agree
- 7 = Strongly agree

32. 1. I think positively about starting a business. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

33. 2. I have a favorable view of becoming an entrepreneur. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

34. 3. I find a career as an entrepreneur attractive. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

35. 4. I am ready to do anything to become an entrepreneur. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

36. 5. My professional goal is to become an entrepreneur. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

37. 6. I am determined to create a business venture in the future. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

38. 7. I have seriously thought about starting a firm. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

39. 8. I intend to start a business within the next few years. *
- (1 = Strongly disagree, 7 = Strongly agree)

1	2	3	4	5	6	7
☆	☆	☆	☆	☆	☆	☆

Author's Statement:

I hereby declare that, in accordance with article 8 of Law 1599/1986 and article 2.4.6 par. 3 of Law 1256/1982, this thesis/dissertation is solely a product of personal work and does not infringe any intellectual property rights of third parties and is not the product of a partial or total plagiarism and the sources used are strictly limited to the bibliographic references.