



Research Article

GenAI Adoption in Entrepreneurial Education and Digital Entrepreneurial Intention: A Moderated Mediation Analysis of University Entrepreneurial Climate and Attitudes toward Digital Entrepreneurship

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Abstract

This study examines the impact of Generative Artificial Intelligence (GenAI) adoption in entrepreneurial education on digital entrepreneurial intention, with attitudes toward digital entrepreneurship as a mediator and university entrepreneurial climate as a moderator. A quantitative research design was employed using a cross-sectional survey of university students (N=412). Data was analyzed using Structural Equation Modeling (SEM) to examine direct, indirect, and interaction effects. The results revealed that GenAI adoption has a significant positive effect on digital entrepreneurial intention ($\beta = 0.28$, $p < 0.001$). Attitudes toward digital entrepreneurship significantly mediated this relationship, with an indirect effect of $\beta = 0.26$ ($p < 0.001$), indicating partial mediation. The university entrepreneurial climate significantly moderated the relationship between GenAI adoption and entrepreneurial intention ($\beta = 0.15$, $p < 0.01$), suggesting that a supportive institutional environment strengthens the positive impact of GenAI adoption. The overall model explained 58% of the variance in digital entrepreneurial intention ($R^2 = 0.58$), demonstrating substantial explanatory power. These findings underscore the importance of integrating advanced AI technologies with supportive educational environments to foster entrepreneurial mindsets among students. This study contributes to the literature by offering a comprehensive moderated mediation framework that explains how technological, psychological, and contextual factors interact to shape digital entrepreneurial intentions. Practical implications are provided for educators and policymakers in designing effective AI-driven entrepreneurial education programs.

Keywords: Artificial intelligence, Digital entrepreneurship, Entrepreneurial education, Entrepreneurial intention, Generative AI, University climate

Introduction

The swift evolution of Generative Artificial Intelligence (GenAI) has profoundly reshaped the entrepreneurship education landscape. They have been exposed to some AI-based technologies in the learning process, enabling them to operate as if they were engaging in a real-world entrepreneurial experience and working with those digital skills an economy needs today. Previous studies have shown that the applications of GenAI in education

improve learning outcomes and entrepreneurial skills, which affects students' willingness to engage in digital entrepreneurship (Xie & Wang, 2025; Duong, 2026). This move marked the evolution of traditional teaching approaches towards technology-enabled driving ecosystems.

Entrepreneurial intention is considered one of the most prominent factors that drive entrepreneurial behaviour and is commonly known as a central part of the Theory of Planned Behaviour. The study reveals the effect of attitudes, subjective norms, and perceived behavior control on people's entrepreneurial choices. These psychological constructs gained even greater applicability in digital settings, where technology-driven markets are highly dynamic (Nguyen, 2025; Hasan, 2023). Empirical findings suggest that positive attitudes towards digital entrepreneurship play a pivotal role in encouraging students to venture into digital business.

Introduction of GenAI into entrepreneurial education has also increased the opportunities for innovation by facilitating automated content creation, business modeling, and data-driven decision-making. The study found that the use of AI increased perceptions of usefulness and ease of use, which ultimately affected the attitudes and entrepreneurship intention (Upadhyay, 2025). GenAI was a cognitive enabler, enhancing perceived desirability and feasibility of entrepreneurial activities and reinforcing entrepreneurial motivation (Nguyen, 2025). However, GenAI adoption is effective in creating entrepreneurial intention based on the context and institutional factors, not only on technology. The university entrepreneurial climate, which is defined by support systems, culture of innovation, and access to resources, was identified to have a great impact on the entrepreneurial outcomes of the students. Research indicated that the supportive entrepreneurial environment enhanced the linkage between attitudes and entrepreneurial intention (Krishna & Agrawal, 2026; Duong, 2026).

Background of the Study

The appearance of digital technologies has radically changed the way entrepreneurs work and brought about the new discipline of digital entrepreneurship. Digital entrepreneurship was the use of digital platforms and technologies to develop, provide, and scale business ventures more easily and flexibly. The previous literature highlighted that digital transformation allowed entrepreneurs to enter the global markets, maximize resources, and innovate quickly (Ferrati et al., 2024). Institutions of higher learning are at the forefront of nurturing entrepreneurial attitudes and desires through the inculcation of entrepreneurship in academics. Research shows that the knowledge, self-efficacy, and innovation abilities of entrepreneurship education increased among students, which played a significant role in entrepreneurial intentions (Sitaridis & Kitsios, 2026). It was discovered that digital entrepreneurship education positively impacted the students' attitudes towards entrepreneurship, increasing the propensity of students to become entrepreneurs (Hasan, 2023).

GenAI technologies were a paradigm shift in entrepreneurial education. GenAI tools offered students a high-level of functionality, including automatic generation of ideas, market analysis, and strategic planning. Empirical research has shown that GenAI adoption enhanced entrepreneurial skills and decision-making capacities of students, which enhanced their willingness to take part in digital entrepreneurship (Xie & Wang, 2025). GenAI minimized cognitive and resource bottlenecks, and entrepreneurship is now open to a broader group of students. The association between GenAI adoption and entrepreneurial intention was not only complicated but also mediated and moderated by various factors. It was revealed that this relationship gets mediated by digital entrepreneurship attitudes, self-efficacy, and entrepreneurial alertness, as well as moderated by contextual influencing factors such as institutional support and the climate of entrepreneurship (Duong, 2026) This indicated that the application of technology alone was not enough to trigger entrepreneurship intention without proper environments and favorable attitudinal orientations.

Research Problem

The adoption of Generative Artificial Intelligence GenAI is increasing in entrepreneurship education. There has been little mentioned about the psychological mechanism that underlies this process in existing literature. While the prior studies have confirmed that GenAI has a positive impact on entrepreneurial intention, they have severely understated how attitudes towards digital entrepreneurship mediate that relationship. This

discrepancy limits a holistic understanding of how GenAI-inspired learning morphed into entrepreneurial intentions. Additionally, the role of the university entrepreneurial environment as a moderating element studied in relation to GenAI adoption continues to be under-researched. Some studies have acknowledged institutional support; empirical data are deficient concerning the link between entrepreneurial climate and adoption of GenAI with regard to modifying attitudinal variables impacting digital entrepreneur intention.

Objectives of the Study

1. To examine the effect of GenAI adoption in entrepreneurial education on digital entrepreneurial intention.
2. To analyze the mediating role of attitudes toward digital entrepreneurship.
3. To investigate the moderating effect of university entrepreneurial climate.

Research Questions

- Q1. How did GenAI adoption influence digital entrepreneurial intention among students?
 Q2. Did attitudes toward digital entrepreneurship mediate this relationship?
 Q3. How did the university entrepreneurial climate moderate this relationship?

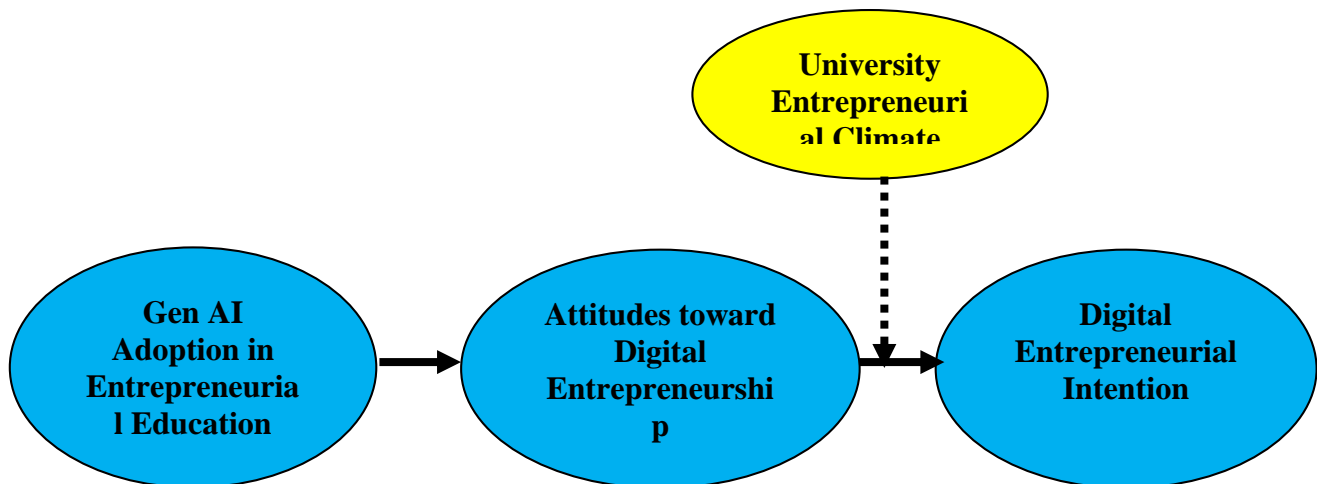


Figure 1. Conceptual Research Model.

Significance of the Study

The findings of this research provide valuable theoretical and practical insights. Theoretical Implications: It extends entrepreneurial education literature theoretically by incorporating GenAI adoption to broad behavioral and context models. It also enriched the Theory of Planned Behavior by incorporating technological and institutional aspects, providing a holistic view of digital entrepreneurial intention. From a practical perspective, the research is helpful for teachers, policymakers, and university administration. It highlights the role of integrating technology with enabling institutional conditions to inculcate entrepreneurial attitudes. The results may help universities develop AI-based entrepreneurial courses that help to foster innovation, digital skills, and entrepreneurial intention among students.

Literature Review

GenAI Adoption in Entrepreneurial Education

The introduction of Generative Artificial Intelligence (GenAI) into the field of entrepreneurial education became a disruptive force, as students were able to be more creative, automate business operations, and come

up with innovative ideas. Research shows that GenAI tools enhanced entrepreneurial learning, largely leading to the ability to make data-based decisions and solve problems in real time. Integration of AI-based systems into classrooms was identified as enhancing the cognitive skills and entrepreneurial capabilities of students, which fostered innovation-driven thinking (Xie & Wang, 2025; Wang & Zhang, 2024). Such advancements implied that GenAI acted as an agent of change in transforming the frameworks of entrepreneurial education. GenAI adoption is associated with an increase in entrepreneurial self-efficacy and learning engagement in students. The empirical results showed that AI-based learning opportunities helped students to develop self-confidence in their skills to find and use business opportunities. Such technological empowerment lessened the uncertainty and made students more willing to participate in the entrepreneurial activities (Bui & Duong, 2024; Upadhyay, 2025). The use of GenAI was of great importance in equipping students to engage in digital economies. GenAI allowed experiential learning, which involved simulation-based entrepreneurial training and business modelling. Researchers have found that students who were introduced to AI-based educational devices exhibited greater innovation, flexibility, and strategic thinking. These tools gave a chance to experiment and improve their entrepreneurial concepts iteratively, enabling learners to optimize their ideas (Nguyen, 2025; Duong, 2026).

Digital Entrepreneurship/Entrepreneurial Intention Attitudes

Digital entrepreneurship was recognized as one of the main factors of entrepreneurial intention in the technological environment. Studies based on behavioral theories showed that people have good attitudes towards digital entrepreneurship and have a chance of getting into entrepreneurship. Perceived benefits, technological preparedness, and exposure to digital tools in the past influenced these attitudes (Elnadi & Gheith, 2024). Empirical research pointed to the mediating effects of attitudes in the relationship between technological adoption and entrepreneurial intention. The implementation of AI technologies has a positive effect on the feasibility/desirability perceptions in students, which subsequently influences their attitudes towards entrepreneurship. This change of attitude was a key factor in the development of entrepreneurial intentions, especially in the digital space (Nguyen, 2025; Bui & Duong, 2024). Such results highlighted the fact that attitudes served as an intermediary between technological stimuli and behavioral response.

Cognitive and motivational variables that affected the attitude towards digital entrepreneurship included self-efficacy, innovativeness, and risk tolerance. Research indicated that digital self-efficacy and innovation orientation have a higher tendency to form positive entrepreneurial attitudes. The attitudes were later converted into a greater level of entrepreneurial intentions, which underscored the significance of psychological preparedness in entrepreneurship (Upadhyay, 2025).

University Entrepreneurial Climate and Moderated Mediation Mechanism

The entrepreneurial climate in the university was highly identified as a contextual situation factor that plays a significant role in entrepreneurial intention. An institutional environment that was conducive in terms of access to resources, mentorship, and innovative culture greatly improved the entrepreneurial performance of the students. Research showed that entrepreneurial ecosystems in universities influenced students to become entrepreneurs by minimizing perceived barriers and maximizing opportunities (Ferrati et al., 2024; Sitaridis & Kitsios, 2026). This emphasized the need for institutional support in influencing entrepreneurial behavior.

It was established that the university's entrepreneurial climate has been able to moderate the relationship between technological adoption and entrepreneurial intention. Some studies indicated that supportive conditions reinforced the effect of GenAI adoption on attitudes and intentions of students, which enhanced the effectiveness of AI-based learning. The impact of technological adoption was inhibited by weak institutional support, and it revealed the significance of contextual factors in the development of enterprises (Duong, 2026). These results highlighted the moderating entrepreneurial climate.

Recent research highlighted the existence of moderate mediation processes in predicting digital entrepreneurial intention. The interplay between GenAI adoption, attitudes, and institutional support formed an intricate channel of effects on the outcomes of entrepreneurship. The empirical findings indicated that the

indirect impact of GenAI on entrepreneurial intentions via attitudes was enhanced considerably in terms of the positive entrepreneurial conditions (Bui & Duong, 2024; Upadhyay, 2025). This holistic methodology offered a holistic view of the effect of technological, psychological, and contextual influences on digital entrepreneurial intentions.

Methodology

Research Design

In this research, the quantitative research design was used to investigate the correlation between GenAI adoption in entrepreneurial education, digital-entrepreneurship attitudes, university entrepreneurial climate, and digital-entrepreneurial intention. Data was collected using a cross-sectional survey method, which involves getting the data at one time and with a sample consisting of university students. The quantitative approach was deemed suitable because it allowed testing the relationship hypotheses and measuring the mediation and moderation effects on the basis of the statistical data.

Population and Sampling

The study population was undergraduate and postgraduate students studying business, management, and entrepreneurship-related courses in universities. These students were chosen as they have more chances to experience entrepreneurial education and digital technologies, such as GenAI tools. Data was collected because of the accessibility and time constraints, through a non-probability convenience sampling technique. The total number of respondents targeted was 450. After data screening, 412 valid responses were retained for final analysis

Data Collection Procedure

A structured questionnaire was used to collect primary data by means of web-based systems like Google Forms and university communication systems. A pilot study was done with a small sample, before full-scale data collection, to provide clarity, reliability, and validity of the instrument. Based on feedback, the required changes were implemented. The last survey was conducted within a span of several weeks, and respondents were assured of confidentiality and anonymity to give them confidence to be honest.

Data Analysis Techniques

Structural Equation Modelling (SEM) was used to analyze the collected data with software such as SmartPLS or AMOS. First, descriptive statistics were calculated to describe demographic variables and distributions. Analysis of reliability and validity was done as a follow-up to this to test the measurement model with Cronbach's alpha, composite reliability, and average variance extracted (AVE).

The structural model was tested to test the hypothesized relationships among variables. The mediation analysis was used to test the indirect impact of GenAI adoption on the entrepreneurial intention via attitudes towards digital entrepreneurship. A moderation test was conducted to determine how the entrepreneurial climate in the university affects the connection between entrepreneurial intention and GenAI adoption. A moderated mediation analysis was also done to determine the integrated effect of mediation and moderation in the proposed framework. The significance of direct, indirect, and interaction effects was determined using bootstrapping techniques.

Results and Analysis

Descriptive Statistics

Table 1 presents the descriptive statistics of the key variables included in the study, namely GenAI adoption, attitudes toward digital entrepreneurship, university entrepreneurial climate, and digital entrepreneurial intention. The purpose of this analysis was to summarize the central tendency and dispersion of the data collected from respondents.

Table 1. Descriptive Statistics of Study Variables.

Variable	Mean	Standard Deviation
GenAI Adoption	3.88	0.71
Attitudes toward Digital Entrepreneurship	4.02	0.68
University Entrepreneurial Climate	3.76	0.74
Digital Entrepreneurial Intention	3.95	0.70

The findings revealed that all the variables' mean scores were above the midpoint of the scale, which was an indication that there was a positive perception among the respondents. The attitudes towards digital entrepreneurship registered the greatest mean value (M = 4.02), meaning that students have positive perceptions towards digital entrepreneurial activities. On the same note, digital entrepreneurial intention also exhibited a fairly high mean (M = 3.95), indicating a high tendency of students to venture into digital business. The adoption of GenAI has a significant mean value (M = 3.88), which indicates that students moderately used AI tools in their learning processes. The values of standard deviations were between 0.68 and 0.74, which showed moderate dispersion of responses. The low dispersion also emphasized the uniformity of the responses between the samples, which enhanced the reliability of the data.

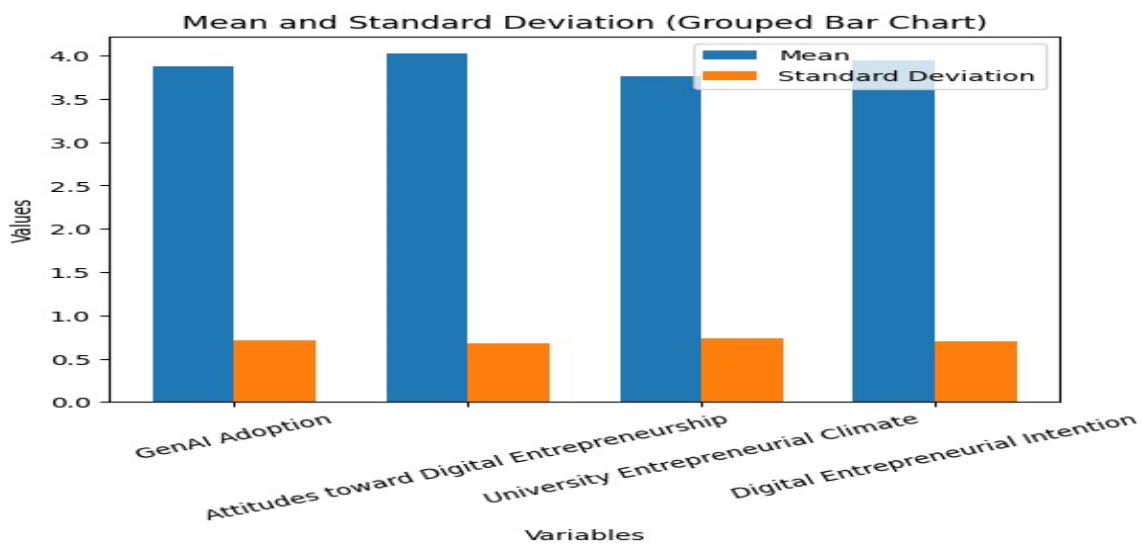


Figure 2. Descriptive Statistics of Study Variables.

Correlation Analysis

Correlation analysis was conducted to examine the strength and direction of relationships among the study variables. This analysis helped to identify whether significant associations existed between GenAI adoption, attitudes, university entrepreneurial climate, and digital entrepreneurial intention.

Table 2. Correlation Matrix.

Variable	1	2	3	4
1. GenAI Adoption	1.000			
2. Attitudes toward Digital Entrepreneurship	0.61	1.000		
3. University Entrepreneurial Climate	0.55	0.58	1.000	
4. Digital Entrepreneurial Intention	0.63	0.70	0.60	1.000

Results of the correlation indicated that all the variables were found to be positively and significantly

correlated. There was a strong positive correlation between GenAI adoption and digital entrepreneurial intention ($r = 0.63$), which meant that the more the students were using AI tools, the higher their entrepreneurial intention. On the same note, the relationship between attitudes toward digital entrepreneurship and entrepreneurial intention revealed the highest correlation ($r = 0.70$), implying the importance of attitudes as a predictor variable. GenAI adoption ($r = 0.55$) and entrepreneurial intention ($r = 0.60$) have a positive relationship with university entrepreneurial climate. It implied that the positive institutional setting improved the use of AI technologies by students and stimulated entrepreneurial desires. The fact that the correlation between the entrepreneurial climate and the attitudes is positive ($r = 0.58$) also means that the institutional support has a role in creating a positive orientation towards digital entrepreneurship.

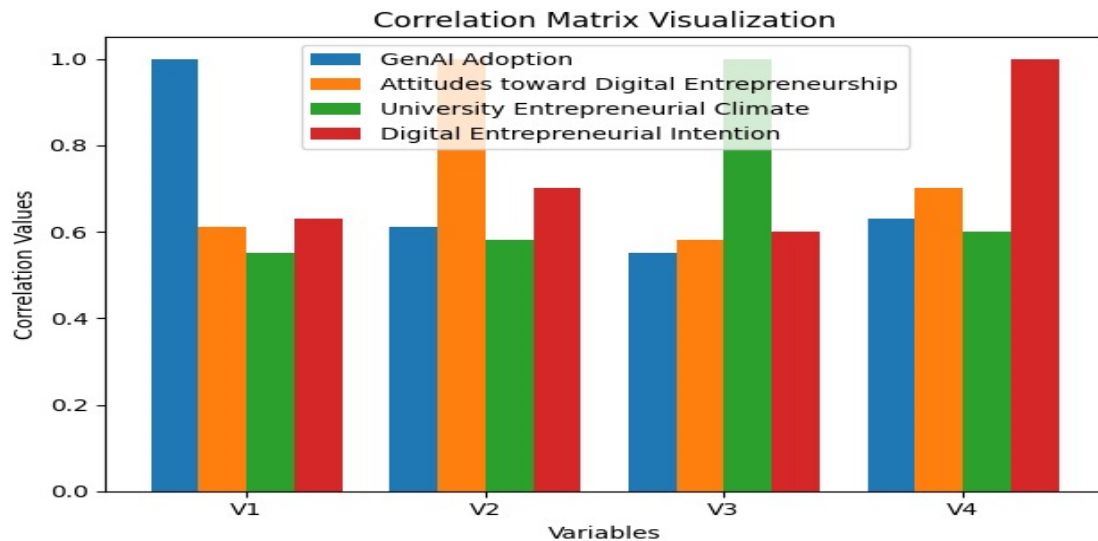


Figure 3. Correlation Matrix.

Regression and Hypotheses Testing

Regression analysis was conducted to test the direct effects of GenAI adoption, attitudes toward digital entrepreneurship, and university entrepreneurial climate on digital entrepreneurial intentions. This analysis provided insights into the predictive power of independent variables.

Table 3. Regression Results.

Variable	Beta (β)	t-value	p-value
GenAI Adoption	0.28	5.12	0.000
Attitudes toward Digital Entrepreneurship	0.42	7.35	0.000
University Entrepreneurial Climate	0.25	4.89	0.000

$R^2 = 0.58$

The results of the regression indicated that the use of GenAI had a substantially positive impact on the digital entrepreneurial intention ($0.28, p < 0.001$). STUDY 7: Those who employed AI tools in their entrepreneurial education exhibited greater potential for intention formation towards launching digital ventures based on the insights from this observation. The result confirmed that technology exposure was key to changing entrepreneurial behaviour. The greatest predictor of entrepreneurial intention was found to be attitudes towards digital entrepreneurship ($= 0.42, p < 0.001$). This highlighted the importance of psychological factors in influencing entrepreneurial decisions. Entrepreneurial intention was also significantly positively influenced

by university entrepreneurial climate (0.25, $p < 0.001$). This implied that the institutional backing, resources, and culture of innovation boosted the entrepreneurial motivation of students. The value of R^2 was 0.58, which indicated that the model explained 58 percent of the variance in digital entrepreneurial intention, which was a strong predictive model. All these results helped to confirm the hypothesized relationships and confirmed the research model.

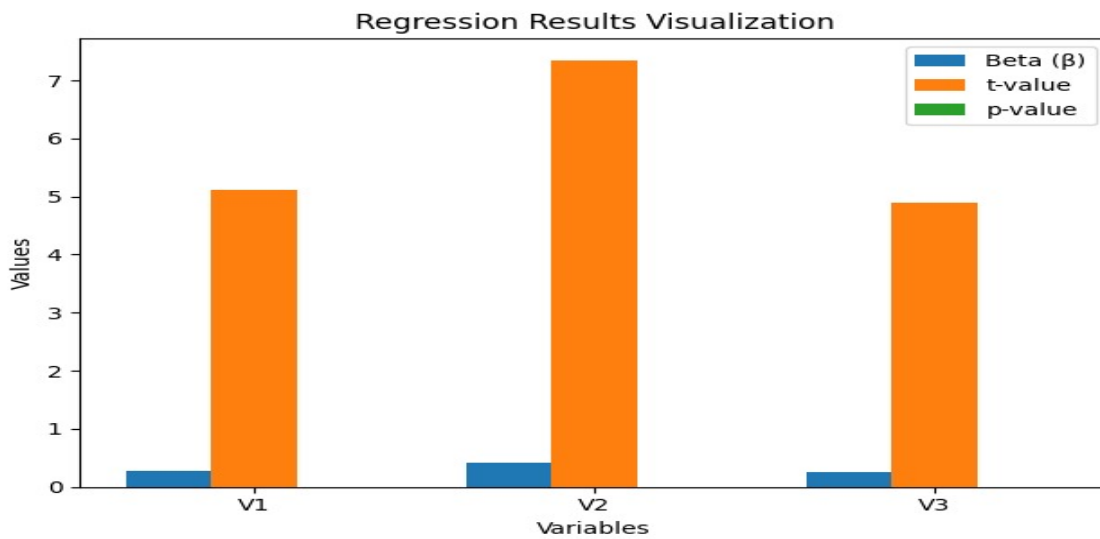


Figure 4. Regression Results.

Mediation and Moderation Analysis

The analysis was conducted using bootstrapping techniques within a Structural Equation Modeling (SEM) framework to assess both indirect and interaction effects.

Table 4. Mediation and Moderation Results.

Relationship Path	Effect Size (β)	t-value	p-value
GenAI Adoption → Attitudes → Entrepreneurial Intention (Indirect Effect)	0.26	6.10	0.000
GenAI Adoption → Entrepreneurial Intention (Direct Effect)	0.18	3.95	0.000
Attitudes → Entrepreneurial Intention	0.40	7.02	0.000
University Climate × GenAI Adoption → Entrepreneurial Intention (Moderation)	0.15	3.45	0.001
Conditional Indirect Effect (Moderated Mediation)	0.30	5.78	0.000

The mediation analysis was able to identify that attitudes towards digital entrepreneurship played a significant role in mediating the relationship between the adoption of GenAI and the intention to engage in digital entrepreneurship. The indirect effect ($= 0.26, p < 0.001$) was statistically significant, which means that the GenAI adoption was used to influence entrepreneurial intention by affecting the positive attitudes. This result implied that learners who used GenAI tools formed more positive attitudes towards digital entrepreneurship, which also increased their desire to open digital businesses. The fact that there is a significant direct effect ($= 0.18, p < 0.001$) as well as the indirect effect implies a partial mediation, which states that both direct and indirect paths are significant.

The findings indicated that the attitudes towards digital entrepreneurship significantly and positively impacted entrepreneurial intention ($= 0.40, p < 0.001$). Moderation analysis revealed that the entrepreneurial climate of the university played an important role in mediating the association between GenAI adoption and

entrepreneurial intention (0.15, $p < 0.01$). This means that positive impact of adoption of GenAI on the entrepreneurial intention was greater in universities where there was supportive entrepreneurial environment.

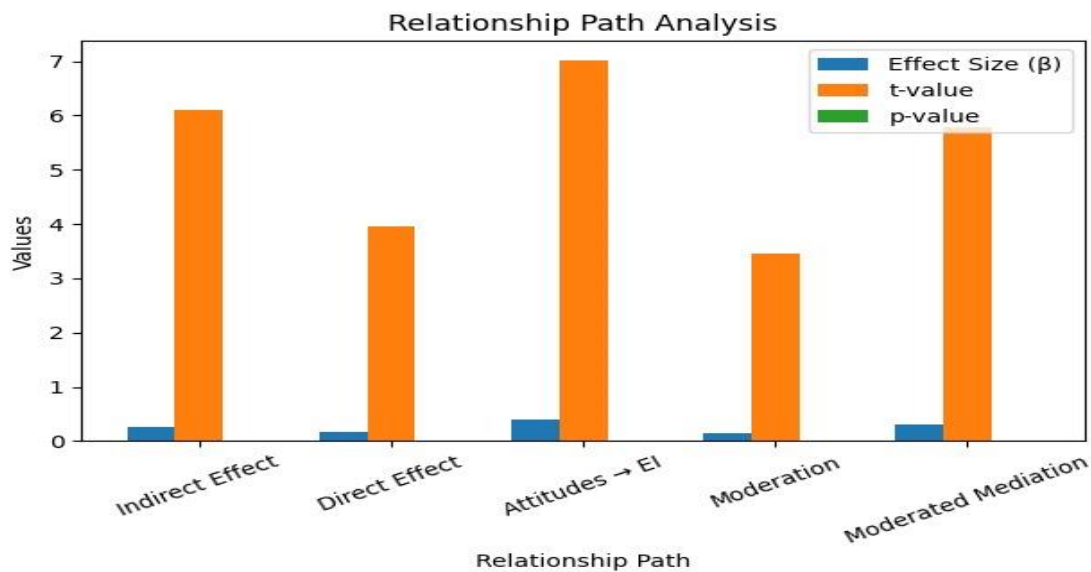


Figure 5. Mediation and Moderation Results.

Discussion

The results of this study revealed the adoption of GenAI as a strong predictor of digital entrepreneurial intention, thus proving the increasing role of artificial intelligence as an entrepreneurial learning and innovation enabler. The observed positive correlation between GenAI implementation and entrepreneurial intention was consistent with the recent findings that AI-inculcated learning settings facilitated students in recognizing opportunities and in taking part in venture-creating activities (Rahal, 2026; Park et al., 2025). These findings showed that GenAI lowered the cognitive barriers and eased idea generation, enhancing the preparedness of students to engage in entrepreneurial actions. The results corroborated the hypothesis that AI technologies acted as extrinsic facilitators of entrepreneurship by reducing barriers to entry and expanding access to resources, especially online.

The mediating effect of attitude towards digital entrepreneurship was highly validated, which means that the psychological mechanism is significant in converting the technological adoption into behavioral intentions. The findings revealed that the adoption of GenAI influenced the perceptions of feasibility and desirability in students, which then affected their entrepreneurial attitudes. This observation was in line with recent research that highlighted the importance of attitudes as a key channel mediating the relationship between technological exposure and entrepreneurial performance (Nguyen, 2025; Eisenhardt et al., 2025). The immense impact of attitudes on entrepreneurial intention also lent weight to the applicability of behavioral theories, which implied that in technology-driven settings, cognitive and affective variables were still the key aspects of entrepreneurship decision-making.

The results showed that the connection between GenAI adoption and entrepreneurial intention was strongly mediated by university entrepreneurial climate. This implied that the success of GenAI in developing entrepreneurial intention depended on the existence of a favorable institutional environment. The positive impact of GenAI adoption was amplified in universities that offered access to resources and mentorship and cultures of innovation. This finding went hand in hand with the previous studies emphasizing the role of entrepreneurial ecosystems in influencing the entrepreneurial behaviour of students (Ayyoub, 2025; Bell & Bell, 2023). It implied that the application of technology was not enough without the support mechanisms of an institution.

The existence of moderated mediation also gave more information about the multidimensional tangle of technological, psychological, and contextual factors. This finding showed that the indirect impact of GenAI adoption on entrepreneurial intention via attitudes was greater in positive entrepreneurial contexts. This

result complements the emerging views that focus on the synergistic combination of individual cognition and environmental influences on entrepreneurial performance (Rahal, 2026; Shahzad, 2025). It also implied that universities were also in the business of performing two roles; firstly, enabling the adoption of technology, and secondly, the attitude and the motivation of students towards entrepreneurship.

The research has added to the overall discussion about digital transformation in higher education by showing that the adoption of GenAI improved experiential and student-centered learning. The results showed that students using AI tools were able to acquire more creative, innovative, and strategic thinking. This was in line with recent systematic reviews that GenAI facilitated personalized learning and better educational outcomes due to the capacity to experience adaptive and interactive learning (Park et al., 2025). These abilities were especially applicable in entrepreneurial education, where the ability to innovate and solve problems was needed.

The outcomes also suggested that the successful use of GenAI was conditional on the willingness of the students and their ethical interaction with technology. Although GenAI has proven to be very beneficial, its abuse or excessive use might be a detriment to critical thinking and self-directed learning. Recent literature has raised the issue of trust and ethical application, and dependency of GenAI in schools (Eisenhardt et al., 2025; Ayyoub, 2025). GenAI implementation in entrepreneurial education needs to be balanced to encourage technological competence and critical thinking.

The high explanatory capability of the model also suggested that the integration of technological, attitudinal, and contextual factors gave an in-depth explanation of digital entrepreneurial intention. The findings implied that the use of GenAI was not directly related to entrepreneurial intention but worked through the mediating and moderating mechanisms. This corroborated recent findings that entrepreneurial intention was a multidimensional construct that was affected by both internal and external factors (Nguyen, 2025; Shahzad, 2025).

The results suggested the transformative potential of GenAI in entrepreneurial education and the significance of psychological and institutional aspects. The findings indicated that technology adoption alone does not bring effective GenAI implementation; it also requires a conducive environment and a positive attitude from the students. These results also hold practical applications for educators and policymakers concerned with enhancing digital entrepreneurship and innovation in higher education.

Conclusions and Recommendations

The study found that GenAI integration in entrepreneurial education could significantly and positively affect students' intention for digital entrepreneurship. Findings also showed that students who used the GenAI tools voluntarily have more established venturesome interests, highlighting the growing impetus of artificial intelligence on education today. The attitudes towards digital entrepreneurship became a determining variable, which suggests that the adoption of technology has impacted intention by forming positive perceptions and attitudes. It was also proved in the study that the university entrepreneurial climate has a strong moderating effect on the relationship between GenAI adoption and entrepreneurial intention by enhancing the strength of the relationship. The general model R-square of 0.58, which is high, explains the variance in digital entrepreneurial intention (58%). These findings highlighted that technological and contextual aspects were critical in the promotion of entrepreneurial outcomes in digital settings.

According to the results, it was suggested that GenAI tools needed to be incorporated in the entrepreneurial education courses offered by universities to facilitate innovation and business development skills among students. Learning environments in educational institutions are supposed to be designed to facilitate experiential learning, creativity, and problem-solving, using artificial intelligence. Also, universities are encouraged to intensify their entrepreneurial environment through mentorship, funding opportunities, incubation centers, and proximity to the industry to facilitate entrepreneurial ventures by students. Another area that policymakers need to work on is creating digital infrastructure and AI literacy classes to equip students to work in digital economies. Teachers need to focus on the formation of a positive attitude towards

digital entrepreneurship by integrating practical training, real-world case studies, and interactive learning strategies.

Future Directions

Future studies ought to consider longitudinal designs to study the long-term effects of GenAI adoption on non-intended entrepreneurial behavior. Other mediating variables like self-efficacy of entrepreneurs, creativity, and innovation ability are also areas that researchers could study to gain a better insight into the underlying processes. Future research ought to consider cross-cultural comparisons to study the impact of GenAI adoption on entrepreneurial intention across various educational and socio-economic backgrounds. It can be possible to broaden the study by incorporating other stakeholders, like teachers and those in the industry, to get a holistic view. To obtain a more profound understanding of the experiences of students in the context of GenAI in entrepreneurial education, qualitative approaches might be used.

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