RAISD 2026 | CONFERENCE PRESENTATION

# AI Adoption as a Bridge to Sustainable Entrepreneurship

Digital self-efficacy, AI adoption intention, and sustainable entrepreneurship intentions among university students in Jordan

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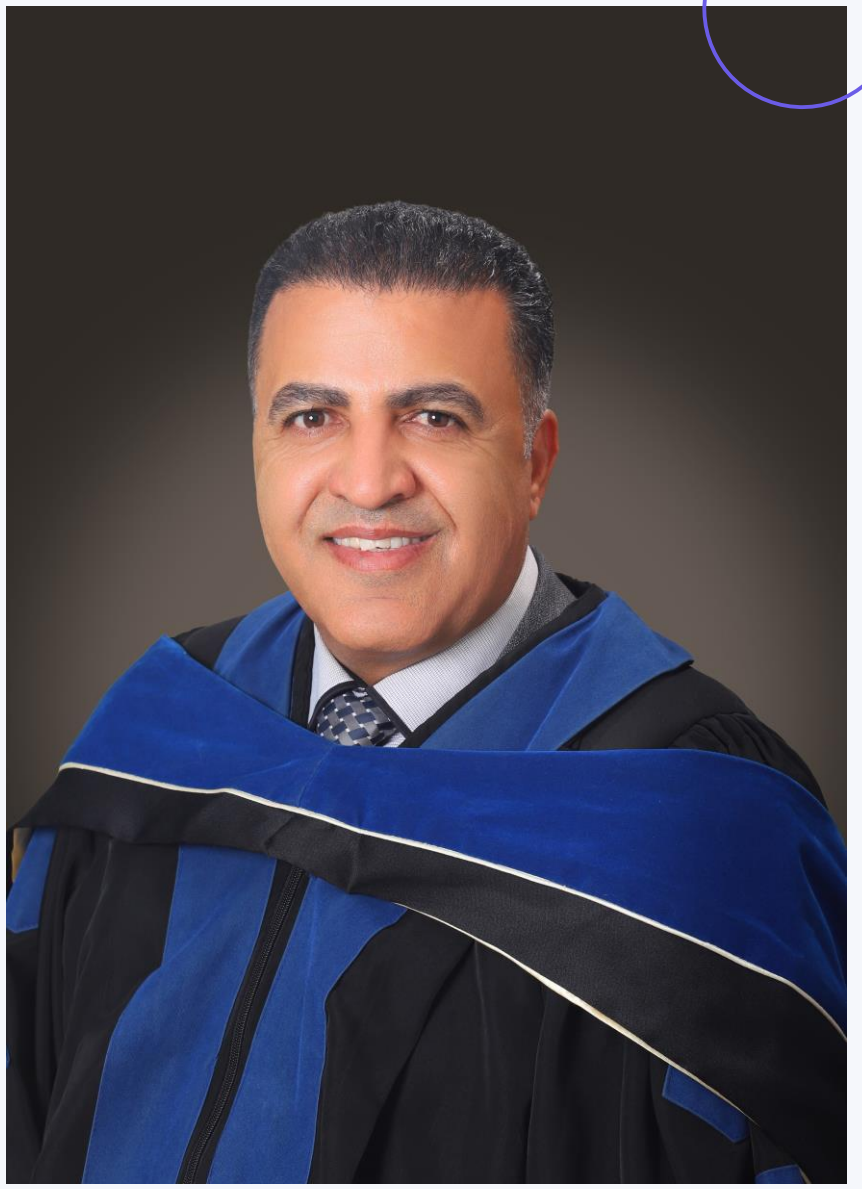
20 min presentation

5 min Q&A



# Why Jordan, why now?

A youth opportunity challenge meets urgent sustainability needs.

40%+

## Youth unemployment

A critical pressure on pathways from education to work.

63%+

## Population under 30

A large generation with untapped entrepreneurial potential.

3

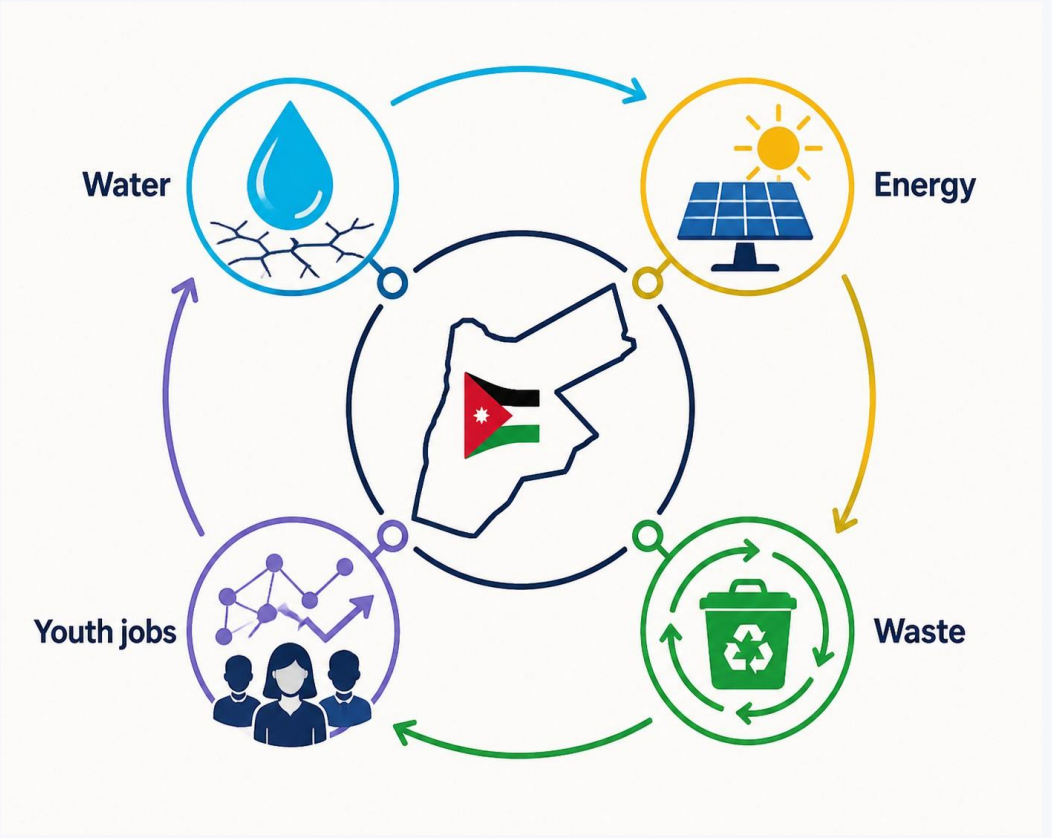
## Immediate challenge areas

Water scarcity, energy dependence, and waste management.

1

## Strategic opportunity

Use AI capability to turn local challenges into ventures.



# The research gap

Why do equally exposed students respond to AI so differently?

## Access is not adoption.

### Capability

Access to a tool does not explain confidence to explore, persist, and use it well.

### Perceptions

TAM explains usefulness and ease of use, but not why those perceptions develop.

### Context

AI adoption is rarely connected to sustainability-oriented venture intentions in Jordanian higher education.

**Research question** How does digital self-efficacy shape AI adoption intention and sustainable entrepreneurship intention among university students in Jordan?

# Mixed-methods design

Qualitative discovery shaped a quantitative test of the integrated model.

## Phase 1 | Qualitative inquiry

**8 key informants:** 7 entrepreneurship faculty and the university incubator director.

**35–65 minutes:** verbatim transcription and thematic analysis in NVivo 14.

**Purpose:** understand confidence, AI engagement, and institutional support.

## Phase 2 | Quantitative test

**150 students:** undergraduate and postgraduate students in the business college.

**Five constructs:** digital self-efficacy, usefulness, ease of use, AI adoption intention, and sustainable entrepreneurship intention.

**Analysis:** five-point Likert survey and PLS-SEM.

**Survey participation**

| 320 | 210 | 180 | 150 | 46.9% |
|---|---|---|---|---|
| invited | opened | started | completed | response rate |

Braun & Clarke, 2006 | Hair et al., 2019 | Aljbour & Taqatqa, 2026

# What the interviews revealed

Three connected themes shaped the survey instrument.

1

## Uneven digital confidence

Students differ in willingness to experiment even when access to AI tools is available.

2

## Relevance to sustainability

AI becomes meaningful when students can connect it to water use, energy efficiency, and other real problems.

3

## Institutional support gaps

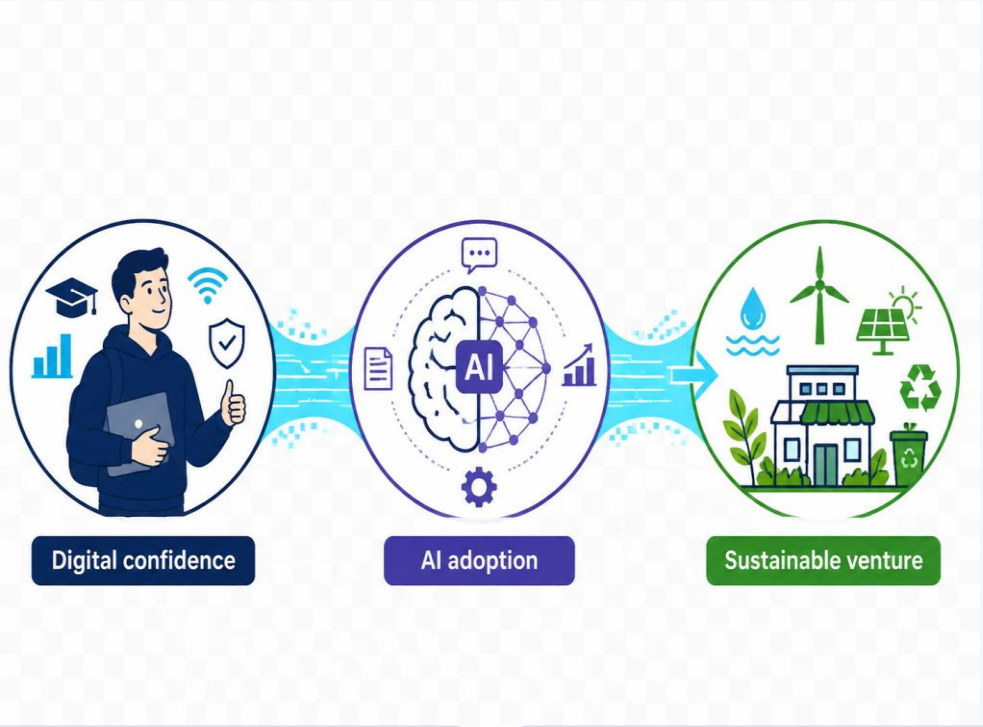
Entrepreneurship infrastructure exists, but AI-for-venture guidance remains ad hoc.

**Qualitative implication**

Measure capability and perceptions together, then connect them to the venture problems students care about.

# Two lenses, one model

Social Cognitive Theory explains capability; TAM explains technology perceptions.




**Digital self-efficacy**
Confidence

→

**AI perceptions**
Useful and easy

→

**AI adoption intention**
Readiness to use

## Novel bridge

AI adoption intention links digital confidence to sustainable entrepreneurship intention.

**Digital self-efficacy**
Direct path

→

**AI adoption intention**
Capability in action

→

**Sustainable entrepreneurship intention**
Venture readiness

## SCT lens

Self-efficacy supplies confidence to explore, persist, and learn.

## TAM lens

Usefulness and ease of use explain perceptions of AI.

Davis, 1989 | Bandura, 1997 | Aljbour & Taqatqa, 2026

# Findings in plain language

Confidence shapes perceptions; perceptions shape adoption; adoption becomes the bridge.

### 1. Confidence matters

Digitally confident students are more likely to see AI as useful and easy to use.

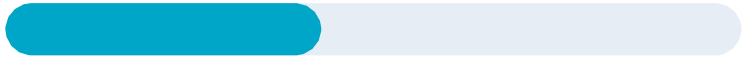
### 2. Perceptions matter

Usefulness and ease of use are positively associated with AI adoption intention.

### 3. Adoption is the bridge

AI adoption intention connects digital confidence to sustainable entrepreneurship intention.

### Explained variance in AI adoption intention



Model explanation **43%**

### Explained variance in sustainable entrepreneurship intention



Model explanation **25%**

### The practical reading

Digital confidence is not only a personal trait. It is a capability that can be translated into sustainable venture readiness through AI adoption.

# From evidence to action

Build capability around AI, not access to AI alone.

## Universities and educators

**Build confidence:** hands-on AI labs, embedded AI literacy in venture creation, and faculty development.

## Incubators and entrepreneurs

**Create safe experimentation:** connect AI to market analysis, impact modelling, and opportunity recognition.

## Jordanian youth

**Start with practice:** experiment early, solve authentic local problems, and see sustainability as an opportunity space.

## Policymakers

**Fund capability:** link digital economy initiatives to sustainability goals and support evaluation.

**Shared priority**

Turn AI literacy into the confidence and capability required to build ventures that address Jordanian sustainability challenges.

# Limitations and the takeaway

Preliminary evidence, clear boundaries, and a practical call to build capability.

## Study limitations

- Cross-sectional design limits causal ordering.
- One private university in Amman limits generalisability.
- Perceived behavioural control was not measured directly.

## Future research

- Use longitudinal designs and multi-institution samples.
- Include more diverse populations and contexts.
- Test the proposed mediation mechanisms directly.

**Takeaway**

AI adoption can bridge digital confidence and sustainable venture readiness, if universities build capability rather than access alone.

**Thank you. I welcome your questions.**

# Selected references

Questions welcome


**Aljbour, R. H., & Taqatqa, M. R. (2026).** The role of AI adoption in the relationship between digital self-efficacy and sustainable entrepreneurship intentions among university students in Jordan. *Management and Sustainability: An Arab Review*. https://doi.org/10.1108/MSAR-02-2026-0103

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**Davis, F. D. (1989).** Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly, 13*(3), 319–340. https://doi.org/10.2307/249008

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Thank you for your attention | Q&A follows the conclusion