

Predictors Of Entrepreneurial Intentions Among Students In Higher Education: A Systematic Review

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Abstract

This systematic review synthesizes empirical evidence on the factors of entrepreneurial and venture-related intentions among students. A total of 33 quantitative studies were synthesised, covering a cumulative sample of 16,278 student respondents in Asia, Europe, and Africa. Based on reported correlation coefficients as the primary effect size measure, the review indicates an average correlation of $r = 0.55$, suggesting that the overall relationship between the investigated predictors and entrepreneurial intention outcomes is moderate to strong. Educational factors, such as entrepreneurship education, entrepreneurial learning, and digital literacy, moderately to strongly influence self-efficacy and perceived feasibility. Personality traits and social-contextual variables, on the other hand, exhibited positive though weaker associations. The study has significant theoretical, policy, and practical implications for higher education institutions seeking to enhance self-efficacy and attitudes.

Keywords: *Entrepreneurial intention, self-efficacy, Entrepreneurship education, Systematic review, Higher education students*

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I. Introduction

This review paper is aimed at the piecemeal literature on university students entrepreneurial intention to explicate significant theoretical associations that influence the choice of self-employment and venture backgrounds and predetermined by one of four domains that interrelate, but special emphasis is made on the situational conditions, motivator factors, and personal background factors. The economic, social, and institutional scenery is interplayed with personal requirements, characteristics, and ambitions, whereas additional qualities of entrepreneurial orientation are determined by the family, school, and peer groups. Comprehensively, the research summarizes previous research and provides an integrative model that can be used to inform theory, practice, and policy (Xanthopoulou & Sahinidis, 2024). The study discussed in this paper is aimed at the inclusion of the entrepreneurial characteristics in explaining the entrepreneurial intention of students in academic fields regarding their explanatory power. Based on existing theory, it shows that proactiveness, innovativeness, self-efficacy, and especially attitude to risk have differentiated roles as a function of disciplinary context. The theory of entrepreneurship education emphasises the significance of context-sensitive pedagogical strategies over institution-wide strategies that are uniform (Bell, 2019). This paper discusses how rural financial institutions can be used to empower women in a sustainable manner through a development process. It underscores the role of engagement in collaborative financial systems in promoting economic autonomy, reinforcing decision-making power, and promoting financial literacy. The results imply that exposure to common financial assets and organisational support may improve women's socioeconomic conditions and lead to long-term empowerment. The connection between cooperative membership and the global impacts of empowerment, the research highlights the strategic position of the inclusive financial institutions to the promotion of sustainable development and informs the policy efforts to enhance women-oriented economic projects (Vigneshwaran & Ravichandran, 2025). This review is a critical synthesis of the available contributions of emotional intelligence to entrepreneurial skills such as flexibility, leadership, and interpersonal success. The results indicate that emotionally intelligent business owners are in a stronger position to deal with uncertainty, risk and social complexity. The moderating role of personal background factors, as well as essential gaps in the theoretical knowledge that need to be addressed, is also mentioned in the review (Pathinettampadiyan, n.d.). The entrepreneurship education in entrepreneurial intention, especially perceived feasibility and self-efficacy. Practice-oriented and experience learning methods become particularly potent as they help to change the mindset, create confidence, cooperation, and real-world interaction. The paper contributes to the theory by explaining how context-sensitive, experiential pedagogy and

mentorship contribute to building entrepreneurial skills and provides important knowledge about how education models can be designed to facilitate innovation and long-term economic sustainability (Faleni & Mapanga, 2026). This paper explores the ways in which knowledge-sharing practices can facilitate knowledge-based entrepreneurship in institutions of higher learning that have to deal with difficult institutional contexts. It has shown that implicit and explicit forms of knowledge sharing have a positive correlation with academic entrepreneurship development. The results are novel to the theory of entrepreneurship as they combine knowledge-sharing processes with competency-based orientations, and individual resources help to engage in knowledge-based entrepreneurship under resource-limited conditions (Basit et al., 2026). Experiential learning in entrepreneurship education on student learning approaches, presented in terms of learning through entrepreneurship, shows that practice-oriented teaching, construed in a more constructive way, leads to deeper learning and less surface-level engagement. Real tasks and authentic assessment become the focus mechanisms of stimulating the reflective and meaningful learning processes. The work has a contribution to the entrepreneurship education theory because it gives evidence that experiential and participatory pedagogies support the cognitive engagement and the conceptual understanding development (Curtis et al., 2021). This paper explores the entrepreneurial intention using a human capital approach that goes beyond competencies and social resources to the entrepreneurial attitudes. The results show that intention to go into entrepreneurship is influenced by a conglomerate of people, social, and contextual factors (Alemu & Ashagre, 2015; George, 2023). This paper looks at the difference between the concept of entrepreneurial orientation in the sector by comparing the high-technology and traditional start-ups. The results suggest that entrepreneurial orientation has a higher level of development and close relationship with performance in the technology-intensive ventures and more traditional ventures are more likely to be based on more gradual and reactive strategy. Throughout the systematic differences in the functioning of entrepreneurial orientation that exist within the sectors, the research paper makes a contribution to the entrepreneurship theory (Shiwakoti et al., 2025).

II. Theoretical Background

This paper hypothesises conceptual context illustrates the role of cognitive adaptability in entrepreneurial intention in an entrepreneurship training environment. The impact is achieved through its interaction with complementary entrepreneurial characteristics. The paper can provide theoretical advice on how to develop integrated training models that will better develop entrepreneurial intention because it puts the mediating role of competence and risk orientation into the limelight (Chaturvedi, 2025). This paper discusses the effect of emotional competencies on entrepreneurial intention, with indirect rather than direct effects. The important processes through which emotional intelligence is converted into entrepreneurial intention, whereas perceived control has an even less important role. The explanation of these mediation processes contributes to the study of entrepreneurship theory by harmonising both emotional and cognitive views (Nwibe & Ogbuanya, 2024). The study emphasizes the interrelated nature of emotional and cognitive capacities, and therefore, the significance of psychological resources at individual levels in entrepreneurship development is covered. The findings make contributions to intention based entrepreneurship theory as they highlight the importance of incorporating self-efficacy in educational and developmental programs that can promote the development (Adeyemi, 2023). The results suggest that digital literacy is one of the central cognitive resources that raise student abilities to identify the opportunities and use digital tools and participate in the entrepreneurial process. Digital literacy also has a positive impact through the enhancement of information access, technical competence, and digital problem-solving skills. The research broadens entrepreneurship and education theory by identifying digital capability as a significant antecedent of entrepreneurial motivation, especially among digitally native students living in increasingly technology-based entrepreneurial ecosystems (Suryani & Chaniago, 2023). This paper analyses the connection between entrepreneurship and the economic development in the environment where institutional constraints are present. The research adds to the field of the entrepreneurship and development theory by underscoring the contingency of the nexus of entrepreneurship growth and the importance of supportive institutions and clear regulatory frameworks in facilitating productive entrepreneurial performance (Abakpa & Dvoulety, 2026). Social entrepreneurial intention differs with gender, academic progression and exposure to the experiences of student leadership, and developmental and experiential factors are significant in the formation of the intention. The identification of salient and demographic factors makes the study relevant to the theory of social entrepreneurship through its focus on the importance of the leadership activity (Lacap, 2018). The results indicate that analytics-based systems, which incorporate artificial intelligence and strategic foresight, can enhance strategic awareness, risk assessment, responsiveness, and fit between strategic intent and implementation. Connecting intelligence-related skill sets to the quality of decisions and positioning in the competitive arena, the study provides an addition to the entrepreneurship and strategic management theory and outlines the system-enabled routes to the sustainable entrepreneurial development in the resource-limited environment (Swidan, 2026).

III. Literature Review

The literature on entrepreneurial intention emphasises its multidimensional nature, emphasising the relationship of individual, educational, and appropriate determinants in shaping students entrepreneurial career choices. Social and contextual influences, including cultural norms, social support, and institutional environments, further condition the strength and direction of entrepreneurial intentions. To provide a structured synthesis, the present review categorizes prior empirical and theoretical evidence into three key domains: psychological predictors, educational predictors, and social and contextual predictors, which are discussed in the following subsections.

Psychological Predictors

This paper is a synthesis of both theoretical and empirical evidence explaining that the establishment of entrepreneurial intention in situational conditions and the psychological processes. Individual motivations and cognitive assessments are influenced by environmental factors, resources and opportunities are interpreted by cultural orientation. The study also shows that entrepreneurial intention is a dynamic product of contextual providing an integrative model that should be applied to help inform the entrepreneurship theory and policy-based interventions (Palamida, 2016). This paper is research into psychological antecedents of womens entrepreneurial intention, comparative impact of self-efficacy, goal orientation, and job involvement. The key predictor of women entrepreneurship engagement, and the dimensions of goal orientation and job involvement show a low level of predictability. The study will be a part of the gender-oriented entrepreneurship theory and the need to enhance self-efficacy as a causal process to increase the development of women entrepreneurship (Isiwu & Onwuka, 2017; Niu et al., 2022; Zhang et al., 2025). The paper will discuss the connection between entrepreneurial intention and the perceived barriers in the environment and the entrepreneurial attention. Entrepreneurial intention is a major mediating variable with which the perception of barriers influences the outcome of behavior and demonstrates the necessity of incorporating perceived environmental restraint in creating interventions to support entrepreneurship engagement in the conditions of increased uncertainty (Islam et al., 2023). The results suggest that the entrepreneurial interest is linked to a cluster of socio-educational, psychological, and well-being-related concerns. Favourable family exposure, positive self-perceptions, orientation, opportunity recognition, and motivation associated with autonomy, professional and idea realisation are associated with increased entrepreneurial interest. The placement of entrepreneurial interest as a cognition motivating force in the early stage of development of the entrepreneurial interest helps advance the intention theory and provide emphasis to the role of early recognition and reinforcement of the entrepreneurial motivation as antecedent to the long-lasting entrepreneurship activity (Escolar-Llamazares et al., 2019). The combination of cultural considerations and differentiated intention constructs benefits entrepreneurship education theory and provides a more detailed perspective on how the institutional and cultural issues combine to affect various entrepreneurship directions in students (Shi et al., 2020). This integrative review explores the linkage between the quality of decision making, effectiveness of leadership, innovation, resilience and growth of venture. EI entrepreneurs are more likely to deal with uncertainty, maintain competitiveness and exploit social networks (Pathinettampadiyan & Thavaraj, 2025). The authors focus on the contribution of emotional intelligence to entrepreneurial intention by evaluating the discriminatory influences of the fundamental dimensions of emotional intelligence. However, self-awareness is the variable with a more complicated correlation, which can be explained by the fact that increased self-reflection does not necessarily equally result in entrepreneurial motivation. The study supports emotional intelligence as an essential resource in validating intentions and stresses the importance of this concept in terms of educating entrepreneurs and developing their capabilities (Uddin et al., n.d.).

Educational Predictors

This paper discusses entrepreneurial intention among teacher education students and the enhancement of more desirable attitudes toward entrepreneurship instead of having a direct impact. The occupational background of the parents and specifically, it is the paternal employment which also affects the entrepreneurial intentions and attitudes (Thi et al., 2026). In this review, entrepreneurial intention that is the result of individual, educational, and social influences interaction is considered. Entrepreneurial awareness and intention are further reinforced by family background, peer relationship and social capital. All in all, entrepreneurial intention is not only as a result of independent drivers but a result of a combination of driving forces. The review highlights the importance of integrated strategies combining individual capability building, education based on practice and conducive social environment that promote business dreams and expectations among students (B. Pathinettampadiyan Dr. S. Ramesh, 2025). The results show that the education of entrepreneurship enhances the attitudes to self employment, the perceived behavioral control, the subjective norms and the entrepreneurial intentions. The extent of such effects however differs in relation to different academic subjects, with business students showing more pronounced attitudinal changes and intentional changes compared to engineering and arts and sciences students. The research paper is valuable to the intention-based entrepreneurship theory because it

establishes that educational interventions are influenced by disciplinary context (Murugesan & Jayavelu, 2015). This paper will examine the impact of entrepreneurship education on social entrepreneurial intention, based on learning experiences. The results show that interactive and team-based education, as well as practice-based education, raise students' knowledge of social entrepreneurship and their motivation to engage in socially oriented businesses. The emotional involvement, group study, and the chance to apply the ideas to individual concepts turn out as the factors promoting the development of intentions. It shows how experiential and affective learning can influence social entrepreneurial mindsets and outlines how the curriculum should be designed to achieve the best results in promoting social entrepreneurial intentions (Xanthopoulou & Sahinidis, 2025). Entrepreneurship education can positively affect intentions, skill development, and career paths, though the results are heterogeneous and context-dependent. The interactions among pedagogical design, program structure, and institutional context, along with psychological and cultural factors, determine what educational outcomes are. Emphasising their multidimensionality and mediation, the review contributes to knowledge about how entrepreneurship education operates in practice and identifies gaps at the theoretical and empirical levels that require additional scholarly and practical research to facilitate more efficient educational approaches (Boujaddaine, 2023).

Social & Contextual Predictors

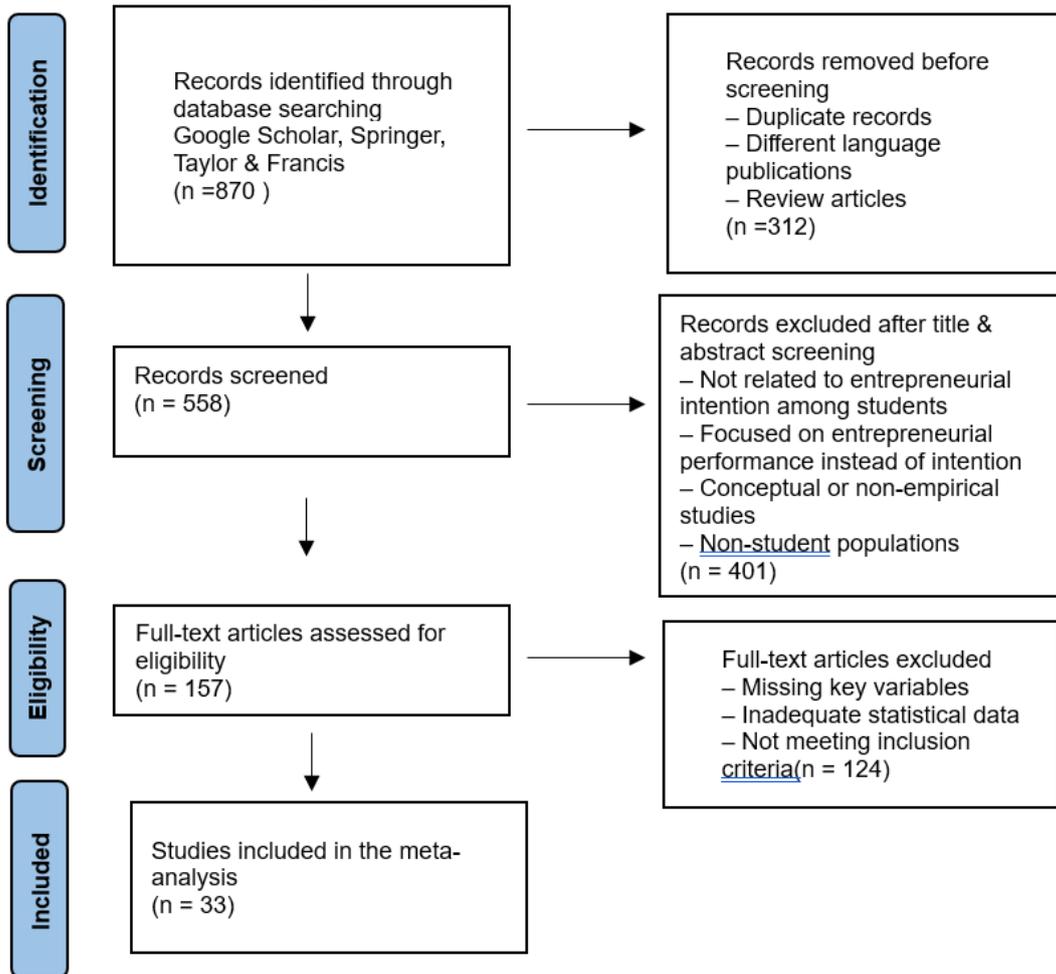
The paper examines the entrepreneurial intention based on the concept of sustainability, focusing on those strategies that are based on long-term responsibility in regard to environmental and social assets. The review outlines the roles of cognitive orientations to future and immediate impact, environmental consciousness and the pro-environmental personal norms towards the development of sustainable entrepreneurial attitudes (Pascucci et al., 2022). This paper analyses how social entrepreneurial support as an antecedent is important to entrepreneurial intention in business graduates. The results suggest that forms of support that are socially embedded such as normative pressures and perceived support of the surrounding environment pointedly contribute to the development of individuals entrepreneurial aspirations. The study positively builds on theoretical views that entrepreneurial intention is a socially constructed product, instead of an individual choice, and this becomes evident through the impact of the social context in forming the intention (Ayoub & Omeiri, 2024). The review will look at how formal institutional frameworks and cultural support systems interact to create sustainable business practices with specific attention given to green entrepreneurship. The results indicate a dual-support approach, which implies that a successful fit between formal institutions and informal networks will contribute to cooperating and mobilizing resources. On the contrary, institutional voids and dissonance between the formal and informal systems are revealed as limiting the sustainability endeavors, making it clear that coherent and coordinated support systems should be integrated to help in the promotion of sustainable business growth (Oyewobi, 2026). Self-efficacy is shown to be less pronounced, indicating a possible difference between intention and belief in entrepreneurial competence. In general, the study demonstrates the importance of enhancing self-efficacy and academic and social resources to better promote entrepreneurial intention (Ojaga, 2026). The synthesis emphasises that individual-level drivers, especially entrepreneurial motivation and entrepreneurial self-efficacy, are stronger than contextual conditions in promoting an entrepreneurial intention. Environmental influences, however, do present a valuable supportive context which can either fortify or limit individual tendencies. On the whole, the results contribute to the theoretical knowledge of the entrepreneurial intention as a multidimensional construct, the main causes of which are personal motivational and cognitive resources and entrepreneurship education as they highlight the necessity of teaching methods that would enhance individual entrepreneurial potential (Rodrigues Sousa et al., 2023). This paper analyzes entrepreneurship intention in academicians by incorporating the determinants of the Theory of Planned Behavior and situational factors as developed in Triple Helix framework. It hypothesizes that entrepreneurial attitude, a sense of control in behavior, and subjective norms in combination with the perceived financial, industrial, university, and governmental support influence scholarly entrepreneurial intention. These results indicate that facilitative innovation environments enhance predictive ability of personal cognitive determinants. The study contributes to the theoretical knowledge of academic entrepreneurship, the dynamic interaction between personal cognitions and environmental support structures, and provides implications on the design of institutions and policies (Vesci et al., 2020).

IV. Methodology

This systematic review was conducted in strict accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) (Page et al., 2021) guidelines to be fully transparent in its methodology, have procedural, and be reproducible at every step of the review process, such as identification, screening, eligibility, and inclusion. The three most popular scholarly databases of entrepreneurship and management, such as Google Scholar, SpringerLink, and Taylor and Francis Online, were searched to conduct a comprehensive literature search. The search strategy utilized organized questions of key words that are associated with entrepreneurial intention and its pre-conditions such as entrepreneurial intention, venture creation intention,

startup intention, social entrepreneurial intention, predictors, determinants, self-efficacy, entrepreneurial attitude, entrepreneurship education, and higher education students. Search results were narrowed by the use of the Boolean operators. To be relevant and of high quality, only those published between 2014 and 2024 that met quantitative empirical research design criteria were included. Before the screening process, duplicate records and studies that failed to satisfy the established inclusion criteria were eliminated. The exclusions were limited to non-English publications, review articles, book chapters, and editorials and purely conceptual papers. The rest of the studies were passed through title and abstract screening to determine their suitability in the nature and purpose of the review. Articles were filtered out when they focused on the performance of entrepreneurs instead of the entrepreneurial intention, used a non-student group of entrepreneurs, managers or owners of small and medium-sized enterprises, used qualitative methodology only, or when the article in question was irrelevant to predictors of entrepreneurial or venture-related intention.

Figure 1. PRISMA 2020 Flow Diagram for Study Selection Process



Source: Author’s owns compilation based on PRISMA (2020) guidelines

The inclusion criteria were that the studies had to empirically test at least one of the determinants of entrepreneurial or venture-related intention, target students in a higher education organisation, use quantitative analytical methods, and provide adequate statistical data (sample size and measures of effect size). At this step, articles were filtered out if they lacked sufficient statistical information, measured entrepreneurial intention directly as the dependent variable, focused only on entrepreneurial skills or performance outcomes, or did not meet the relevant time or population requirements. After strictly following all our inclusion and exclusion criteria, a final sample of 33 empirical studies was selected for qualitative synthesis. These studies involve a variety of geographies, theoretical approaches, and methodologies, which together provide solid evidence on the theoretical, contextual, and psychological predictors of entrepreneurial intentions among higher education students. The PRISMA 2020 flow chart reflects the structured sequence of study selection that starts with identifying and ends with including studies in the review, ensuring that the review findings are based on empirical evidence that is methodologically sound and rigorously selected.

Table 1: Empirical Studies on Predictors of Entrepreneurial Intentions among Higher Education Students (2014–2024)

Study Id	Author (Year)	Country	Respondents	Sample Size (N)	Predictors	Outcome Variable	Key Results (r)	Tools / Framework
1.	(Kusumojanto et al., 2021)	Indonesia	Vocational students	187	Environment, Attitude	Entrepreneurial Intention	0.35	SEM-PLS; Questionnaire
2.	(Arya & Sharma, 2024)	India	College students	704	Entrepreneurial education	Entrepreneurial intention	0.52	TPB, Survey
3.	(Peter et al., 2024)	Nigeria	University students	330	Social entrepreneurial knowledge	Social entrepreneurial intention	0.47	CB-SEM, Survey
4.	(Zampetakis et al., 2016)	Greece	Students from six universities	1624	Perceived Behavioral Control	Venture Creation Intention	0.66	GTM; Correlation Analysis
5.	(Tiwari et al., 2017)	India	Undergraduate engineering students	230	Emotional Intelligence	Social Entrepreneurial Intention (SEI)	0.46	TPB, Questionnaire
6.	(Ying & Nasuredin, 2024)	Malaysia	UTHM undergraduate students	375	Entrepreneurial Self-Efficacy	New Venture Intention	0.70	TPB Framework; Spearman Correlation (SPSS v27)
7.	(Hossain et al., 2024)	Bangladesh	Business students	354	Big Five traits, Social support, Social self-efficacy	Social venture intention	0.65	PLS-SEM
8.	(Nwibe & Ogbuanya, 2024)	Nigeria	EETE University Students	192	Emotional Intelligence	Entrepreneurial Intention	0.71	Structured Questionnaire; CB-SEM
9.	(Jadmiko et al., 2022)	Indonesia	University students	250	Intrinsic Motivation	Social Entrepreneurial Intention	0.53	CFA; Multiple Regression
10.	(Duong et al., 2021)	Vietnam	Undergraduate students	685	Empathy	Social Venture Formation Intention	0.63	CFA & SEM; Likert Scale Survey
11.	(Nabi et al., 2018)	United Kingdom	Business students	150	Entrepreneurial learning	Student startup intention	0.37	Longitudinal survey
12.	(Manoj Kumar et al., 2023)	India	H&T students	113	Entrepreneurship education	Entrepreneurial intention	0.43	Survey, Cross-lagged
13.	(Adeyemi, 2023)	Nigeria	University undergraduates	1400	Self-Efficacy	Startup Intention	0.80	EIS; ESES
14.	(Alam et al., 2019)	Pakistan	Engineering students	448	Entrepreneurial Attitude	Entrepreneurial Intention	0.62	SEM; PLS-SEM
15.	(Suryani & Chaniago, 2023)	Indonesia	Vocational students (Business Administration)	311	Digital Literacy	Entrepreneurial Career Intention	0.60	Questionnaire Survey; Linear Regression
16.	(Huezo-Ponce et al., 2021)	Mexico	University students	1907	Attitude	Business Creation Intention	0.82	SEM (TPB-based Model)
17.	(Thavaraj, 2024)	India	Female management students	113	Self-Efficacy	Venture Creation Intention	0.51	Pearson Correlation; ANOVA
18.	(Chien-Chi et al., 2020)	China	College social entrepreneurship students	312	Emotional Competence	New Venture Intention	0.50	SEM
19.	(Sousa-Filho & Almeida, 2024)	Portugal	Undergraduate students (Social Entrepreneurship course)	177	Individual Factors	Social Venture Intention	0.33	Correlation Analysis; ANOVA
20.	(Le Hang & Binh, 2022)	Vietnam	Pharmacy students	1227	Perceived Desirability	Entrepreneurial Career Intention	0.53	EFA; Multiple Regression;

								Cronbach's Alpha
21.	(Bajčinca-Brestovci et al., 2023)	Kosovo	Sport science undergraduate students	238	Personal Attitude	Business Start-up Intention	0.57	TPB; SEM & EFA
22.	(Lacap, 2018)	Philippines	University students (5 HEIs in Pampanga)	343	Self-Efficacy	Social Enterprise Intention	0.64	Correlation Analysis; Mann-Whitney U & Kruskal-Wallis
23.	(Yang et al., 2024)	China	University students	769	Descriptive Social Norms	Social Venture Intention	0.38	Values-Beliefs-Norms Theory; PLS-SEM
24.	(Padilla-Meléndez et al., 2014)	Spain	Final-year Business Administration students	153	Emotional Competences	Entrepreneurial Intention	0.64	Structural Model; Outdoor Training Intervention
25.	(Rahmania et al., 2024)	Indonesia	Accounting students	53	Self-Efficacy	Entrepreneurial Decision-Making	0.54	Multiple Regression; SPSS
26.	(Wang et al., 2016)	Taiwan	Agricultural college students	377	Openness & Conscientiousness	Entrepreneurial Intention	0.38	Correlation & Mediation Model
27.	(Anjum et al., 2023)	Pakistan	Business students	377	Attitude Towards Entrepreneurship (ATE)	Start-up Intention	0.43	PLS-SEM
28.	(Mei et al., 2017)	China	College students	280	Interpersonal Relationship	Venture Intention	0.82	CFA & Mediation Analysis
29.	(Hassan et al., 2020)	Malaysia	University students	425	Entrepreneurial Attitude	Entrepreneurial Intention	0.85	SEM; Questionnaire Survey
30.	(Neneh, 2022)	South Africa	University students	500	Entrepreneurial Passion	Entrepreneurial Intentions	0.45	Moderated Mediation Model; SEM; Questionnaire Survey
31.	(Popescu et al., 2015)	Romania	University students	682	Propensity to Take Risks	Start-Up Propensity	0.35	Statistical hypothesis testing
32.	(Mei et al., 2020)	China	Higher education students	599	Goal-Setting	Entrepreneurial Intention	0.54	Questionnaire Survey; Correlation Analysis; Mediation Model
33.	(Kumar et al., 2021)	India	Higher learning institution students	393	Innovation	Entrepreneurial Intention	0.56	Hierarchical Regression; ANOVA

Source: Author's own compilation based on empirical studies (2014–2024)

Note: TPB – Theory of Planned Behavior; SEM – Structural Equation Modeling; PLS-SEM – Partial Least Squares Structural Equation Modeling; CB-SEM – Covariance-Based Structural Equation Modeling; CFA – Confirmatory Factor Analysis; EFA – Exploratory Factor Analysis; SPSS – Statistical Package for the Social Sciences; ANOVA – Analysis of Variance; EIS – Entrepreneurial Intention Scale; ESES – Entrepreneurial Self-Efficacy Scale; GTM – General Theoretical Model; r – correlation coefficient; N – sample size; EI – Entrepreneurial Intention; VCI – Venture Creation Intention; SEI – Social Entrepreneurial Intention.

V. Results

The study examined the empirical evidence of 33 quantitative articles published in 2014-2024 and included a cumulative sample of 16,278 students attending higher education institutions in Asia, Europe, and Africa. The analysed literature numerous psychological, educational, personality-related and situational antecedents of entrepreneurial intention and the associated constructs, such as venture creation intention, social entrepreneurial intention, startup intention, and entrepreneurial career intention. The correlation coefficients in

the studies included were between $r = 0.33$ and $r = 0.85$ with an aggregate average effect size of $r = 0.55$. This denotes a moderate to high positive relationship between the predictors recognized and the entrepreneurial or venture related intentions of students. The values of correlation were notably high when it comes to such predictors as entrepreneurial self-efficacy, entrepreneurial attitude, perceived behavioral control, emotional intelligence, and interpersonal relationships, with some studies showing coefficients of greater than 0.70. The strongest correlations were always obtained in relation to psychological and cognitive variables with the intention to become an entrepreneur. Entrepreneurial self-efficacy demonstrated strong correlations in a variety of situations, and the reported coefficients were between 0.51 and 0.80. Equally, entrepreneurial attitude and perceived behavioral control had high relationships with the outcomes of the intention, especially with venture creation and startup intentions. Emotional intelligence and emotional competence were also found to be important predictors particularly when the studies were concerned with social entrepreneurial and new venture intentions. Educational variables, such as educational entrepreneurship, entrepreneurial learning, and digital literacy, had both moderate to strong correlations with entrepreneurial intention with effect sizes falling in the range of between 0.43 and 0.60 as a general. The predictors that were found to be moderately related to entrepreneurial intention were those based on personality, including openness, conscientiousness, risk propensity, entrepreneurial passion, innovation, and intrinsic motivation, usually within the range of 0.35 to 0.56. There were also positive but relatively moderate relationships between social and contextual variables such as social support, descriptive social norms, environmental factors, and interpersonal relationships. On the whole, the findings demonstrate that the trends are rather similar in geographical areas and groups of students, indicating that entrepreneurial intention depends on a set of internal psychological considerations and external educational and contextual conditions.

VI. Discussion

This systematic review gives a strong support on the existence of a multidimensional concept of entrepreneurial intention among students of higher education. The general mean effect size of $r = 0.55$ implies that there is a huge predictive potential among studies which highlights the strength of current entrepreneurial intention models and their relevance with respect to various cultural and educational settings. This framework advocates that people attitudinal appraisals and perceived ability to undertake entrepreneurial actions are the major forces behind intention formation. The overall value correlations between these variables are high, which supports the key factor in influencing a decision of entrepreneurship career among the students is the confidence of beliefs and positive attitudes. The positive correlations on entrepreneurship education, entrepreneurial learning and digital literacy indicate that institutions of higher learning are very significant in instilling entrepreneurial attitudes. Instead of having direct effects by itself, educational experiences seem to reinforce the underlying psychological processes of self-efficacy, perceived desirability, and perceived feasibility which in turn affect the process of intention formation. This trend indicates that even though environment attributes give significant contextual support, entrepreneurial intention among students is largely influenced by internal cognitive assessment other than external pressures on their own. This apparent similarity in the effect sizes of the countries further shows that the entrepreneurial intention is a psychologically based construct that can be used in a cross-cultural context although contextualized effects concerning education systems and socio-economic setting might be moderating these relationships. The interventions that focus on improving entrepreneurial self-efficacy, promoting positive entrepreneurial attitudes, and integrating experiential and skills-based entrepreneurship education with higher education programs can be especially useful in arousing the entrepreneurial intentions among the university students.

VII. Limitations

This systematic review was conducted to offer a holistic synthesis of predictors of entrepreneurial intention in higher education students. To begin with, the review is limited to quantitative empirical studies conducted between 2014 and 2024 and published in peer-reviewed journals. Although this guarantees methodological comparability, it can be detrimental to potentially useful insights from qualitative, mixed-methods, and emergent conceptual studies that could provide a more contextual and process-oriented understanding of the formation of entrepreneurial intention. Second, the use of reported correlation coefficients as the main sources of synthesis limits the possibility of inferring causal relations between variables. Correlational evidence only records relationships and fails to explain the temporal dynamics and bidirectional effects among the psychological, educational, and contextual predictors. This means that the results can be interpreted as indicating relational strength rather than causal mechanisms. Third, the distribution of the studies is uneven, even though the studies included are conducted across more than two geographical areas, with a concentration on selected developing and emerging economies. This can limit the applicability of the results to other institutional or socio-economic settings, especially those with advanced entrepreneurial ecosystems or other higher education systems. There can be cultural, institutional, and policy-related differences that moderate the observed relationships and might not be fully reflected in this review. Fourth, the studies are heterogeneous in terms of

measurement instruments, theoretical frameworks, and analytical methods, which is also a constraint. The differences in the operationalisation of entrepreneurial intention and its predictors might be one factor contributing to variation in reported effect sizes, limiting the direct comparability of the results. Lastly, the review is limited to higher education learners, limiting the extrapolation of the results to other population groups, such as early-stage entrepreneurs, vocational trainees, or non-traditional learners. Research on these limitations in the future must be conducted using longitudinal designs and qualitative and cross-cultural comparative analyses to achieve improved theory refinement and context sensitivity.

VIII. Conclusion

This systematic review consolidates empirical studies on the predictors of entrepreneurial intention among students in higher education. The review, which incorporated evidence from 33 quantitative studies, validates the claim that the construct of entrepreneurial intention is multidimensional and influenced by a combination of psychological, educational, personality-related, and social-contextual factors. Of these, especially psychological and cognitive predictors, namely, entrepreneurial self-efficacy, entrepreneurial attitude and perceived behavioural control, come out as the most consistent and predictive ones, which highlights the primary influence of the internal belief system in the formation of entrepreneurial intention. Educational variables such as entrepreneurship education, experiential learning, and digital literacy play a vital enabling role by augmenting the underlying cognitive and motivational processes, but not as independent variables. Dispositional qualities and personality traits play a comparatively smaller role, acting as foundational characteristics that support entrepreneurial orientation over time. Social and contextual factors provide a supportive environment; however, their direct effects are relatively weaker, indicating the dominant influence of individual cognitive appraisals in shaping entrepreneurial intention among students. The results provide solid theoretical evidence of the intention-driven entrepreneurship frameworks and the cross-cultural validity of the models. The review emphasises the need to design higher education interventions that aim to develop self-efficacy and to adopt positive attitudinal and experiential pedagogical approaches. It is recommended that policymakers and educators use context-sensitive, skills-based, and psychologically informed approaches to develop students' entrepreneurial potential.

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