

## **Determinant Factors of Entrepreneurial Intention Among Students: A Systematic Literature Review**

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**Abstract:** The study of entrepreneurial intentions has emerged as a significant area of scholarly inquiry, given its fundamental role in driving economic development and fostering innovation across societies. This systematic literature review undertakes a comprehensive examination of the determinant factors influencing entrepreneurial intentions through an analysis of scholarly publications indexed in the Scopus database spanning the period from 2014 to 2024. The research methodology adheres to the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) framework, through which 15 articles meeting rigorous inclusion criteria were systematically identified and analyzed. The analysis reveals a complex interplay of factors that shape entrepreneurial intentions, encompassing individual-level variables such as self-efficacy and motivational constructs, educational factors including entrepreneurship curriculum effectiveness, and environmental influences particularly centered on family dynamics and subjective normative pressures. Furthermore, the investigation illuminates distinct patterns in entrepreneurial intention development across secondary and tertiary educational contexts, offering valuable insights into the role of educational systems in cultivating entrepreneurial mindsets. The findings underscore the critical importance of familial support structures and intrinsic motivational drivers in nurturing entrepreneurial aspirations among students.

**Keywords:** Entrepreneurial Intention, Self-Efficacy, Entrepreneurship Education, Family Environment, Motivation

### **INTRODUCTION**

Entrepreneurial intention stands as a fundamental factor in developing new entrepreneurs who play a vital role in national economic growth and sustainable development. Data from the Central Bureau of Statistics indicates an increase in Indonesia's economic growth in terms of business fields, despite experiencing negative growth in expenditure (BPS, 2024). As a developing nation with a substantial population, Indonesia has demonstrated significant progress in human development since 2020, achieving "high" status in the Human Development Index (HDI). Between 2020 and 2023, Indonesia's HDI increased by an average of 0.72 percent annually, rising from 72.81 in 2020 to 74.39 in 2023, with improvements across all dimensions, including longevity and healthy living, knowledge, and standard of living (BPS, 2023a).

However, this annual HDI improvement does not fully reflect community welfare, with economic factors remaining the primary impediment. The establishment of new businesses proves crucial in the global economy as an effective mechanism for reducing unemployment and generating national income (Khamimah, 2021). Entrepreneurship fundamentally contributes to economic development by strengthening the national economy through its roles as supplier,

producer, distributor, and marketer of large-scale industrial products. Furthermore, it enhances economic efficiency through optimal resource utilization and serves as an effective national income distribution mechanism (Zhang et al., 2022).

The entrepreneurial ratio in Indonesia, currently at 3.1% of the total population, significantly lags behind neighboring nations such as Singapore (7%), Malaysia (5%), Thailand (4.5%), and Vietnam (3.35%). This disparity represents a deficit of approximately 2.3 million entrepreneurs within Indonesia's population of 260 million (Kadarusman, 2020; Sastri et al., 2022). This situation is further exacerbated by the relatively high unemployment rate, which reached 5.32% in August 2023 (BPS, 2023b). Statistical evidence reveals that vocational high school graduates exhibit the highest open unemployment rate at 8.70%, followed by high school graduates at 9.93%, and university graduates at 7.99%. These figures demonstrate a significant imbalance between employment opportunities and the labor force, which comprises 93.7% of the working-age population (Nuraeni et al., 2023). Within this context, the theory of entrepreneurial event model (EEM) provides a crucial theoretical framework, explaining its function in enhancing and illustrating lower entrepreneurial intentions. This theoretical foundation can positively influence students interested in entrepreneurship and enhance their confidence in business initiation (Shapero & Sokol, 1982). Early cultivation of entrepreneurial interest can assist governmental efforts in creating new employment opportunities and significantly reducing unemployment rates (Hanum, 2015; Khamimah, 2021).

Previous research indicates that secondary and tertiary education graduates demonstrate diminishing interest in entrepreneurship due to various complex factors, including socio-cultural barriers, insufficient societal appreciation for entrepreneurship, negative attitudes toward young entrepreneurs, peer influence favoring formal employment, and limited family support for non-conventional career paths (Makina, 2022; Abdullahi et al., 2021). Studies further reveal that educational institutions face impediments such as financial constraints, business management challenges, high taxation, and inadequate infrastructure, which collectively inhibit entrepreneurial interest (Ntimbwa et al., 2023). From an internal perspective, deficiencies in skills, self-confidence, risk-taking capability, and self-motivation emerge as primary inhibiting factors in entrepreneurship (Meng et al., 2023; Akere et al., 2023; Shahzad et al., 2021). The theory of planned behavior (TPB) contributes valuable insights by asserting that not all behaviors fall entirely within individual control, necessitating the incorporation of perceived behavioral control (Ye et al., 2022). TPB delineates three principal components: (1) Attitude Towards the Behavior, (2) Subjective Norm, and (3) Perceived Behavioral Control. Empirical evidence consistently demonstrates that early instillation of entrepreneurial motivation positively influences future entrepreneurial intentions (Mashudi et al., 2022; Saifullah Aldeia, 2018).

Through a comprehensive systematic literature review, this study aims to examine and analyze the determinant factors influencing students' entrepreneurial intentions. The research addresses several critical questions: (1) What are the trends and developments in entrepreneurial intention literature within academic discourse? (2) Which factors significantly determine high entrepreneurial

intention among students? (3) How do internal and external factors interact in shaping entrepreneurial intention? This study is expected to contribute substantively to entrepreneurship literature, particularly in deepening understanding of entrepreneurial intentions among university students. Additionally, the findings will assist policymakers in formulating effective strategies to increase entrepreneurship among secondary and tertiary education graduates. Through this systematic literature review, the research identifies existing knowledge gaps and provides guidance for future studies aimed at enhancing entrepreneurial intentions, thereby establishing a new paradigm within educational institutions.

This research follows a comprehensive and structured organization, beginning with an introduction that thoroughly examines the problem background, research urgency, and underlying theoretical context. The second section details the systematic literature review methodology. The third section presents comprehensive results and discussion of the literature analysis. The fourth section concludes with main findings, specific recommendations for future research, and practical implications for stakeholders in student entrepreneurship development.

## **METHODS**

### **Research Design**

This study employs a systematic literature review (SLR) to explore the determinants of entrepreneurial intentions. The research follows the preferred reporting items for systematic reviews and meta-Analysis (PRISMA) framework, ensuring a transparent and rigorous methodological approach. The systematic review process involves a structured search, selection, and analysis of relevant scholarly publications.

### **Data and Search Strategy**

The study utilizes a comprehensive search strategy to identify relevant literature on entrepreneurial intentions. The search was conducted in the Scopus database using various keyword combinations related to entrepreneurial intention. The database was chosen due to its extensive coverage of high-quality academic publications.

### **Inclusion dan Exclusion**

To ensure the reliability and relevance of the selected studies, the following inclusion criteria were applied: (a) Scientific works related to entrepreneurial intentions published in academic journals; (b) Scientific work that has empirical results and can be accounted for; (c) Scientific papers written in English; and (d) Scientific works published in the last 10 years maximum, starting from 2014-2024. Studies that did not meet these criteria were excluded.

### **Data Analysis**

A total of 819 articles were initially identified. After screening titles and abstracts, 15 articles that met the inclusion criteria were selected (see Figure 1). To ensure

objectivity, three researchers independently reviewed the selected articles, minimizing potential bias. These articles were then analyzed in depth to extract key findings on entrepreneurial intentions.

## RESULTS AND DISCUSSION

### Results

A total of 819 articles were screened through data searches in the Scopus database conducted from 2014 to 2024. The PRISMA strategy was employed to identify works relevant to addressing the research questions posed in prior studies. Ultimately, 15 articles met the established criteria and were deemed relevant for answering the research question, while those that did not meet the criteria were excluded (see Figure 1).

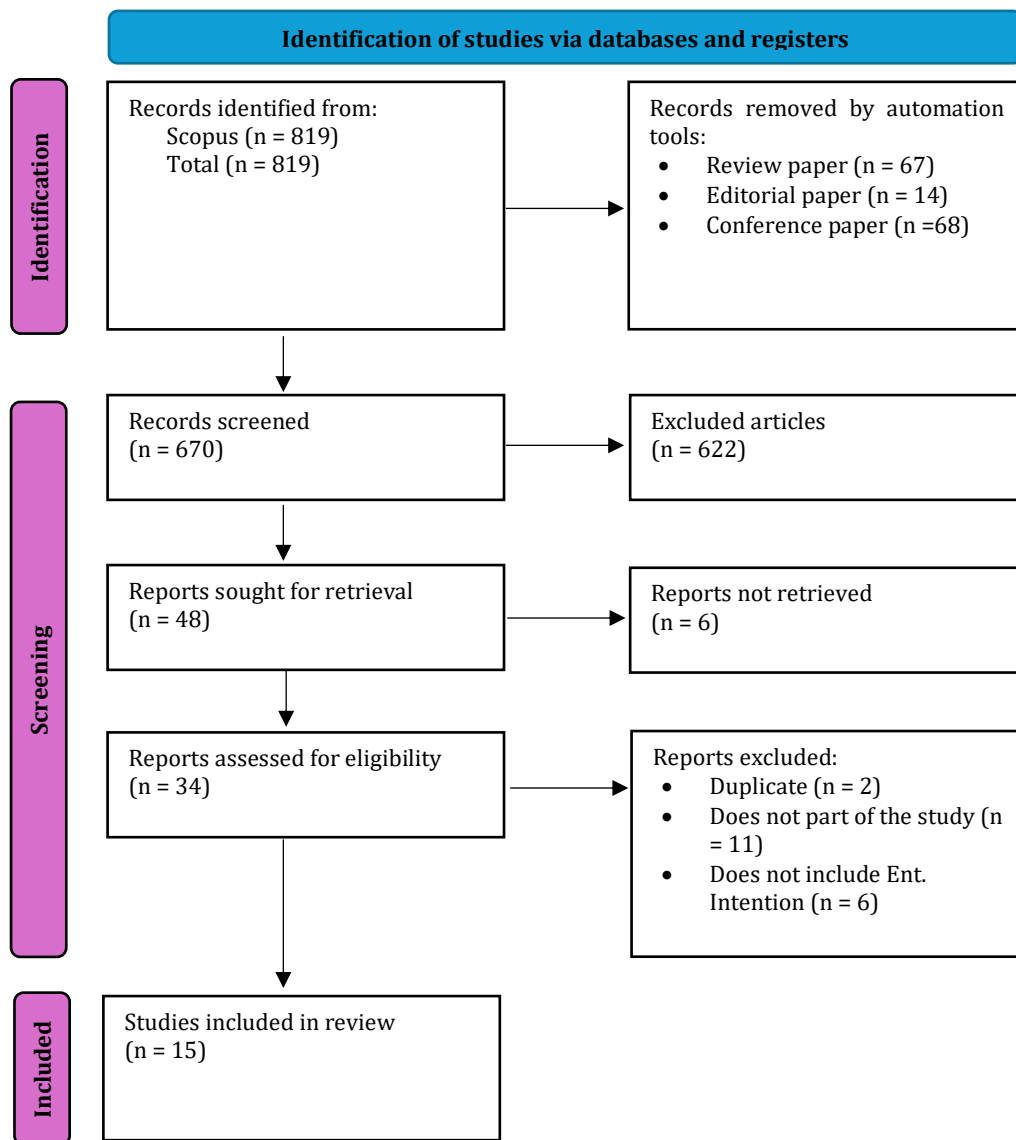


Figure 1. PRISMA flow diagram

### Data Distribution

The distribution of articles that have been filtered is presented in Table 1. The majority of articles involved in this review are articles originating from Romania and the United States of America with a total of three articles. The highest number of publications on the theme of entrepreneurial intentions is considered equal in 2020 with some variations each year. Apart from that, research was conducted in 12 countries shown in Table 2. Based on this table, it is indicated that entrepreneurial intention has become a new theme that is often ignored in predicting entrepreneurial intention.

Entrepreneurial intention has been identified as a salient feature for many researchers in the last decade. A strong understanding of entrepreneurial intentions has a big role in stimulating opportunities for new business creation and increasing the number of entrepreneurs. Several dimensions in previous research inform several factors related to entrepreneurial intentions. These dimensions include entrepreneurship education, family environment, self-efficacy, motivation and subjective norms which can be seen in Table 3.

**Table 1.** Summary of Articles that Meet the Requirements

Citation	Title
Iancu et al. (2021)	To make known the factors influencing the decision to conduct business with social impact, given that the concept of social entrepreneurship is quite a new one in Romania.
López-Meri et al. (2021)	To examine the specific motivations and barriers that encourage or discourage students from starting their own journalistic businesses.
Buschow and Laugemann (2020)	Identifies critical factors that explain the entrepreneurial intention of today's mass communication students, who are likely to be among the future start-up founders in journalism and media industry.
James et al. (2023)	Examined factors contributing to developing entrepreneurial intentions (EI) and the relationship between EI and the entrepreneurial mindset (EM) among nascent student entrepreneurs.
Castellano et al. (2014)	Aims to better understand the antecedents of entrepreneurial intention.
Wardana et al. (2024)	To look at the entrepreneurial intentions of students in Indonesia's East Java Province.
Wąsowska (2016)	To understanding of the factors that shape entrepreneurial intention.
Skrbková and Rydvalová (2023)	To determine whether African university economics students are interested in becoming entrepreneurs compared to their counterparts from developed countries in the EU.
Rodriguez-Gutierrez et al. (2020)	To study the institutional and psychological antecedents of entrepreneurial intention and the role of gender.
Lin et al. (2023)	To determine how entrepreneurship education, attitudes, subjective norms, and the perception of control influence the entrepreneurial intentions of Chinese students in universities in the Community of Madrid, as well as to assess the importance of different educational activities on their entrepreneurial spirit.

Vasilescu et al. (2023)	Where empirical evidence predominates over the positive effect of the parental role model on the intention to become an entrepreneur.
Contreras-Barraza et al. (2021)	The article contributes in three aspects, first, guided by the literature, it improves understanding of gender and its effects on intention entrepreneurship, entrepreneurship self-efficacy, attitude towards entrepreneurship and subjective norm.
Dodescu et al. (2021)	To address the OECD inclusive entrepreneurship perspective of students 'at-risk' on the labor market and under-represented in entrepreneurship, identifying how the benefits of entrepreneurship education can be better capitalized by each category.
Kaya et al. (2019)	The authors are interested in analyzing entrepreneurial tendencies of business and economics students from Northern Cyprus and East Germany in order to provide context-specific knowledge.
Lee et al. (2022)	The research model assumes that entrepreneurs' individual traits, such as innovativeness, self-efficacy, and internal locus of control, positively influence exploration and exploitation activities as mediators of entrepreneurial intention.

**Table 2.** Country and Number of Studies

Country	Number of Research
Romania	3
deer	3
Germany	2
Spain	2
France	1
South Korea	1
Indonesia	1
Poland	1
Algeria	1
South Africa	1
Ecuador	1
Chile	1

**Table 3.** Factors of Entrepreneurial Intention

Authors	Year	Factors				
		Self-Efficacy	EE	FB	Motivation	SN
López-Meri et al.	2020				•	
Cater et al.	2023			•		
Wardana et al.	2024	•				•
Wąsowska	2016	•	•	•		
Skrbková & Rydvalova	2023	•	•		•	
Gutierrez et al.	2020	•				•
Lin et al.	2023		•	•		•
Dodescu et al.	2021	•	•			
Kaya et al.	2019	•	•			

Note. EE=entrepreneurship education, FB=family background, SN=subjective norms

### **Self-Efficacy**

A total of 15 articles were identified and most of the research explained that self-efficacy plays the biggest role in forming entrepreneurial intentions among students. Self-efficacy can increase individuals' confidence in their ability to carry out entrepreneurial tasks and activities effectively. When students have a high level of self-efficacy, they will be more confident in their ability to start and run a business (Wardana et al., 2024; Wąsowska, 2016). Other research also explains if *self-efficacy* has a positive effect on attitudes and entrepreneurial intentions among students, overall, the data taken from the study shows that *self-efficacy* is the main determinant of individuals' entrepreneurial intentions which influences confidence in their ability to run a business (Nursyirwan et al., 2022). It also explains when the level of self-efficacy individuals is high, thus causing most individuals to undertake entrepreneurship (Ferreira-Neto et al., 2023).

### **Entrepreneurship Education**

Apart from self-efficacy, the article also describes that entrepreneurship education has a role in forming entrepreneurial intentions among pupils and students (Wąsowska, 2016; Skrbková & Rydvalová, 2023; Lin et al., 2023). Entrepreneurship education is said to be important because its effectiveness can be limited without a supportive mindset and practical application. Effective entrepreneurship education among students includes practical courses and experienced instructors to prepare students well in the field of entrepreneurship (Salas et al., 2024). Another study also states that entrepreneurship education positively influences entrepreneurial intentions by providing creative knowledge and forming an entrepreneurial mindset, especially when it is aligned with the curriculum and entrepreneurial mindset (Purwanti et al., 2024).

### **Family Environment**

Some of the articles identified also stated that the family environment also plays a role in shaping entrepreneurial intentions among students (James et al., 2023; Wąsowska, 2016; Lin et al., 2023). Other studies explain that Family background and environment are the most important things for a student, both high school students and university students, which play a very important role in influencing an individual's entrepreneurial intentions. (Qodariah et al., 2023). The family environment significantly influences various aspects of life including subjective well-being, interest in learning, behavior, and the formation of moral values (Georgescu et al., 2020). A positive family environment is characterized by support, cohesion and positive interactions. Therefore, fostering a positive family environment and effective communication, support and affection is very important to support well-being, success in various fields, and good moral development in various age groups. (Manjarres et al., 2023; Ao et al., 2022).

### **Motivation**

Motivation turns out to have a contribution in growing entrepreneurial intentions among students. For example, to build entrepreneurial intentions, individuals must recognize their own motivations such as the freedom to work with people they like or clients they respect, feeling comfortable with themselves and being respected

by others or their desire to get out of their zone (López-Meri et al., 2021). Apart from that, motivation positively influences entrepreneurial intentions. This has an impact on the number of businesses that will be carried out, especially among students who want to become entrepreneurs at the same time (Skrbková & Rydvalová, 2023).

### **Subjective Norms**

Based on the article analysis that has been carried out, it turns out that subjective norms are also one of the factors that influence entrepreneurial intentions among students. Research shows that subjective norms imply societal pressure to start a business. These subjective norms shape entrepreneurial attitudes through the influence of a person's mindset (Mukhtar et al., 2021). Apart from that, subjective norms also have quite a large and beneficial influence on attitudes and tendencies towards entrepreneurship (Rodriguez-Gutierrez et al., 2020). Other research also explains that subjective norms influence entrepreneurial intentions by forming social pressure and support so that they have an impact on students' motivation to want to be involved in entrepreneurship (Afiat et al., 2023).

### **Discussion**

This systematic review aims to identify and synthesize the determinants of entrepreneurial intentions among students, both from secondary and tertiary levels. The last decade which illustrates the trend of this theme is discussing entrepreneurship education, family environment, self-efficacy, motivation and subjective norms. Based on the distribution of articles, this theme is quite dominated by writers in the United States of America and Romania, which shows an increase from 2014 to 2024 and is finally filtered down to 15 articles. Therefore, it is stated that articles with this theme are still limited and could become a new topic in the field of entrepreneurship. However, this research confirms that there is an increasing trend during the research period.

Analysis in previous research explains that entrepreneurial intention is one of the main factors in determining entrepreneurial success. This is reflected in a strong commitment to running a business even though it is faced with uncertainty and challenges (Zhang et al., 2022). The previous article agreed to explain that entrepreneurial intention is the foundation of an individual's intention and determination to start a business optimally, overcome obstacles, and maintain business continuity through long-term commitment (Fanea-Ivanovici & Baber, 2021; Lee et al., 2022; Wąsowska, 2016).

This research reports that entrepreneurial intentions among students can be stimulated by several factors, such as self-efficacy, entrepreneurship education, family environment, motivation and subjective norms (Skrbková & Rydvalová, 2023; Wąsowska, 2016; Lin et al., 2023). The study also noted that self-efficacy has a dominant role than other factors in fostering entrepreneurial intentions among students. Several studies agree that entrepreneurial intentions do not occur suddenly, however refers to an individual's belief in his or her ability to perform the tasks and roles indicated by entrepreneurship (Deliana, 2023; Ferreira-Neto et al., 2023). Self-efficacy also influences entrepreneurial motivation, intentions, behavior, and performance, and is a critical target outcome of entrepreneurship

training and education (Sari et al., 2023). Then, the development of entrepreneurial thinking and actions towards career development and vocational behavior (Nursyirwan et al., 2022).

The next factor is entrepreneurship education which is felt to play an important role in fostering entrepreneurial intentions among students. This is because entrepreneurship education provides an in-depth understanding of concepts, strategies and challenges in the business world, so that students are more aware of the opportunities available and how to take advantage of them (Dodescu et al., 2021; Kaya et al., 2019). Apart from that, previous researchers also agreed with the statement that entrepreneurship education encourages students to think creatively and innovatively in finding solutions to everyday problems. This is what will foster a proactive attitude and the ability to see opportunities in the surrounding environment (Wąsowska, 2016). However, advice that can be given to support entrepreneurship education is to create a flexible curriculum so that it allows students to adjust their interests in entrepreneurship. In addition, there is a direct practical approach to gain relevant experience. In this regard, entrepreneurial intentions among students will indirectly be high (Skrbková & Rydvalová, 2023).

The family environment is also reported to have a large role in entrepreneurial intentions among students, from high school to college. The family environment is the environment closest to the individual so that it will directly influence his intentions in certain matters (James et al., 2023). A family environment that supports and encourages children to become entrepreneurs makes a significant contribution to entrepreneurial intentions and success (Lin et al., 2023). Among students, Students who have an entrepreneurial family background benefit from formal education and this shows that their entrepreneurial intentions are higher compared to students without this background (Georgescu et al., 2020). This is because individuals learn certain skills from other people who act as models. Therefore, the role of the family in guiding the next generation towards becoming entrepreneurs is important (James et al., 2023).

At the same time, motivation also supports the formation of entrepreneurial intentions among students (López-Meri et al., 2021). In the context of entrepreneurship, motivation can direct individuals to take the right steps towards running a business. Based on the article report, motivation influences the direction and intention of individual behavior. Students who have strong motivation, whether driven by internal factors such as independence and achievement, or external factors such as social support and market opportunities, tend to develop strong intentions for entrepreneurship and take concrete steps towards that goal (Ramawati et al., 2020; Justice Malebana, 2021).

The final determinant of Entrepreneurial Intention is subjective norms. Subjective norms are an important component in the TPB which can determine entrepreneurial intentions (Ye et al., 2022). This subjective norm refers to an individual's perception of the extent to which people around him, especially people who are considered important, support or do not support the decision to become an entrepreneur (Rodriguez-Gutierrez et al., 2020). Overall, subjective norms play an important role in shaping entrepreneurial intentions because social influence

received from people around an individual can strengthen or weaken his intention to start a business. When the social environment provides positive support and considers entrepreneurship as a viable option, students' desire to become entrepreneurs will be greater (Toto Handiman et al., 2022; Turra & Melinda, 2021).

## CONCLUSION

The findings of this study intend to identify and analyze the determining factors of entrepreneurial intention. The research results show that entrepreneurial intentions are supported by main factors such as self-efficacy, entrepreneurship education, family environment, motivation and subjective norms. The findings of this study reveal that there has been a trend of increasing entrepreneurial intentions from 2014 to the present and reached the highest figure in 2020. These results imply the theoretical implications that highlight the relevance of frameworks like the theory of planned behavior (TPB) in explaining the determinants of students' entrepreneurial intentions. It can raise the need for universities to integrate experiential learning, mentorship programs, and policy support to cultivate an entrepreneurial mindset, ultimately fostering job creation and economic growth. This study offers venue for scholars to involve variables occurred in this study for understanding determinants of entrepreneurial intention.

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