



Students' Interest in Start Up Business: A Systematic Literature Review

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ABSTRACT

To minimize the increasing unemployment rate in various countries, one solution that can be taken is to encourage students to start start-up businesses through increasing entrepreneurial interest. The formulation in this study is what countries have studied entrepreneurial interest in higher education and how to implement entrepreneurship education in various universities. This study aims to determine what countries have studied entrepreneurial interest in higher education and describe how entrepreneurship education is implemented in multiple universities. The steps of this review include searching, screening, evaluating, and synthesizing—30 articles published in popular Scopus journals. The study shows that 12 countries have examined the importance of entrepreneurial interest and the role of entrepreneurship education in developing a culture of innovation, risk-taking, and business creation among university students. The potential impact on economic development is significant, as entrepreneurial students create jobs for themselves and generate innovations that can drive overall economic growth.

1. Introduction

The current development of the world in the industrial era 4.0 has become a major challenge faced by various business sectors, including production, services, and human resources. The available jobs seem to be disproportionate to the large number of job seekers. This problem has an impact on the development of poverty in Indonesia. However, on the other hand, to survive for life, one of the ways is by looking for a way out through entrepreneurship. This entrepreneurship is expected to create new jobs. In addition, new jobs seem to be an ongoing problem, especially in Indonesia.

Sánchez has put forward a highly relevant concept in the context of a country's economic development. He asserts that a country's level of economic growth, development and innovation is directly related to its level of entrepreneurship [1]. In his view, entrepreneurship is a profit-making economic activity and a vital driver of a nation's progress. Sánchez emphasized that countries that can create an environment conducive to the growth of entrepreneurship, both through public policies and a supportive culture, tend to have better economic performance and more quickly adapt to global changes. The main goal of a country is to achieve the welfare and prosperity of its

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people. One of the measurements of a nation's prosperity can be seen from how much the nation's per capita income is based on the average income of its population. One mechanism for increasing per capita income, besides the tax, agrarian, and mining sectors, is the entrepreneurial sector. The entrepreneurial sector is expected to be able to improve the economy and community welfare.

In the current free market era, the current economic conditions have an impact on global competition (ASEAN Economic Community) which will pit Indonesian higher education graduates in free competition with graduates from overseas universities. University graduates are expected not only to be oriented as job seekers but it also must be ready to become job creators and foster students' entrepreneurial spirit. It is expected also that this effort will be able to contribute to building the entrepreneurial spirit of students in higher education, which is an alternative way to reduce the level of educated unemployment and other social problems.

The developed countries are characterized by the large number of educated people and business people, and entrepreneurship is becoming so important. Theoretically, entrepreneurship is a discipline, and it can be studied by increasing quantity and quality throughout the world [2]. This view refers to the concept that entrepreneurship is not simply an innate skill or talent but a field that can be systematically studied, understood and applied. Individuals can develop the skills and insights necessary to become successful entrepreneurs with an increased understanding of entrepreneurial principles, whether through formal education or practical experience. Increasing the quantity and quality of entrepreneurship learning in various countries can help produce a new generation of entrepreneurs who can innovate, take risks and lead in the face of complex and changing economic challenges. The field of entrepreneurship and innovation has been recognized as an important driver of sustainable economic development and competitive advantage, with increasing demand for generating and delivering high-quality entrepreneurship.

Entrepreneurship is an interesting topic to be discussed in practical and academic studies. Practical studies place entrepreneurship as a new competitive advantage for developing countries to survive and continue to progress in the dynamics of competition in the era of globalization. One of the large countries, which has the largest population in the world, after Canada is China where it is also the largest country in Asia with home industry and it is a country that has successfully applied entrepreneurship. China's economic reforms that have been rolling out since 1978 have been the trigger for this country's economic and social transformation. A well-known phenomenon in Chinese products, and even leading to stereotyping, is about product quality, which is less than standard. Despite this, Chinese products still dominate the domestic and even Asian markets.

On the other hand, Tur Nastiti, Nurul Indarti, and Rokhima Rostiani 188 other, this phenomenon shows that the entrepreneurial spirit possessed by the people in this country is high and is one of the drivers of China's very rapid economic growth. Asia Development Bank (2009) noted that 70% of businesses in China are small businesses (9-49 employees), 23% are medium-sized businesses (50-199 employees), and 7% are large businesses (more than 200 employees), with absorption workforce in small and medium businesses reaches 45%.

Based on the similar source, Taiwan has 87% small businesses, 8% medium businesses, and 4% large businesses, with 56% employment in small and medium businesses. The percentage of the number of businesses also has the same pattern as Indonesia which has 95% small businesses, 3% medium businesses, and 2% small businesses, with labor absorption by small and medium businesses being 50%. The data shows that small and medium businesses are growing rapidly in both countries and at the same time contributing to labor absorption. Thus, studies aimed at exploring the factors influencing entrepreneurial interest are interesting to carry out in these two countries.

The increasing unemployment rate is a serious challenge faced by various countries worldwide. One solution that can be taken to overcome this problem is to encourage students to start start-up businesses by increasing their interest in entrepreneurship. Young entrepreneurs have great potential to create new jobs, stimulate economic growth, and promote innovation. Giving students the right encouragement to develop their entrepreneurial skills and supporting them in starting their businesses can create an environment where college graduates are not only looking for jobs but also become job creators. This research is expected to provide significant implications for entrepreneurship development, especially in Indonesia. Higher education is critical in providing education and skills to individuals before they enter a productive age. Therefore, implementing entrepreneurship education by universities is essential to stimulate an entrepreneurial mindset, encourage students to start their businesses, and convert research results into commercial products and services [3]. In Indonesia, many universities have implemented entrepreneurship education programs and developed entrepreneurship [4]. Several studies have also analyzed the factors influencing students' interest in entrepreneurship in Indonesia.

2. Methodology

The method used in this study is Systematic Literature Review. Systematic Literature Review is an approach that combines elements of a literature review with systematic data analysis. It is used to compile a summary and synthesis of research or other sources relevant to a particular topic. It is also known as a structured literature review, and a tool used to examine previous research to strengthen a specific discipline [5]. Therefore, a strategy was applied to analyze relevant articles that were applicable to assessing students' entrepreneurial interests. The comprehensive protocol referred to in the review has determined criteria for data searching, such as selecting reliable database sources, identifying various sources of literature or study materials, determining inclusion or exclusion criteria, determining quality standards, and so on [6].

Literature reviews rely on secondary sources in international journal articles. Secondary sources in the form of journal articles were collected online through a search engine by entering the keywords "interest", "entrepreneurship" and "students" in higher education." There are several relevant articles and secondary sources are explored by analyzing other relevant articles by referring to references and citations of relevant articles. This search process, there are hundreds of articles sorted about writing requirements. Based on hundreds of articles, articles about entrepreneurial interests were selected. These articles were selected and grouped based on several themes in economics and management research. Each article is analyzed based on to current themes. The results of grouping based on themes are presented narratively in each category.

1.1 Database Source

The Relevance Database is the main source of publication metadata and bibliometric indicators. Selection of good data sources is very important to determine the reliability of research. There must be more than one database requirement for conducting a systematic literature review [7]. Based on the literature, the two most commonly used bibliographic databases are Web of Science (WoS) and Scopus [8]. The reason of using systematic review study for accessing these two databases is because they are the most comprehensive, prestigious, and competitive citation databases in the world [9]. According to Clarivate Analytics' Web of Science (WoS) is the world's leading cross-knowledge scientific citation search, instrument, and analytical information platform.

Therefore, this research will use Scopus Elsevier, Google Scholar and Web of Science as the main data sources for the study.

1.2 Inclusion and Exclusion Criteria

The stage for identifying inclusion and exclusion criteria is to formulate the criteria for the desired article study sample based on the study objectives. Meanwhile, exclusion criteria are special criteria that cause potential respondents who meet the inclusion criteria to be excluded from the systematic literature review group.

1.3 Identification and Selection

The study identification process begins by identifying keywords or phrases with the exact or almost the same meaning (synonyms) and related terms, including all word variations. During the identification process, researchers expand the basic keywords. The database can obtain more relevant articles when researchers use more keywords. Some basic concepts must be established before selecting effective keywords. Keyword search sources are based on; (1) previous article keywords, (2) keywords proposed by the database, (3) synonymous words, and (4) expert keyword suggestions. The focus will also be on keyword variations such as; (1) interest in entrepreneurship and related terms, comparison of entrepreneurship in developed countries and developing countries.

The articles found using the online search engine were 45 articles on Scopus and were checked on the Scimago Journal Ranking Systematic Literature Review. After collecting articles to be reviewed, each of the article is categorized into a quantitative, qualitative, conceptual, or literature review. This study also examines the nature of the sample (size, whether longitudinal or not, survey, country, business sector), the main theories or perspectives used, terms to indicate entrepreneurial development and determinants of the development of students' entrepreneurial interest. Variables, which are not included in this analysis, are a limitation of the researchers, and are suggestions for further research. Figure 1. Ranking of students' entrepreneurial interest in the Scimago ranking journal.

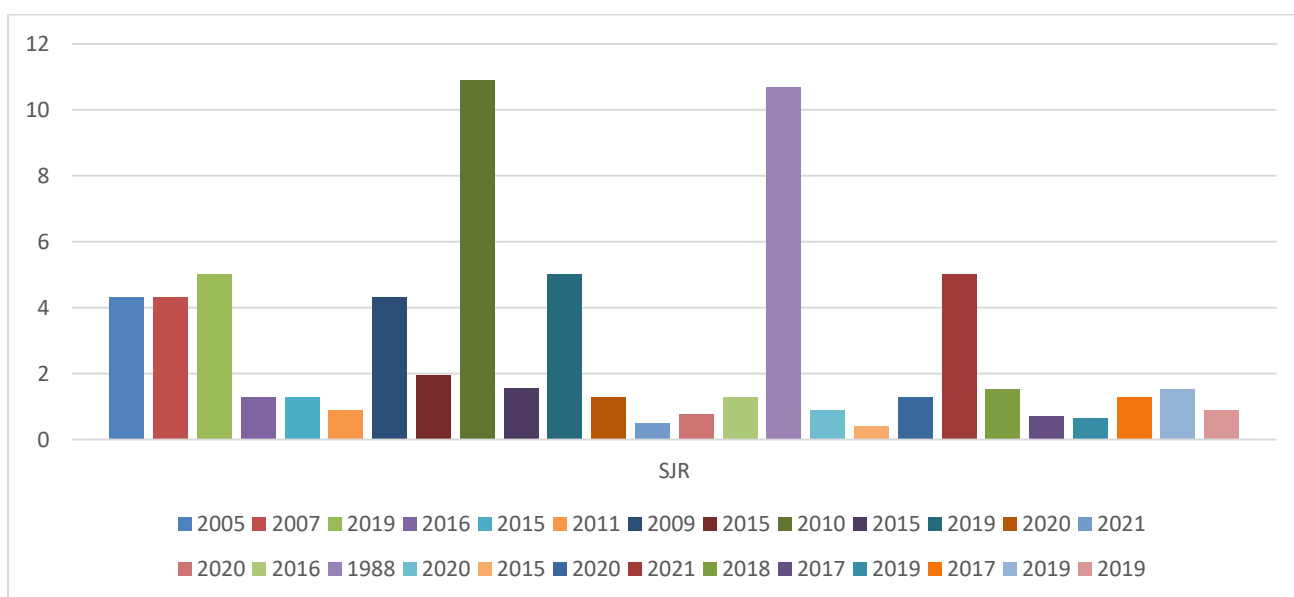


Fig. 1. Graph of selected articles of student's entrepreneurial interest

1.4 Extraction, Synthesis, and Feasibility

During the follow-up process after article identification, careful article selection was carried out to identify duplicate articles. During this process, five (5) duplicate articles were removed. The next stage is selecting, based on the inclusion and exclusion criteria mentioned in Table 1. Identification Selection of Reference Articles.

Table 1
 Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Type of Research	Qualitative Quantitative Systematic Literature Review	Conceptual Framework
Language	Indonesian language English	Other Languages
Type of Document	Journal Article	Books, book chapters, proceedings, reports, short surveys etc.
Research Scheme	Interest in Entrepreneurship, Entrepreneurship Education	Studies that do not include considerations of entrepreneurial interest.
Kinds of Journal	Related to Business Management, Economics, Entrepreneurship and Journal of Social Sciences and Education.	Apart from business management, economics and social science journals

The third stage is feasibility, where 40 complete online journal articles are accessed. From the reviewed articles, there are 10 articles excluded because they were not related to the research objectives and methodology. The next stage was the synthesis and feasibility process, where 30 complete articles were accessed and carefully reviewed. A comprehensive synthesis of academic literature on students' entrepreneurial interests will be guided by [10] and [11] systematic review approach methods.

1.5 Abstraction dan Data Analysis Data

The remaining articles were carefully evaluated and analyzed, focusing on specific studies that met the aims of the review. First, data was extracted by reading the abstract, then the full articles were reviewed in depth to identify appropriate themes. Qualitative analysis was carried out using content analysis to categorize themes related to students' business start-up abilities. Figure 2 shows a comprehensive synthesis of academic literature on Student Entrepreneurial Interest. This review continued through the identification, screening, feasibility, and precautionary stages by [12], as in Figure 2.

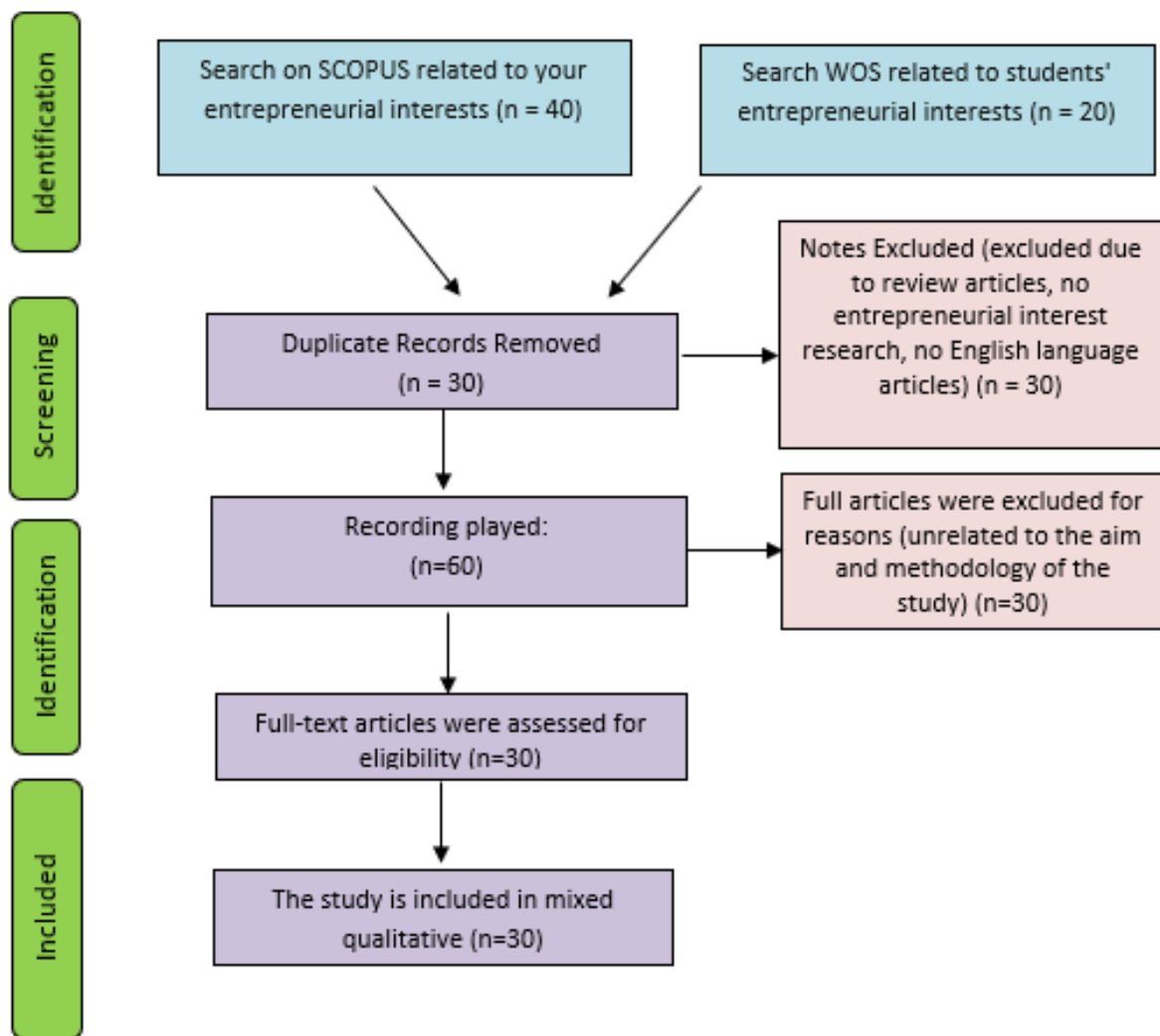


Fig. 2. Information flow through the different phases of a systematic review

3. Results

Studies on the development of students' entrepreneurial interests in general have been carried out using quantitative and qualitative method approaches. In quantitative methods, these factors are determined in advance by the researcher. Interest is the single best predictor of any planned behavior, including entrepreneurship [13]. There is a strong relationship between entrepreneurial intentions and actual entrepreneurial behavior [14]. Attitudes influence behavior by forming intentions. Entrepreneurship is a concept that plays a central role in economic growth and social development throughout the world [15].

Recently, several interesting cross-national studies of entrepreneurial intentions have emerged: studied intentions among Spanish and Taiwanese students; conducted a study in six countries [16]; and investigated entrepreneurial intentions in 12 countries. While these studies found differences in entrepreneurial intentions across countries, none of these studies explored whether such differences might be due to the development status of the countries (i.e. developed vs. developing). However, the environmental context is very different between developing and developed countries, and one might expect this to be reflected in differences in entrepreneurial intentions and antecedents between developing and developed countries. Following calls for more comparative research, this study explores entrepreneurial intentions among college students in

developing countries. The following is a diagram of the empirical study of the geographical context of the selected articles.

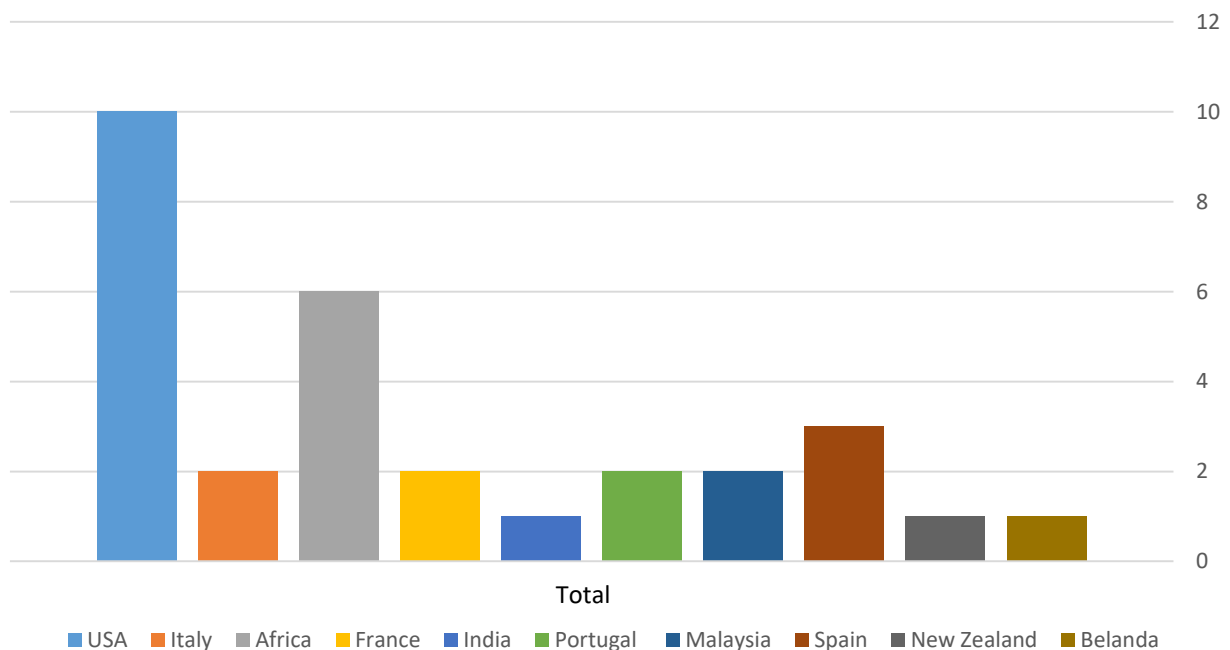


Fig. 3. Empirical study of the geographical context of general studies

The literature review related to empirical studies of geographical locations is very diverse, where the majority is focused on the United States or USA with a total of (10 articles), Africa (6 articles), Spain (5 articles), Italy, France, Portugal, Malaysia, (1 article) and India, New Zealand, and the Netherlands (1 article), to investigate differences or similarities in intentions and antecedents. Applying the Resource Based View (RBV) theory and entrepreneurial orientation (EO) theory. The following is an empirical study related to the geographical context of the study. Developing interest in entrepreneurship based on understanding and the factors that influence it [13]. Entrepreneurial interest is a key factor in encouraging someone to engage in entrepreneurial activities. The theory of entrepreneurial interest development helps us understand how this interest develops and what factors influence it.

3.1 Entrepreneurship Education

Entrepreneurship education is a person's attitude and ability to produce something new that has useful value for both themselves and others. According to "entrepreneurship is an attitude, spirit and ability to create something new that is very valuable and useful for oneself and others. "Entrepreneurship is a mental and spiritual attitude that is always active or creatively empowered, creating, creating and being modest and trying to increase income in its business activities." So entrepreneurship has an important role in developing the quality of human resources. There are several factors influencing entrepreneurs. "Internal factors that come from within the entrepreneur can be in the form of personal traits, attitudes, willingness and individual abilities which can give the individual strength to become an entrepreneur. Meanwhile, external factors come from outside the entrepreneur, which can be elements from the surrounding environment, such as the family environment, the business world environment, the physical environment, the socio-economic environment, etc. [17]."

This underlies the inclusion of entrepreneurship material in teaching materials in formal education at universities. Therefore, in formal education units, especially universities, there is entrepreneurship education material. Entrepreneurship education has begun to enter the world of education, integrated with the curriculum in schools and universities. Stated, entrepreneurship education is also included in the material that must be taught, mastered and realized by students in everyday life". Entrepreneurship education is a planned and applied effort to increase students' knowledge, intention and competence to develop their potential by manifesting it in creative, innovative behavior and the courage to manage risks.

Stated that entrepreneurship education is the latest international study and continues to be researched and developed dynamically in all parts of the world. Entrepreneurship education is carried out from universities, middle schools, elementary schools to entrepreneurship playgroups for children. However, the problem is that entrepreneurship education in schools has so far only touched on the level of introducing norms or values, and not yet at the level of internalization and real action in everyday life. The rise of entrepreneurship education throughout the world is due to the increasing awareness of the importance of entrepreneurial character in the young generation who are creative, innovative and brave enough to manage risks and the importance of the position of an entrepreneur as the engine of a country's economic movement. A country is said to be developed and prosperous based on the number of entrepreneurs or entrepreneurs. This is in accordance with McClelland's opinion in that "a country will prosper if entrepreneurs in a country reach 2% of its total population".

The Directorate General of Higher Education is very aware of the importance of entrepreneurship education for the advancement of Indonesia's human resources to answer future challenges. Therefore, the Directorate General of Belmawa has superior programs to implement entrepreneurship education, including the entrepreneurial student creativity program (PKM-K), the Indonesian Young Entrepreneur Competition (KBMI). This is all done to increase knowledge, intention and motivation for entrepreneurial activities among students. Apart from that, entrepreneurship courses are one of the mandatory courses studied in universities. Explains "many successful entrepreneurs do not go to college because they are enterprising people and find out for themselves how to become entrepreneurs through experience and it takes a long time. Therefore, entrepreneurship education must accelerate experience and mindset.

Entrepreneurship education is to transmit of the mindset and behavior of an entrepreneur to students, so that they behave and become entrepreneurs. This mindset will be seen from the attitude and mentality related to understanding entrepreneurship. According to entrepreneurship education is an effort to internalize the spirit and mentality of entrepreneurship both through educational institutions and other institutions such as training institutions, coaching and so on. This means that entrepreneurship education emphasizes activities to appreciate and instill an entrepreneurial attitude or mentality through formal and non-formal education. Meanwhile, entrepreneurship education is the process of transmitting entrepreneurial knowledge and skills to students to help them exploit a business opportunity (the process of transmitting entrepreneurial knowledge and skills to students to help them exploit business opportunities) [18].

Based on the descriptions above, it can be concluded that entrepreneurship education is a process or activity carried out in order to internalize an entrepreneurial mentality, transmitting entrepreneurial knowledge and skills to students through formal educational institutions (schools and colleges) and non-formal institutions (training) in an effort to take advantage of business opportunities. Entrepreneurship education activities are carried out programmatically and continuously. So that students master the theory and practice of entrepreneurship.

There are many research that have been conducted examining the impact of entrepreneurship education on interest in entrepreneurship to see the effectiveness of entrepreneurship education on interest in entrepreneurship, and entrepreneurial abilities [19]. This research used quantitative methods and quantitative-qualitative [20]. In-depth research regarding the impact of entrepreneurship education on students' interest in entrepreneurship has not been carried out much. More explicitly, emphasizes the attitude factor as a factor that will bridge entrepreneurship education, so that students have an interest in entrepreneurship after graduating. The TPB theory has been widely used to predict entrepreneurial interest in students. However, examining the use of this theory has not deepened the influence of the organization or environment on entrepreneurial interest. Thus, research regarding the influence of entrepreneurship education provided by higher education institutions needs to be deepened. Capacity entrepreneurship theory highlights the capabilities of each individual to be able to launch an entrepreneurial project or business. This impacts the capacity to manage and supervise projects effectively. Thus, individual traits and characteristics, such as opportunity recognition, creativity, innovation, problem solving, communication, and networking, are examined. Previous studies report that entrepreneurial capacity has a significant effect on entrepreneurial intentions [21].

Individual entrepreneurial intentions are a complicated topic to research. The reason is because there are many variables that influence intentions, such as purposeful behavior underlying cognitive processes and the complexity of perception-based processes. Therefore, scholars have defined entrepreneurial intentions according to the context of their studies. Unfortunately, the literature is divided on what constitutes entrepreneurial intent. Entrepreneurship is a dynamic process that requires the formulation and implementation of new ideas and solutions. Therefore, studying and understanding human behavior to understand the entrepreneurial spirit in individuals is very important. Several studies have examined entrepreneurial behavior, and among the variables that best predict entrepreneurial behavior is entrepreneurial intention. However, entrepreneurial intentions often do not translate into action. This study builds on social cognitive career theory to address how an individual's social context complements entrepreneurial intentions to influence career transitions to entrepreneurship.

Universities have started implementing different initiatives. First of all, universities have dramatically increased the number of entrepreneurship-related courses. These courses offer specific entrepreneurial knowledge and skills for starting new ventures or acting more entrepreneurially, and support the message that entrepreneurship is socially acceptable and an alternative career path to employment [22]. The second alternative is the development of programs by universities that support entrepreneurship that encourage students to engage in the entrepreneurial process. These programs include activities such as business plan competitions, incubators, accelerators, or mentoring programs designed to support the development of students' entrepreneurial ideas at various stages.

Universities and ministries provide opportunities to experience new entrepreneurial (start-up) businesses, test prototypes, and develop relevant networks and ties that can provide access to critical resources necessary for new venture creation. For example, students can contact venture capitalists, successful entrepreneurs, and experienced mentors, to facilitate the exploitation of entrepreneurial opportunities. To date, as universities focus more on entrepreneurship, they have begun to develop more entrepreneurial competencies to support the process of creating new ventures and the diffusion of entrepreneurial culture among academics and students [23].

Generally, these elements demonstrate how the university works to create an entrepreneurial environment for students. Universities support individuals who have an interest in becoming entrepreneurs, increasing their motivation and abilities [24]. Becoming a college graduate who

proactively works along these lines can make a significant difference by helping to eliminate individual perceptions of barriers and difficulties and have a significant positive effect on the new venture creation-intention relationship.

Table 2 presents references from 30 articles published from 1988 to 2021. The analysis of these articles is a comprehensive analysis of the literature on the role of entrepreneurship education in increasing students' interest in entrepreneurship. In general, the model for forming entrepreneurial interest, Theory Planned Behavior, has been used in previous research to describe the factors that form students' entrepreneurial interest. Sociodemographic factors (gender, field of study, parents' occupation, entrepreneurial experience), attitude factors (autonomy & authority, economic opportunity & challenge, avoid responsibility, self-realization, social environment, perceived confidence) [25] and contextual factors (entrepreneurship education, academic support, social support, environmental support) will determine the level of interest in entrepreneurship [26].

Table 2
 Literature Review Journal Scopus

No	Year	Author	Article Title	Journal	Variable	Country
1	2005	Kuratko [2]	The Emergence of Entrepreneurship Education: Development, Trends, and Challenges	Entrepreneurship Theory and Practice	Entrepreneurship Education: Development, Trends, and Challenges	USA
2	2007	Wilson <i>et al.</i> , [30]	Gender, Entrepreneurial Self-Efficacy, and Entrepreneurial Career Intentions: Implications for Entrepreneurship Education	Entrepreneurship Theory and Practice	Gender, Entrepreneurial Self Efficacy, and Entrepreneurial Career Intentions: Implications for Entrepreneurship Education	USA
3	2019	Azzurra Meoli <i>et al.</i> , [21]	How entrepreneurial intentions influence entrepreneurial career choices: The moderating influence of social context	Journal of Business Venturing	Entrepreneurial intention Entrepreneurial career choice New venture creation Intention- behavior link Graduate entrepreneurship	Italy
4	2017	Boris Urban and Leanne Kujinga [31]	The institutional environment and social entrepreneurship intentions	International Journal of Entrepreneurial Behavior Research	Social entrepreneurship, Institutions, Intentions	Africa
5	2015	Hemant Kassean <i>et al.</i> , [32]	Entrepreneurship education: a need for reflection, real-world experience and action	International Journal of Entrepreneurial Behavior & Research	Reflection, Self-efficacy, Pedagogy, Intention, Entrepreneurship education, Real-world experience	USA
6	2011	Tatiana Iakovleva <i>et al.</i> , [16]	Entrepreneurial intentions in developing and developed countries	Education and Training	The Theory of Planned Behaviour, Prediction of entrepreneurial intentions, Developed and developing countries.	USA

No	Year	Author	Article Title	Journal	Variable	Country
7	2009	Francisco Liñán and Yi-Wen Chen [33]	Development and Cross-Cultural Application of a Specific Instrument to Measure Entrepreneurial Intentions	Entrepreneurship Theory and Practice	Entrepreneurial Intention	USA
8	2015	Ghulam Nabi <i>et al.</i> , [34]	The impact of entrepreneurship education in higher education: A systematic review and research agenda	Academy of Management Learning & Education	Entrepreneurship Educations, Higher Educations, Impact, Outcomes, Pedagogy, Teaching model, Systematic Review	USA, France
9	2010	Hao Zhao <i>et al.</i> , [35]	The Relationship of Personality to Entrepreneurial Intentions and Performance: A Meta-Analytic Review	Entrepreneurship; personal; meta-analysis	Relationship of Personality to Entrepreneurial Intentions and Performance	USA
10	2015	Alain Fayolle and Benoit Gailly [36]	The Impact of Entrepreneurship Education on Entrepreneurial Attitudes and Intention: Hysteresis and Persistence	Journal of Small Business Management	Entrepreneurship Education, Entrepreneurial Attitudes and Intention	France
11	2021	Shahzad <i>et al.</i> , [27]	What factors affect the entrepreneurial intention to start-ups? The role of entrepreneurial skills, propensity to take risks, and innovativeness in open business models	Journal of Open Innovation: Technology, Market, and Complexity	Entrepreneurial intention Entrepreneurial career choice New venture creation Intention-behavior link Graduate entrepreneurship	Switzerland
12	2020	Susana C. Santos and Eric W. Liguori [20]	Entrepreneurial self-efficacy and intentions Outcome expectations as mediator and subjective norms as moderator	International Journal of Entrepreneurial Behavior & Research	Subjective norma, Entrepreneurial intentions, Entrepreneurial self-efficacy, Entrepreneurial outcome expectations	USA
13	2021	Iwu <i>et al.</i> , [37]	Entrepreneurship education, curriculum and lecturer-competency as antecedents of student entrepreneurial intention	The International Journal of Management Education	Entrepreneurship education Entrepreneurial intention Academic curriculum Competence of lecturing team South Africa	Africa
14	2020	Sara Neves and Carlos Brito [10]	Academic entrepreneurship intentions: a systematic literature review	Journal of Management Development	Knowledge transfer, Academic entrepreneurship, Entrepreneurial university, Academic spin-off, Academics	Portugal

No	Year	Author	Article Title	Journal	Variable	Country
15	2014	Küttim <i>et al.</i> , [28]	Entrepreneurship education at university level and students' entrepreneurial intentions	Procedia-Social and Behavioral Sciences	intention Social entrepreneurship, Institutions, Intentions	USA
16	1988	Barbara Bird [38]	Implementing Entrepreneurial Ideas; The Case for Intention	Academy of Management Review	Entrepreneurial Ideas, Case for Intention	USA
17	2020	Aamir Hassan <i>et al.</i> , [39]	Entrepreneurial intention of Indian university students: the role of opportunity recognition and entrepreneurship education	Education Training	Opportunity recognition, Entrepreneurial self-efficacy, Entrepreneurial intention, Entrepreneurship education, Moderation, Students	India
18	2015	Adewale A. Adekiya, Fatima Ibrahim [14]	Entrepreneurship intention among students. The antecedent role of culture and entrepreneurship training and development	International Journal of Management Education	Entrepreneurial intention Perceived appropriateness Perceived consistence Perceived effectiveness Entrepreneurial training	Africa
19	2020	Hueso <i>et al.</i> , [40]	From personal values to entrepreneurial intention: Personal values to entrepreneurial intention a systematic literature review	International Journal of Entrepreneurial Behavior & Research	Personal values, Entrepreneurial intention, Systematic literature review, Integrative framework	Africa Selatan
20	2021	Katrina M <i>et al.</i> , [41]	Fatal attraction: A systematic review and research agenda of the dark triad in entrepreneurship	Journal of Business Venturing	Dark triad Machiavellianism, Narcissism Psychopathy Entrepreneurial intention Entrepreneurial performance Meta-analysis Personality	America
21	2018	Ibrahim Al-Jubari <i>et al.</i> , [42]	Entrepreneurial intention among University students in Malaysia: integrating self-determination theory and the theory of planned behavior	International Entrepreneurship and Management Journal	Entrepreneurial intention, Motivation, Self-determination theory. Theory of planned behavior	Malaysia
22	2017	Anderson Galvão <i>et al.</i> , [43]	Entrepreneurship education and training as facilitators of regional development A systematic literature review	Journal of Small Business and Enterprise Development	Entrepreneurship, Regional development, Bibliometric analysis, Systematic literature review, Education and training, Entrepreneurial	Portugal

No	Year	Author	Article Title	Journal	Variable	Country
23	2019	Grigorios Asimakopoulos <i>et al.</i> , [44]	Entrepreneurial Intention of Engineering Students: The Role of Social Norms and Entrepreneurial Self-Efficacy	Sustainability	universities Entrepreneurship; Entrepreneurial Intention; Entrepreneurial education; Social norms; Entrepreneurial self-efficacy	Spain
24	2017	Stefan Korber and Rod B. McNaughton [45]	Resilience and entrepreneurship: a systematic literature review	International Journal of Entrepreneurial Behavior & Research	Entrepreneurship, Resilience, Entrepreneurial resilience, Resiliency	New Zealand
25	2019	Colin Donaldson [46]	Intentions resurrected: a systematic review of entrepreneurial intention research from 2014 to 2018 and future research agenda	International Entrepreneurship and Management Journal	Entrepreneurship. Intention, Literature review, Research agenda, New directions	Spain
26	2019	Che Embi <i>et al.</i> , [47]	The effects of students' entrepreneurial characteristics on their propensity to become entrepreneurs in Malaysia	Education + Training	Innovativeness, Risk-taking, Entrepreneurial characteristics, Leadership skill, Need for achievement, Tolerance of ambiguity	Malaysia
27	2011	Francisco Liñán <i>et al.</i> , [48]	Regional variations in entrepreneurial cognitions: Start-up intentions of university students in Spain	International Entrepreneurship and Management Journal	Entrepreneurship, Entrepreneurial intention, Entrepreneurial intention questionnaire, Entrepreneurial education	Spain
28	2005	Beugelsdijk <i>et al.</i> , [49]	Personality Characteristics of Self-Employed; An Empirical Study	Small Business Economics	Personality Characteristics of Self-Employed	Belanda
29	2020	Gupta <i>et al.</i> , [29]	Social entrepreneurship research: A review and future research agenda	Journal of business research	Social entrepreneurship, Institutions, Intentions	USA
30	2015	Tshikovhi <i>et al.</i> , [50]	Entrepreneurial knowledge, personal attitudes, and entrepreneurship intentions among South African Enactus students	Problems and Perspectives in Management	entrepreneurial knowledge, personal attitudes, Enactus, entrepreneurial intentions	Africa

4. Conclusions

This systematic literature review examines literature from Scopus and WoS to examine and analyze students' entrepreneurial interest abilities at various universities. Analysis of relevant studies reveals that students' entrepreneurial interest is defined as a special tendency or interest that students have in carrying out activities or business ventures independently. Students'

entrepreneurial interest shows their desire to become entrepreneurs or create innovative business opportunities. Based on the theory of entrepreneurial interest, students' entrepreneurial interest is influenced by intrinsic motivation, values and beliefs, experience and education, and environmental factors. Intrinsic motivation, such as the desire to express creativity and achieve autonomy, can influence entrepreneurial interest. Values that support entrepreneurship, confidence in one's abilities, positive experiences, entrepreneurship education, and environmental support also play a role in forming interest in entrepreneurship.

In the context of universities or higher education institutions, students' entrepreneurial interests are often encouraged and supported through programs such as business incubators, entrepreneurship training, and business competitions. The goal of this approach is to help students develop entrepreneurial skills, expand their professional networks, and give them access to the resources necessary to start and grow their business ventures. Overall, student entrepreneurial interest is a special tendency or interest that students have in running a business venture independently. This reflects their desire to create business opportunities, take risks, and develop the entrepreneurial skills necessary to achieve success in the business world.

The findings provide valuable insights for scholars and policy makers who wish to develop an interest in entrepreneurship, especially during the economic downturn amidst the world economic recession. This study shows an increasing interest in entrepreneurship research. The outlined coaching elements are critical to increasing entrepreneurial interest and survival during economic cycles, ultimately leading to stronger small and medium-sized industries. Therefore, the insights of this study have the potential to make a significant impact in creating employment opportunities and are likely to interest a wide range of readers, including practitioners, academics and researchers.

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