Ilomata International Journal of Management
P-ISSN: 2714-8971; E-ISSN: 2714-8963
Volume. 6 Issue 4 October 2025
Page No: 1336-1355

A Systematic Literature Review: Entrepreneurship among University Students

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Received : June 10, 2025
Accepted : July 02, 2025
Published : October, 2025

Citation: Putra, R.W., Wardi, Y., Evanita, S., & Sandi, H.H., (2025). A Systematic Literature Review: Entrepreneurship among University Students. Ilomata International Journal of Management, 6(4), 1336-1355.

https://doi.org/10.52728/ijjm.v6i4.1817

ABSTRACT: This study aims to examine the latest developments in the study of entrepreneurship among university students with a special focus on entrepreneurial intention and entrepreneurship education. Using a Systematic Literature Review approach supported by bibliometric analysis, this study traces scientific articles published in the past year containing keywords such as entrepreneurship, entrepreneurial intention, entrepreneurship education, and student entrepreneurship. The visualization results show that entrepreneurial intention is the most dominant topic, which is closely connected to entrepreneurship education and entrepreneurship as the core of the literature review. Three main theme groups were also found: (1) psychological and personal themes such as gender and effectuation; (2) educational themes, such as emotional competencies and design education; and (3) technology and innovation themes, such as artificial intelligence and sustainability. The brighter colors of the technology keywords indicate that these issues are current research trends in the context of student entrepreneurship. This study concludes that the development of student entrepreneurship is not only influenced by internal factors such as motivation and emotional competencies, but also by innovative educational approaches and technology integration. These findings provide strategic direction for the development of a more adaptive and contextual entrepreneurship curriculum in the university environment.

Keywords: Entrepreneurship, University Students, Systematic Literature Review.

INTRODUCTION

Researchers, educators, and policymakers seeking to support self-directed entrepreneurship have paid attention to how individuals think and act entrepreneurially (Newman et al., 2019). Universities are expected to produce not only graduates who are ready to work, but also young entrepreneurs who are innovative and highly competitive (Schimperna et al., 2022; Q. Wang et al., 2021). Understanding how student entrepreneurship research has evolved in recent years is essential. Factors such as education, motivation, environment, and mindset influence students to start businesses. Nevertheless, current research is still dispersed and does not have a thorough

review. This study therefore attempts to clearly and methodically map the pertinent scientific material.

One of the key aspects that is widely discussed in the literature is the factors that influence students' entrepreneurial intentions. Entrepreneurial intentions are seen as an early indicator of actual entrepreneurial behavior (Donald, 2024; Pradhipta & Akbar, 2024; Ramos-Rodríguez et al., 2019), making it a very important variable to study. Various influencing factors include self-efficacy (Alshebami, 2024; Jiatong, Murad, Bajun, et al., 2021; Ndofirepi, 2022a; Otache, 2024), perceptions of social norms (Choi, 2024; Duong, 2024; Patrício, 2024), attitudes towards entrepreneurship (Amofah, 2024; Andrade & Carvalho, 2023; Nayak, 2024; Y. Wang, 2024), and intrinsic motivation such as the desire to be independent and achieve (Ganefri, 2019; Pradhipta & Akbar, 2024). In addition, family support, previous work experience, and exposure to the business environment are also significant determinants (Hasdiansa & Sitti Hasbiah, 2024; Jena, 2020; Lingappa et al., 2020; Nguyen, 2024; Pinelli, 2024; Saoula et al., 2023). These findings show varied approaches in past studies. This study will systematically analyze how key factors shape students' entrepreneurial intentions. Education that encourages creativity and adaptation and is based on experiential learning and active engagement helps to develop mindsets.

This study provides a systematic review of student entrepreneurship research from 2024 to 2025, focusing on trends, key determinants, and recent developments. It examines how entrepreneurial intention is shaped by education, personal attributes (e.g., motivation, gender, self-efficacy), and institutional support. The study also highlights the growing influence of technology and innovation, including AI and digital platforms, in fostering entrepreneurial behavior. By identifying current research gaps and methodological patterns, the findings aim to inform future policies, curricula, and strategic interventions in higher education.

However, despite the increasing volume of literature, there is a lack of integrative reviews that connect educational strategies, personal psychological traits, and digital technological influences in a single framework. Furthermore, a lot of research ignores the significance of contextual variation, such as regional variations or the distinctiveness of higher education in the marine industry. A thorough, updated synthesis is both required and timely because of these shortcomings.

METHOD

This study employs a Systematic Literature Review (SLR) approach to identify and synthesize scientific findings related to student entrepreneurship published between 2024 and 2025. This method is chosen because it provides a structured and transparent way to collect, evaluate, and integrate relevant research (Linnenluecke et al., 2020). while promoting clarity, accessibility, and rigor in knowledge synthesis (Richard Thorpe, Robin Holt & Pittaway, 2005). The review only considers English-language open-access publications published between 2024 and 2025 in order to maintain relevance and provide the most recent and easily accessible information on trends in student entrepreneurship. The selection of articles was based on how well they addressed issues including institutional support, motivation, education, and entrepreneurial aim. Opinion pieces and non-scholarly sources were disqualified, but publicly accessible, academically rigorous empirical or systematic studies were prioritized in the inclusion criteria.The screening process was

carried out independently by two reviewers, who evaluated titles, abstracts, and full texts to ensure accuracy and objectivity. A total of 40 articles were selected and analyzed using thematic synthesis to identify key patterns and insights. The PRISMA 2020 framework (Page et al., 2021). guided the reporting process, ensuring transparency and replicability. By employing this approach, the study hopes to provide a thorough overview of current research on student entrepreneurship, providing theoretical understanding and useful suggestions for creating more contextual and flexible entrepreneurship education methods in higher education, particularly in response to the opportunities and challenges of the digital age.

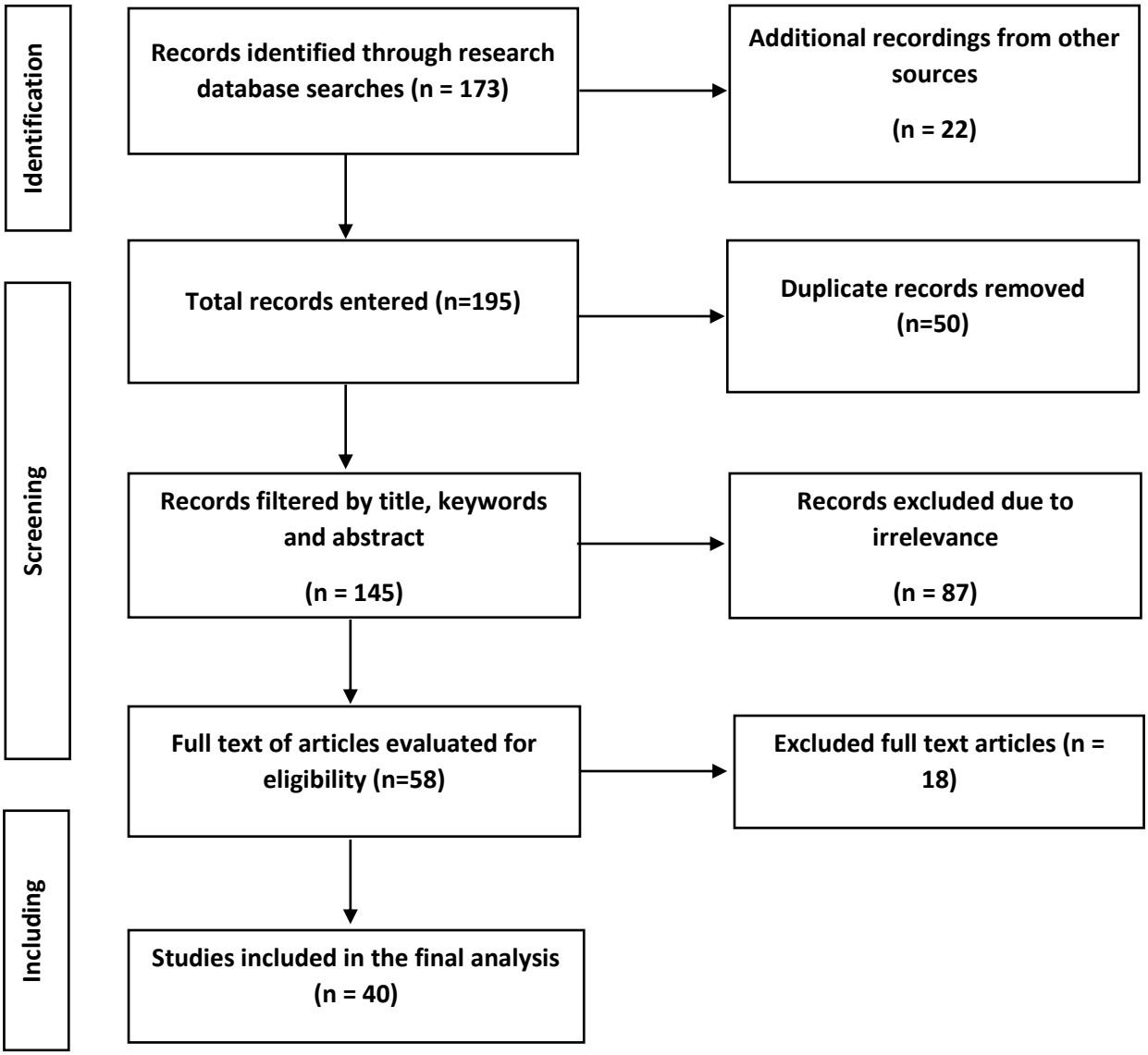

Figure 1. PRISMA flow diagram (Ramírez-Saltos et al., 2023)

Table 1. PRISMA Framework

	Stages	Number of Articles	Information
1.	Identification :		Information

a. Articles were found through searching the Scopus and Google Scholar databases	173	Keywords: entrepreneurial intention, entrepreneurship education, entrepreneurship
b. Additional articles from other sources (DOAJ, arXiv, ScienceDirect open access)	22	Including relevant open access articles
c. Total recording included	195	
2. Total after duplicates removed:	145	50 duplicate articles removed from various databases
3. Screening :		
a. Articles are filtered based on title, abstract and keywords.	145	Conducted by two independent researchers
b. Irrelevant articles were excluded	87	Topic not specific to students or not related to entrepreneurship
4. Checked full text for eligibility:	58	Articles that passed the abstract stage
5. Artikel yang dikeluarkan pada tahap ini	18	Reason: article not fully available, not a scientific article, or not open access
6. Final articles included in the review:	40	Article met all inclusion criteria and was analyzed thematically

This literature review explains the relationship between the entrepreneurial process that fosters an entrepreneurial mindset, entrepreneurship education, university environment, and personal factors towards entrepreneurial intentions in students. Entrepreneurship education plays a central role in transferring knowledge, skills, and practical experience to students which ultimately influences their orientation towards entrepreneurship (Amaral et al., 2024; Baldo, 2024; Khodor, 2024; Pinto, 2024). Relevant curriculum, business training, and project-based learning are often associated with increasing this intention. Several articles in the past year have shown that educational programs integrated with real practices are more effective in shaping entrepreneurial mindsets (Ashraf et al., 2024; Avidov-Ungar et al., 2025; Gregán et al., 2024; Mujtaba et al., 2025; Sandhu et al., 2025; Xanthopoulou et al., 2024).

The university environment not only provides education but also plays an important role in encouraging students' entrepreneurial spirit. Good places to develop ideas and take risks are business incubators, cross-disciplinary collaboration, and support from lecturers, and access to industry networks. It has been proven that this supportive environment increases students' confidence to try, fail, and learn from the entrepreneurial process directly (Kazhenov, 2023; Lu et al., 2021; Makai & Dory, 2023). Personal factors such as self-efficacy (Liu et al., 2019; Ndofirepi, 2022b), resilience (Arifin et al., 2023; Ávila & Davel, 2024), and intrinsic motivation (Al-Jubari et al., 2019; Karan, 2024; Ridwan & Fiodian, 2024) also influence the formation of entrepreneurial intentions. Students who believe in their abilities and have a strong drive to contribute socially and independently are more likely to be highly committed to entrepreneurial activities. Therefore, the synergy between education, campus environment, and individual factors is very important to foster a sustainable entrepreneurial mindset and spirit.

In addition to entrepreneurship education, the university environment is also an important factor in the formation of entrepreneurial intentions. Supportive environments such as the existence of business incubators, innovation centers, and support from lecturers or mentors provide students

with access to the resources and networks needed to start a business. The reviewed articles emphasize that institutions that encourage an innovative and collaborative culture tend to produce more students with high entrepreneurial intentions (Galvão et al., 2025; L. Pan et al., 2025; Wardoyo et al., 2025; Xanthopoulou et al., 2024; Yesmin et al., 2024). On the other hand, personal factors such as self-efficacy, achievement motivation, and risk tolerance were also found to be significant determinants (Galvão et al., 2025; Gonzalez-Tamayo et al., 2024; López Sánchez et al., 2024; Relente & Capistrano, 2025; Van Ewijk, 2024; Vera et al., 2024; Wardoyo et al., 2025).

These findings suggest that fostering students' entrepreneurial aspirations requires an integrated approach of institutional and personal support. Universities must build a supportive environment through access to resources, mentorship, and collaboration. This must be aligned with enhancing students' self-efficacy, motivation, and risk tolerance. The combination of the two is essential to producing young entrepreneurs who are ready to operate.

All of these factors lead to the formation of a strong entrepreneurial intention, which is a prerequisite for the occurrence of real entrepreneurial practices among students (student entrepreneurship) (Banerjee, 2025; Blanco-Mesa, 2024; Jiatong, Murad, Li, et al., 2021; Shahriar, 2024; Slomski, 2024; V. T. Tran, 2024). This intention not only functions as an intermediary, but also as a major predictor of student involvement in activities such as establishing startups, participating in business competitions, or being involved in entrepreneurial communities (Galvão et al., 2025; L. Pan et al., 2025; Valencia-Arias et al., 2025; Wardoyo et al., 2025; Yesmin et al., 2024). By understanding this relationship, academics and higher education institutions can design more targeted strategies and policies to foster a generation of young entrepreneurs from among students.

By understanding this relationship, higher education institutions can create more appropriate plans and policies to encourage the next generation of young entrepreneurs from their students. In this regard, adaptable curricula, practice-based learning, and campus environments that support experimentation and innovation are all examples. It is hoped that this systemic support will help grow the passion into reality, strengthen the entrepreneurial environment, and increase student participation in sustainable economic development.

RESULT AND DISCUSSION

Table 2. Classification of Research Themes

Thema	Primary Keywords	Representative Color	Description
Core Topic	Entrepreneurial Intention, Entrepreneurship Education, Entrepreneurship	Orange	The main focus of research, centering on entrepreneurial intent and the educational processes that foster entrepreneurship.
Psychological & Personal Theme	Gender, Engineering Students, Effectuation, Entrepreneurial Inspiration	Light blue	Personality and demographic factors that influence entrepreneurial intention.

Education Theme	Emotional Competencies, Diary Research, Design Education	Light green	Educational aspects and methodologies that support the development of entrepreneurship.
Technology & Innovation Theme	Innovation, Artificial Intelligence, Sustainability, Universities	Light pink	Current trends in technology and innovation integrated into entrepreneurship research.

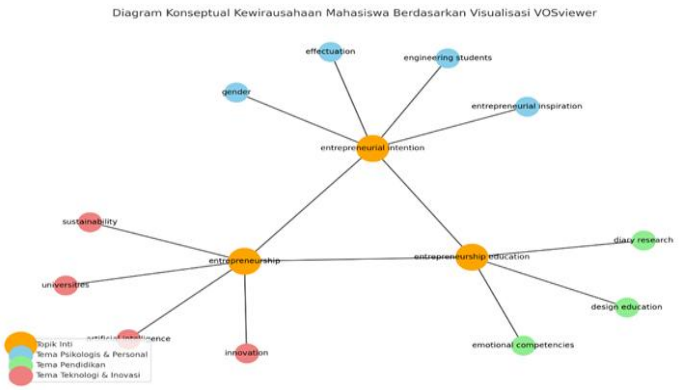

Figure 2. Keyword Visualization Map

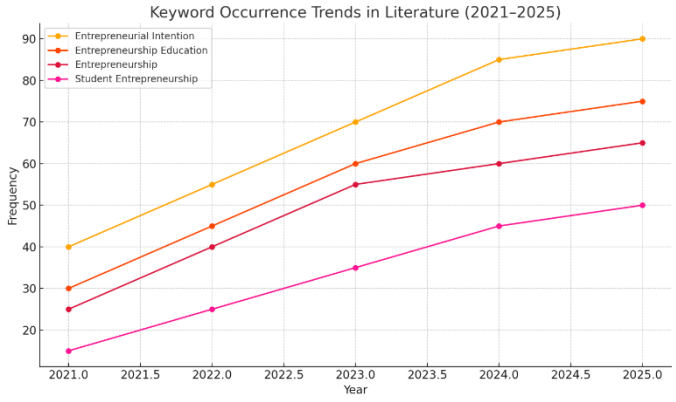

Figure 3. Keyword Occurrence Trends

Based on the colored line graph of keyword trends in student entrepreneurship literature (2021–2025), five main themes can be identified and linked to the pattern of research development in this field. The first theme, Entrepreneurial Intention, is the dominant focus in the literature, as indicated by its highest frequency of occurrence over the past five years. This theme includes studies on entrepreneurial mindsets, such as self-confidence, opportunity recognition, attitudes towards risk, and cognitive structures underlying entrepreneurial decisions. Articles in this theme discuss a lot about how students manage uncertainty in the early stages of the entrepreneurial process. The second theme, Entrepreneurship Education, has shown a significant increase in recent years. This theme reflects the important role of higher education institutions in shaping students' entrepreneurial intentions and competencies. Experiential education, entrepreneurship

training, and curriculum integration with business practices are part of the main discussions in this theme.

The third theme, Entrepreneurship, describes a broader approach to entrepreneurship, including discourses on innovation, business models, decision-making, and social and economic contexts. The increasing frequency trend of these keywords shows that entrepreneurship studies are not only limited to intentions, but also include implementation and systemic aspects in real practice. The fourth theme, Student Entrepreneurship, although lower in frequency compared to other themes, shows steady growth. This theme focuses on the specific context of students as entrepreneurs, including the motivation of the younger generation, demographic characteristics such as family background, and the role of educational institutions in encouraging student business initiatives. Overall, this graphic visualization helps illustrate the direction and focus of student entrepreneurship research, as well as identifying emerging areas such as technology integration, supporting ecosystems, and innovative educational approaches. These findings are important for understanding how academic literature responds to the dynamics of entrepreneurship in the context of higher education over time.

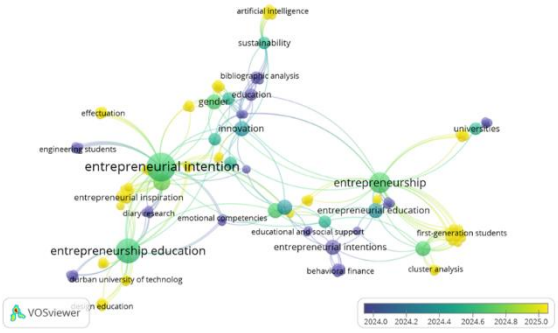

Figure 4. Visualization Map

The main keywords found in the literature related to student entrepreneurship are depicted in this visual map. The three nodes with the most dominant sizes are "entrepreneurial intention", "entrepreneurship education", and "entrepreneurship", indicating that they are the main focus of research during the period 2024–2025. The large number of "entrepreneurial intention" nodes and their frequency of occurrence indicate strong academic interest in the subject of entrepreneurial intention. The lines connecting the nodes indicate the degree of relatedness between the subjects based on their co-occurrence or recurrence in the articles. Many studies investigating the impact of entrepreneurship education on entrepreneurial intention show a strong relationship between "entrepreneurship education" and "entrepreneurial intention". These topics are often discussed together, forming a tight scientific network, as shown by their relationship with keywords such as "self-efficacy", "gender", and "innovation". The nodes are divided into colored clusters, each representing a research theme. For example, the green cluster includes entrepreneurship, entrepreneurial intention, and self-efficacy, reflecting psychological and motivational aspects. Meanwhile, the yellow cluster highlights newer themes such as artificial intelligence, first-generation students, and effectuation, indicating an emerging trend toward digitalization and inclusivity in entrepreneurship education.

The strength of thematic linkages is shown by the proximity of nodes. The proximity of "entrepreneurial intention" and "entrepreneurship education" indicates their conceptual similarity. On the other hand, more recent subjects like "artificial intelligence" and "behavioral finance" seem farther away, indicating less cohesive, more recent lines of research. Artificial intelligence, sustainability, and first-generation students are examples of bright yellow keywords that point to a growing focus on inclusive and digital entrepreneurship. Purplish-blue nodes, on the other hand, stand for more conventional subjects that were more prevalent earlier in the review period, such as engineering students and entrepreneurial education.

Although this graphic does a good job of charting the development of themes in student entrepreneurship research, it is just as crucial to convert these discoveries into useful suggestions. By including new topics into their curriculum design, such as digital entrepreneurship, inclusivity for first-generation students, and sustainability, universities can take advantage of these findings. This entails implementing AI-powered experiential learning modules, encouraging inclusive startup initiatives, and updating entrepreneurial pedagogy to better suit the psychological profiles of students, such as motivation and self-efficacy. The infrastructure and faculty development that make it possible for these innovations to be successfully applied in university settings should also be supported by policymakers and academic leaders. Overall, this visual map reveals a multidimensional research landscape, with entrepreneurial intention positioned as a central theme. The evolving patterns point toward a necessary shift from traditional, one-size-fits-all educational models to more personalized, adaptive, and technologically integrated entrepreneurship programs in higher education.

Entrepreneurial Intention as the Core of the Study

Entrepreneurial intention is the most dominant theme in the literature on student entrepreneurship and is considered a key variable in predicting entrepreneurial behavior. This concept is widely explained through the Theory of Planned Behavior (TPB) approach, which emphasizes that individual intentions are influenced by attitudes, subjective norms, and perceived behavioral control (Bayona-Oré, 2023; Maheshwari et al., 2023; Su et al., 2021). Several studies have also integrated Self-Determination Theory (SDT), which suggests that intrinsic motivation plays an important role in the formation of entrepreneurial intention (Al-Jubari, 2019; Peter et al., 2024). Personal factors such as self-efficacy, self-confidence, and proactivity have been shown to significantly contribute to increasing students' entrepreneurial intention (Nwibe & Ogbuanya, 2024; Ojeleye et al., 2023).

The social environment, including family support, peer roles, and exposure to entrepreneurial figures, also make significant contributions (Gonzalez-Tamayo et al., 2024; Lingappa et al., 2020). In addition, previous work experience and involvement in student organization activities also strengthen this intention. The study results explain that digital literacy and the courage to take risks are new dimensions that are increasingly taken into account in predicting entrepreneurial intentions (Jintana et al., 2025; Mustain et al., 2023). Thus, entrepreneurial intentions are complex, dynamic, and influenced by the interaction between internal and external factors.

In the context of higher education, understanding entrepreneurial intention is important in designing effective intervention strategies. Institutions can identify students with high

entrepreneurial potential through psychological assessments based on interests and personality. Furthermore, students with high intentions can be facilitated through coaching programs, business training, and mentoring by entrepreneurial practitioners. Several studies have shown that entrepreneurial intention is not a static entity, but can be significantly enhanced through stimulation of a conducive learning environment (Abbes, 2024; Abubakars & Garba, 2021; Sun et al., 2023). Experience-based education such as business simulations and problem-based projects have been shown to be effective in forming stronger and more realistic intentions. The presence of lecturers who have a background in entrepreneurial practice is also a determining factor. This strengthens the idea that intention is not only cognitive, but also affective and contextual. Therefore, the intention development model must be integrative and adaptive to student needs and market dynamics. This study encourages universities to treat entrepreneurial intention as a strategic competency, not just a passive potential.

Strategic Role of Entrepreneurship Education

Entrepreneurship education plays a central role in shaping students' orientation, mindset, and skills towards real entrepreneurial action. The studies analyzed show that entrepreneurship curricula based on practice and experience are much more effective than conventional theoretical approaches. Learning programs that integrate case studies, business projects, and collaboration with industry players have a positive impact on increasing student engagement (Chitamba, 2025; G. Pan et al., 2023). In addition to technical knowledge, entrepreneurship education also pays attention to psychological aspects such as self-confidence (Nwibe & Ogbuanya, 2024), resilience, empathy, and others (Ávila & Davel, 2024; Portocarrero et al., 2019). Several institutions have begun to implement learning methods based on design thinking and problem-based learning to stimulate creativity and innovation..

A flexible and contextual curriculum is considered more capable of responding to the needs of the times and the diversity of student interests. Good education not only instills technical skills, but also develops an entrepreneurial mindset that is resistant to uncertainty and risk. This shows that entrepreneurship education must be transformative, not just informative (Amaral et al., 2024; Chang et al., 2025; Diepolder et al., 2025; Mareque et al., 2025; Passarelli & Bongiorno, 2025; Van Ewijk, 2024; Yesmin et al., 2024). With the right approach, education can be a catalyst for the emergence of a generation of young entrepreneurs who are adaptive and impactful. However, the challenges of implementing entrepreneurship education in higher education are still quite large, especially in terms of resource availability, lecturer quality, and institutional support. Many entrepreneurship programs are still trapped in an academic formality approach without touching on the practical aspects of real business.

In addition, cross-disciplinary collaboration and involvement of the industrial sector are still less than optimal in the learning process. Several studies suggest the need for cross-course integration to create a more holistic learning ecosystem. Engineering, science, or social students should be given space to develop cross-field entrepreneurial projects through internal campus acceleration programs. The curriculum also needs to respond to the dynamics of digitalization and sustainability which are now urgent needs in global business. Thus, the approach to entrepreneurship education in the future must be cross-disciplinary, technology-based, and sensitive to social and

environmental issues. Universities that succeed in building this kind of learning pattern will have an advantage in producing graduates who are not only ready to work, but also ready to create jobs.

New Focus: Technology and Sustainability

One of the important findings in this study is the increasing focus of research on the role of technology and sustainability in developing student entrepreneurship. Topics such as digital entrepreneurship, artificial intelligence, and green innovation have become new keywords that often appear in recent articles. This reflects the transformation of the entrepreneurial paradigm from conventional to digital and environmentally oriented. Digital technology has proven to be a driver in accelerating the innovation process, expanding markets, and making student business operations more efficient (Bulto et al., 2025; Hsieh & Maritz, 2023; Kreiterling, 2023).

Studies by (Berman et al., 2024; Jang & Lee, 2025; Kraus et al., 2019) emphasize that the integration of entrepreneurial orientation and digitalization encourages the birth of disruptive innovation among the younger generation. In addition, the emergence of awareness of business sustainability shows that students are increasingly aware of the importance of social values and environmental impacts of their business activities. This is reinforced by the argument that modern entrepreneurship must be aligned with the sustainable development goals (SDGs) (Rodríguez-Peña, 2025; Venâncio & Pinto, 2020). On the other hand, challenges arise when higher education has not fully adapted to the needs of this digital and ecological transformation. Many institutions still do not provide technology-based learning facilities such as digital laboratories, business simulation tools, or access to big data and analytics.

In fact, the integration of technology into entrepreneurship education can encourage students to develop data-based solutions and advanced technology. Several studies also indicate that students who have an understanding of sustainability are more likely to form social business models that are oriented towards shared value (Abbas & Bulut, 2024; Camilleri et al., 2023; François & Goi, 2023). Therefore, universities are expected to develop strategic policies that support digitalization and sustainability in the entrepreneurship curriculum. Interdisciplinary and collaborative approaches need to be intensified, both between faculties and with external partners. Overall, the focus on technology and sustainability is not only following global trends, but is a necessity in producing future entrepreneurs who are innovative, responsible, and highly competitive.

The study recommends that universities strengthen entrepreneurship curricula that include technical, emotional, and sustainability aspects to create adaptive and ethical entrepreneurs. Campus innovation ecosystems need to be supported through business incubators, access to capital, mentors, and cross-disciplinary collaboration. Digitization of learning is also important, including the use of AI, business simulations, and community-based projects. Policies should be inclusive, data-driven, and responsive to student diversity and global trends.

CONCLUSION

This study finds that the interaction of external circumstances (especially technological innovation and the university ecosystem), internal factors (such motivation and self-efficacy), and educational

design (curriculum and pedagogical methods) shapes student entrepreneurship. First, bibliometric visualization reveals that the two most studied and related concepts in the current literature are entrepreneurial intention and entrepreneurship education; second, new themes like digitalization, sustainability, and inclusivity (e.g., first-generation students) are becoming more popular and indicate a shift toward more adaptive and socially responsive entrepreneurship education; and third, personal psychological traits, particularly self-efficacy and intrinsic motivation, continue to be reliable predictors of entrepreneurial intention, highlighting the necessity of tailoring entrepreneurial learning experiences.

These observations have significant ramifications for institutions of higher learning. By incorporating technology, encouraging sustainability-focused entrepreneurship, and facilitating equitable access for a range of student demographics, universities are being urged to update their entrepreneurship programs. Cross-disciplinary approaches that blend psychology, digital innovation, and pedagogical reform should be embedded in instructional design. Digital simulations, startup incubator programs, and active learning techniques may all be modified to better prepare students for the real world and cater to a variety of student profiles. This study suggests that future research on entrepreneurship models should use a multidisciplinary approach that connects psychology, education, and technology. To evaluate the long-term effects of entrepreneurship education on students' real entrepreneurial behavior, longitudinal studies are required. Further research on gender disparities, sustainability viewpoints, and the function of AI-powered platforms in entrepreneurial education is also highly welcomed.

There are several restrictions on this study. Only open-access articles published in English between 2024 and 2025 are included in the scope of the literature, which may leave out pertinent research from non-indexed sources or in other languages. Additionally, while journal articles were the primary focus of the evaluation, potentially insightful information from practitioner reports, book chapters, and dissertations was not included. Future assessments should overcome these shortcomings in order to provide a more broad and thorough picture of research on global student entrepreneurship.

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