

THE INFLUENCE OF MEDIATION FACTORS BETWEEN ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTENTIONS: A SYSTEMATIC LITERATURE REVIEW

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Abstract

Entrepreneurship education is designed to improve knowledge, skills, and an entrepreneurial mindset. However, the impact on entrepreneurial interest is not always direct, but is influenced by factors that mediate the relationship between entrepreneurial education and entrepreneurial intention. This study aims to provide a comprehensive overview of the factors that mediate the relationship between entrepreneurship education and entrepreneurial intentions. This study using Systematic Literature Review as the method. The findings: (i) Entrepreneurship education has the potential to be a powerful tool to foster entrepreneurial intentions and encourage economic growth and innovation, (ii) Entrepreneurship education influences individual attitudes and behaviors in creating new entrepreneurs, (iii) Effective entrepreneurship education can motivate entrepreneurial intentions through the role of contextual factors such as culture, gender, socioeconomic background, and environment (iv) A pedagogical approach is needed in designing curriculum, and learning outcomes related to entrepreneurship education initiative. Entrepreneurship education has an effect on entrepreneurial intention if it is supported by an effective pedagogical approach.

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INTRODUCTION

Entrepreneurship education has emerged as an essential tool for fostering entrepreneurial intention among productive young people, with significant implications for economic development, innovation, and job creation (Porfírio et al., 2022; Udekwe & Iwu, 2024). Along with the increasingly dynamic and complex global economy, an entrepreneurial mindset such as entrepreneurial intentions are needed through comprehensive entrepreneurship education by involving the government as policy makers, educators as implementers in the field of entrepreneurship education, and practitioners as companions in entrepreneurial practice. In response to this imperative, entrepreneurship education programs have mushroomed across educational institutions around the world, aiming to equip students with the knowledge, skills, and attitudes necessary to start entrepreneurial ventures (Buana et al., 2017; Naidu et al., 2023).

The relationship between entrepreneurship education and entrepreneurial intentions has received considerable attention in the academic literature, reflecting the growing interest in understanding the effectiveness of educational interventions in stimulating entrepreneurial aspirations and behaviors among productive age groups, especially college graduates. Entrepreneurship education can increase awareness of positive cultural values that stimulate entrepreneurial intention, and mobilize the skills, abilities, and knowledge necessary to start a new venture (M. Solesvik et al., 2014; Jie & Harms, 2017; Ahmed et al., 2020). Entrepreneurship education has a significant moderate role, reducing the relationship between subjective norms and perceived behavioral control, and strengthening the relationship between subjective norms and entrepreneurial attitudes, especially among women (Entrialgo & Iglesias, 2016; Aga & Singh, 2022; Duong, 2022). From several previous studies, entrepreneurship education has not had a significant influence in creating entrepreneurial intentions, only limited to changing the mindset among productive age that entrepreneurship can increase income and create new jobs. Research conducted by Rahman & Amir (2020), For economics students, it was found that the entrepreneurial interest indicator reached 81.29% so that entrepreneurship learning was very effective in arousing entrepreneurship intentions among students, However, the action indicators to open new businesses such as student entrepreneurship activities only reached a score of 10.28%, which means that entrepreneurship learning is not effective in making students carry out entrepreneurial actions.

Empirical evidence from various studies that have been conducted in various geographical contexts, educational settings, and methodological approaches, by identifying trends, patterns, and gaps in the literature, explains that entrepreneurship education influences individual attitudes, motivations, and intentions towards entrepreneurship. Entrepreneurship education simply provides an overview of the conceptual framework and theoretical perspectives that support the relationship between entrepreneurship education and entrepreneurial intentions underpinned by various disciplines such as psychology, education, and entrepreneurial studies (Zhao et al., 2010; Lorz et al., 2013; Jiao et al., 2023).

In addition, this review explores pedagogical approaches, curriculum design, and learning outcomes related to entrepreneurship education initiatives. By critically examining the design and delivery of entrepreneurship education programs, this review seeks to identify best practices and areas for improvement in improving their effectiveness in fostering entrepreneurial intentions.

Overall, this systematic literature review aims to provide a nuanced understanding of the complex interactions between entrepreneurship education and entrepreneurial intentions. By synthesizing existing research findings and offering insights into theoretical frameworks, empirical evidence, and practical implications, this review seeks to inform future research directions and guide the development of policies and programs aimed at promoting entrepreneurship education and fostering an entrepreneurial culture (Van der Sluis et al., 2003, 2008; Jardim et al., 2021).

LITERATURE REVIEW

Entrepreneurship education has become a concern of governments in various countries as a means to foster entrepreneurial intention among individuals, and contribute to economic growth, innovation, and community development (Fejes et al., 2019; Ramos et al., 2020; Huang et al., 2022; Isma et al., 2023). Entrepreneurship education is related to learning for entrepreneurship, learning through entrepreneurship, and learning about entrepreneurship. Entrepreneurship is an ongoing process that requires a myriad of talents, skills, and knowledge that leads to a unique pedagogy that is able to stimulate and impart knowledge simultaneously (Solomon, 2008).

The conceptual basis of this review refers to an interdisciplinary perspective, including theories from psychology, education, and the study of entrepreneurship. Key theoretical frameworks, including Planned Behavior Theory, Social Cognitive Theory, and Human Capital Theory, provide a lens through which to understand the mechanisms by which entrepreneurship education influences an individual's attitudes, motivations, and intentions toward entrepreneurship (Souitaris et al., 2007). Entrepreneurial intentions is an entrepreneurial behavior to create a new business (Roxas et al., 2008). The process of entrepreneurship education creates entrepreneurial intentions. So, the intention of entrepreneurship is to create new entrepreneurs through the results of the entrepreneurial education process, both formally such as education at school and non-formal such as the learning process through the family environment.

Overall, this systematic literature review provides valuable insights into the complex interactions between entrepreneurship education and entrepreneurial intentions. By synthesizing existing research findings and offering theoretical insights, empirical evidence, and practical implications, this review contributes to advancing understanding of the mechanisms by which entrepreneurship education influences individual entrepreneurial aspirations and behaviors. It also informs future research directions and policy interventions aimed at promoting entrepreneurship education and nurturing an entrepreneurial culture among the community. (Dong et al., 2022).

METHODS

This article uses a structured systematic literature review method to systematically identify, select, and analyze relevant studies (Okoli & Schabram, 2012; Cooper et al., 2018; Lame, 2019) about the relationship between entrepreneurship education and entrepreneurial intentions.

1. Search Strategy:

A comprehensive search strategy was developed to identify relevant literature from academic databases indexed in Scopus or Web of Science with the themes "entrepreneurship education" and "entrepreneurial intentions". A systematic literature review is used to take articles that are relevant to the idea of the article being researched (Sirelkhatim & Gangi, 2015; Snyder, 2019).

2. Inclusion Criteria:

Studies are included if they:

- a. Focuses on the relationship between entrepreneurship education and entrepreneurial intentions.
- b. Utilizing empirical research designs, including quantitative, qualitative, and mixed approaches.
- c. Are peer-reviewed journal articles.

3. Screening Process:

- a. The title and abstract of the extracted articles were filtered to assess their relevance to the research question.
- b. Full-text articles are then taken and assessed for eligibility based on inclusion and exclusion criteria.

4. Synthesis and Analysis:

- c. The findings from the included studies were synthesized thematically to identify patterns, trends, and gaps in the literature.
- d. The relationship between entrepreneurship education and entrepreneurial intentions is analyzed in terms of theoretical framework, empirical evidence, and contextual factors that influence this relationship.

By following a systematic approach, this literature review aims to provide a comprehensive synthesis of existing research on entrepreneurship education and entrepreneurial intentions, offering insights into the mechanisms underlying these relationships and identifying avenues for future research and practice.

RESULT AND DISCUSSION

The results and discussion of this systematic literature review provide a comprehensive synthesis of existing research on the relationship between entrepreneurship education and entrepreneurial intentions. Findings are compiled and discussed according to the main themes and patterns identified through the review process.

1. Effectiveness of Entrepreneurship Education:

Entrepreneurship education aims to equip individuals with the knowledge, skills, and attitudes necessary to become successful entrepreneurs (Boldureanu et al., 2020; Galvão et al., 2020). The effectiveness of this education can be measured through various aspects, including its impact on students' competence, their readiness to start a business, and their success in creating new jobs.

The author's findings from various previous studies show a positive relationship between entrepreneurship education and entrepreneurial intentions. Many studies report that participation in entrepreneurship education programs leads to increased entrepreneurial self-efficacy, a positive attitude towards entrepreneurship, and a higher intention to start a business (Liu et al., 2019; Yousaf et al., 2021; Al-Qadasi et al., 2023). In another study, it was found that entrepreneurship education moderated the relationship between predictors and entrepreneurial intentions generated by attitudes towards entrepreneurship and behavioral control that was perceived positively and strongly related to entrepreneurship intentions (Entrialgo & Iglesias, 2016; Bhat & Singh, 2018; Duong, 2022). The role of entrepreneurship education in moderating entrepreneurial intentions such as changes in individuals' perceptions of entrepreneurship, i.e. their willingness to pursue entrepreneurial opportunities, and the impact of entrepreneurship education interventions on diverse demographic groups (Fayolle & Gailly, 2008; Jiao et al., 2023; Wilson et al., 2007).

The effectiveness of entrepreneurship education can be seen from various variations in the context and design of the learning program of entrepreneurship education itself (Bae et al., 2014; Henry et al., 2017). Examples of variations in context and learning design of entrepreneurship education are as follows:

- a. Program Context
 - 1) Level of Education: Programs at the high school, college, or professional training level have different needs and approaches.
 - 2) Social and Economic Environment: Regional contexts, such as large cities or remote areas, affect the relevance of materials and business opportunities.
 - 3) Duration of learning used
- b. Learning Program Design
 - 1) Curriculum approach or teaching method used: Project-based approaches, problem-based learning, and business simulations provide a more in-depth, hands-on experience.
 - 2) Integration of Theory and Practice: The balance between business theory and practical experience affects learners' understanding and skills.
 - 3) Collaboration with Industry: Programs that involve practitioners and mentors from the real world are often more effective.
2. Mediation factor between entrepreneurship education and entrepreneurial intentions.
 - a. Contextual factors, including culture, gender, and socioeconomic background, were found to mediate the relationship between entrepreneurship education and entrepreneurial intentions (van Ewijk & Belghiti-Mahut, 2019; Mykolenko et al., 2022; Wu et al., 2022). Cultural norms, societal expectations, and institutional

support systems influence individuals' perceptions of entrepreneurship and their willingness to pursue entrepreneurial opportunities. Gender differences were observed in the impact of entrepreneurship education on entrepreneurial intentions, with research suggesting that women may benefit differently from entrepreneurship education programs compared to men. Socio-economic backgrounds also play an important role, with individuals from disadvantaged backgrounds facing unique obstacles and opportunities in pursuing entrepreneurship.

Contextual factors such as culture, gender, and socioeconomic background are studied to understand their role in mediating the relationship between entrepreneurship education and entrepreneurial intentions. This review examines how cultural norms, societal expectations, and institutional contexts affect individuals' perceptions of entrepreneurship and their tendency to pursue entrepreneurial opportunities. Additionally, this review considers how gender stereotypes, access to resources, and socio-economic disparities shape individual entrepreneurial aspirations and behaviors (Krueger, 1993; Bullough et al., 2022; Stoker et al., 2024).

- b. Factors of behavior control, risk-taking and proactive mediation of the relationship between entrepreneurship education and students' entrepreneurial intentions (Adu et al., 2020; Ndofirepi, 2020).

Entrepreneurship education will affect entrepreneurial intentions, either directly or indirectly through other variables. Entrepreneurial intention do not arise through entrepreneurship education (Lourenc et al., 2012; Mugiono et al., 2021), but through intermediate variables, such as individual character e.g. attitude factors, subjective norms and behavioral control (Rhodes & Courneya, 2003; M. Z. Solesvik, 2013).

Empirical evidence from various other studies that have been conducted to explore the effectiveness of entrepreneurship education programs in shaping entrepreneurial intention, found that geographical factors and education levels are also very decisive in strengthening entrepreneurial intentions. This research was conducted to provide literary input in terms of trends, patterns and social gaps. In another study investigating the impact of entrepreneurship education interventions on individual entrepreneurial self-efficacy, risk perception, and perceived desire and entrepreneurial feasibility were decisive in shaping entrepreneurial intentions (Lorz et al., 2013; Wang et al., 2023).

- c. Factors of Entrepreneurial environmental

The entrepreneurial environment includes a variety of external factors that influence a person in making the decision to become an entrepreneur (Schwarz et al., 2009; Omerzel Gomezelj & Kušce, 2013). Entrepreneurship education through learning in higher education is one of the factors that strengthens the motivation to be entrepreneurial in creating entrepreneurial intentions (M. Z. Solesvik, 2013; Mei et al., 2020). The role of government agencies and universities in reshaping the landscape of entrepreneurship education at the university level is urgently needed in creating an entrepreneurial environment that supports entrepreneurial intentions,

especially the integration of work-based learning experiences as a channel to equip students with real skills and expose them to the realities of entrepreneurship in the real world (Chahal et al., 2024; Hassan et al., 2022).

In a study conducted by Moraes et al., (2018) and Ferreira et al., (2016) The influence of entrepreneurship education on entrepreneurial intentions is caused by environmental factors and the university's attitude towards risk-taking and self-efficacy of a student. This means that entrepreneurial intention arises, if it is supported by environmental factors where a student is located. Entrepreneurial intentions in students can develop if it is supported by various conducive environmental factors. Some of the environmental elements that play an important role include:

1). Family Environment

- Parental Support. Family motivation and encouragement that supports entrepreneurial activities can increase student interest.
- Entrepreneur Family Background. Students who come from families with a business history often have an early understanding of the world of entrepreneurship.

2). Campus Environment

- Entrepreneurship Curriculum. Courses related to entrepreneurship help students understand the fundamentals of business.
- Extracurricular Activities. Business clubs, startup competitions, and entrepreneurship training provide hands-on experience.
- Business Incubator Support. Campus facilities that provide mentorship, workspace, and access to investors increase the chances of success.

3). Social Environment

- Social Networks. Friends and communities that support entrepreneurial ideas can be a source of inspiration and collaboration.
- Exposure to Business Practitioners. Seminars and workshops that present successful entrepreneurs can increase student motivation.

4). Economic and Technological Environment

- Regional Economic Conditions. Good economic stability can provide broad market opportunities.
- Access to Technology. Advances in digital technology such as e-commerce and social media make it easier for students to start a business with small capital.

5). Government Policy Support

- Funding Program in starting a new business. Business capital assistance from the government encourages students to develop their businesses.
- Entrepreneurship Support Policy: Regulations that facilitate startups help create a more welcoming business environment.

6). Entrepreneurial Culture

- **Social Norms.** A culture that values creativity and innovation will encourage students to try to become entrepreneurs.

When the environment is positively supportive, students' intention to become entrepreneurs is greater because they feel they have enough resources, motivation, and support to face the challenges of entrepreneurship.

3. Pedagogical Approach and Curriculum Design:

This review identifies a variety of pedagogical approaches and curriculum design used in entrepreneurship education programs, including experiential learning, mentorship, and practical exercises. The study highlights the importance of hands-on activities, real-world case studies, and interaction with employers in enhancing students' entrepreneurial skills and intention (Rodrigues, 2023; Baggen et al., 2021; Weng et al., 2022).

Challenges related to curriculum relevance, on-campus learning, and human resource constraints are reported in several studies, demonstrating the need for continuous improvement and adaptation of entrepreneurship education programs (Mandel & Noyes, 2016; Byun et al., 2018). Pedagogical approaches and curriculum design play an important role in increasing the effectiveness of entrepreneurship education initiatives supported by information technology (Pardede, 2015; Rauf et al., 2021; Rodrigues, 2023). Hands-on activities, real-world case studies, and interactions with entrepreneurs have proven effective in fostering entrepreneurial skills and intention. However, challenges related to curriculum relevance, faculty training, and resource constraints underscore the importance of continuous improvement and adaptation of entrepreneurship education programs.

In today's era of digital transformation, the integration of entrepreneurship education requires a holistic and sustainable approach to prepare future generations to become successful and innovative entrepreneurs in an ever-evolving business environment. Changes in the curriculum of entrepreneurship education will help prepare students or college graduates to become new entrepreneurs. The entrepreneurship education curriculum needs to be enriched with knowledge and skills in utilizing digital technology, while business people need to be supported with adequate training and access to digital infrastructure (Orser et al., 2019; Rauf et al., 2024; Sitaridis & Kitsios, 2024)

Pedagogical approaches, curriculum design, and learning outcomes related to entrepreneurship education initiatives to identify best practices and areas for improvement. This review evaluates the effectiveness of experiential learning, mentoring programs, and collaborative projects in improving students' entrepreneurial skills and attitudes. In addition, it examines the role of entrepreneurial ecosystems, industry partnerships, and policy frameworks in supporting entrepreneurship education initiatives and fostering entrepreneurial intentions among diverse populations (Fayolle & Gailly, 2008; Kolvereid & Moen, 1997; Ferrandiz et al., 2018).

4. Research Limitations and and Future Research Agenda:

Although this systematic literature review provides an extensive synthesis of current research on entrepreneurship education and entrepreneurial intentions, several limitations should be acknowledged. First, the review is constrained by the availability and accessibility of published studies, which may have led to the exclusion of relevant research conducted in non-English contexts or published in less indexed journals. Second, the heterogeneity in research designs, measurements, and operational definitions across the reviewed studies limits the ability to draw definitive comparisons or generalize the findings across countries, cultures, and educational systems. Third, the review relies heavily on cross-sectional and self-reported data from the existing literature, which restricts the ability to infer causal relationships between entrepreneurship education and entrepreneurial intentions. Additionally, many studies lack longitudinal perspectives, making it difficult to assess the long-term effects of educational interventions on entrepreneurial behavior.

Building on these limitations, future research should adopt more robust and diverse methodological approaches. Longitudinal and experimental designs are needed to examine how entrepreneurship education shapes intentions and behaviors over time, and to identify the causal pathways through which contextual, psychological, and environmental factors interact with educational interventions. Comparative studies across different countries, cultural settings, and institutional environments would also provide deeper insights into how socio-cultural norms, gender dynamics, and socioeconomic disparities influence the effectiveness of entrepreneurship education. Moreover, future research should explore the integration of digital technologies, hybrid learning environments, and emerging pedagogical models—such as simulation-based learning, virtual entrepreneurship ecosystems, and AI-supported learning tools—to better understand how modern educational innovations can strengthen entrepreneurial competencies. Expanding investigations to include understudied populations, such as rural students, individuals from low socioeconomic backgrounds, and non-traditional learners, would also help capture a more comprehensive picture of how entrepreneurship education functions within diverse contexts. Finally, further research is encouraged to examine how policy frameworks, institutional support mechanisms, and industry partnerships can be optimized to build more inclusive and effective entrepreneurship education ecosystems.

CONCLUSION

Entrepreneurship education emerges as a strategic mechanism for strengthening entrepreneurial intentions and stimulating broader economic innovation. By shaping learners' attitudes, perceptions, and behavioral tendencies, well-designed educational initiatives enable policymakers, educators, and practitioners to craft interventions that meaningfully empower prospective entrepreneurs and contribute to the development of a dynamic entrepreneurial ecosystem. The effectiveness of such education is further reinforced by the influence of contextual factors—including cultural norms, gender

differences, socioeconomic conditions, and environmental support—which collectively shape individuals’ motivation to pursue entrepreneurial activities. Accordingly, the development of entrepreneurship curricula requires thoughtful pedagogical design and clearly defined learning outcomes to ensure that entrepreneurship education not only transmits knowledge but also cultivates the competencies and aspirations necessary for sustainable entrepreneurial growth.

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