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INNOVATIVENESS AND ENTREPRENEURIAL INTENTION AMONG STUDENTS-GLOBAL REVIEW

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ABSTRACT

This study examines the factors that impact innovation and entrepreneurial intention among the student population. The study explores the relationship between creativity, entrepreneurial education, and individual attitudes towards students' intentions for entrepreneurship. The findings indicate that creativity positively affects entrepreneurial intention, while entrepreneurial education and personal attitudes play a significant role in shaping students' proclivity towards entrepreneurship. The significance of nurturing entrepreneurial attitudes and behaviors among students to foster a more thriving and enduring future is underscored. The research concludes that cultivating a creative and entrepreneurial mindset among students is imperative for the advancement of entrepreneurship and innovation.

KEYWORDS: *Entrepreneurial Intention, Innovation, Education, Personal Factors*

INTRODUCTION

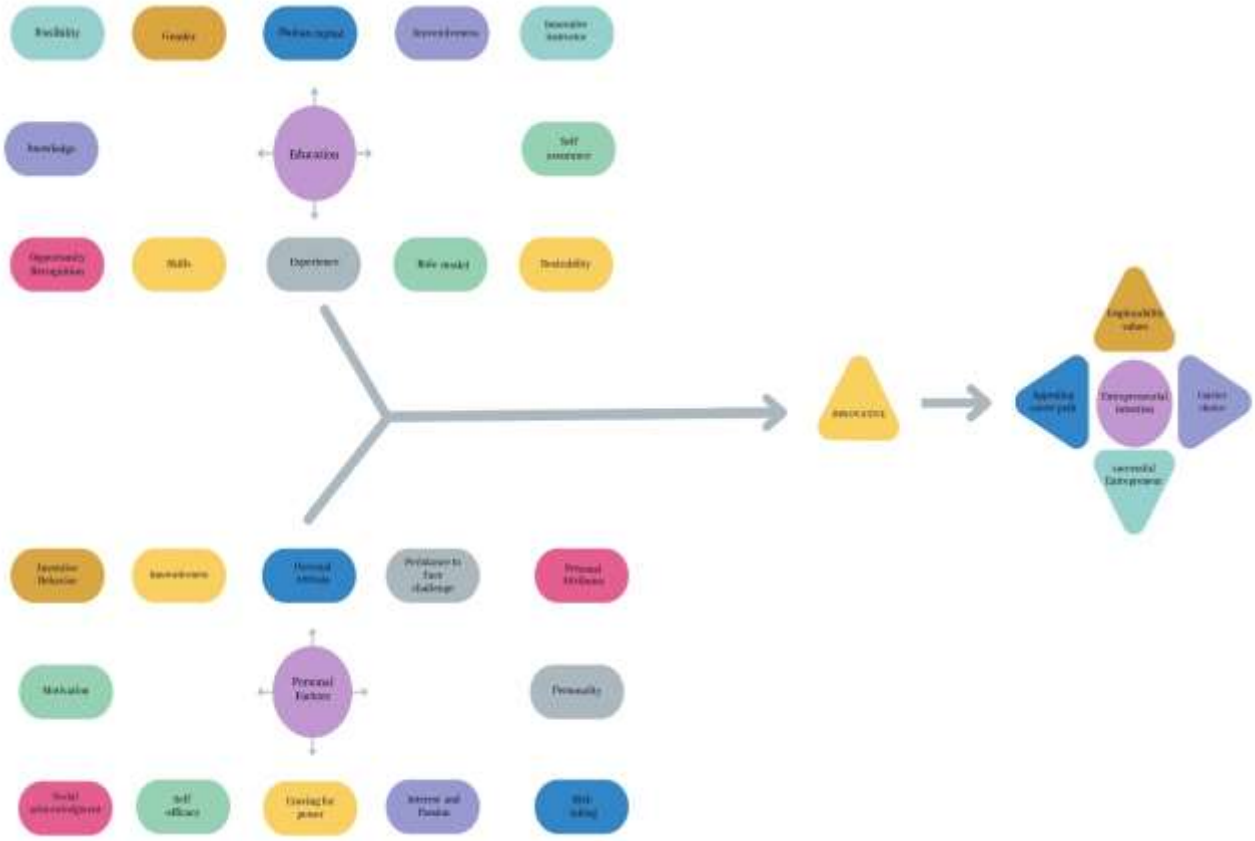
Academic institutions play a critical role in nurturing students' inclination towards entrepreneurship. Universities can create an atmosphere that motivates students to discover their entrepreneurial capabilities and gain the necessary skills to thrive as innovators and entrepreneurs through the provision of resources, mentorship, and hands-on learning experiences.

Creativity exerts a beneficial impact on entrepreneurial intention, demonstrating a noteworthy moderating influence. Entrepreneurial disposition emerges as the primary driver of entrepreneurial intention. The impact of perceived behavioral control and subjective norms on entrepreneurial intention is also substantial. Entrepreneurial self-efficacy demonstrates a positive relationship with entrepreneurial intention. The most potent factor shaping entrepreneurial intention is personal entrepreneurial attitude (Pérez-Macías et al., 2023; Shi et al., 2020)

Understanding the factors that impact a student's aspiration to become an entrepreneur, including personal characteristics, societal norms, resource availability, and the perceived feasibility and attractiveness of entrepreneurship, is essential for developing effective strategies to promote entrepreneurial mindsets and behaviors among students. Research focusing on these factors is vital due to the importance of entrepreneurship and innovation in addressing global challenges. The findings from such studies can inform the development of targeted policies, initiatives, and educational programs that empower students to actualize their visions and contribute to a more prosperous and sustainable future.

Self-efficacy, family support, and peer support have a positive impact on entrepreneurial intention. Knowledge of entrepreneurial skills, risk-taking capacity, and innovativeness plays a mediating function. (Martins et al., 2023)Entrepreneurial intention and entrepreneurship education are linked through creativity. Entrepreneurship education boosts self-efficacy, self-employment intentions, and employability value(Rungsrisawat & Sutduean, 2019).

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Conceptual framework

METHODS

The comprehensive investigation aimed to integrate international data on student creativity and entrepreneurial intentions. A thorough Google Scholar search was done to ensure the identification of various kinds of literature in the field, with a focus on works most relevant to the goals of the study.

INNOVATION AND ENTREPRENEURIAL INTENTION

Innovation has a big impact on entrepreneurial intention because it fosters the qualities that make an entrepreneur successful: creativity, opportunity recognition, and idea production. Research indicates that a fundamental quality of entrepreneurs is innovation, which is intimately related to entrepreneurship. Innovative businesspeople have a higher propensity to create original goods and services, successfully address obstacles, and propel expansion. Entrepreneurial purpose is greatly influenced by innovative conduct, such as coming up with and implementing novel ideas. Innovative conduct plays a major role in the interaction between entrepreneurial knowledge, attitude, and education and entrepreneurial intention. Therefore, innovation serves as a stimulant for entrepreneurial intention, encouraging people to launch and grow companies with a dedication to finding novel solutions and business prospects.

Active Learning Methods There is a moderate association between perceived opportunity and entrepreneurial aspirations, and visual thinking, flipped classroom, and other strategies all have an impact on entrepreneurial inclinations. First-year students' distinctive knowledge influences their inventiveness and entrepreneurial goals. The teacher's role model, the visitor's role model, and other ways all help to foster entrepreneurial intentions. Problem-based learning, visual thinking, and brainstorming all help to boost entrepreneurial intentions(Pérez-Macías et al., 2023).

There is a positive association between creative disposition and entrepreneurial intention(Anjum et al., 2020).Innovativeness promotes entrepreneurial intention through entrepreneurial alertness, and entrepreneurial alertness completely mediates the relationship between innovativeness and intention(Gozukara & Colakoglu, 2016).Creativity increased entrepreneurial intents, particularly in rural areas, and

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the utility of creativity had a greater impact on entrepreneurial conviction(Chia & Liang, 2016).Creativity has a strong influence on entrepreneurial attitudes (Kusmintarti et al., 2017).investigated the impact of technical innovation on the aspirations of entrepreneurs in sub-Saharan Africa(Ndofirepi et al., 2018).

Results validate the importance of innovative instructors in fostering entrepreneurial abilities(Alshebami et al., 2022) .The innovative cognitive style has a considerable impact on the intents of entrepreneurs and Entrepreneurial intentions are strongly impacted by cognitive style and theory of planned action(Pejic Bach et al., 2018).Entrepreneurial intention is significantly influenced by proactive personalities, whereas inventiveness has a minor effect(Kumar & Shukla, 2022).Student entrepreneurial inclinations are strongly impacted by the innovation of their lecturers(Saptono et al., 2019).

ENTREPRENEURIAL EDUCATION

The aim of entrepreneurs is greatly influenced by entrepreneurial innovation and education. In order to develop an entrepreneurial attitude and set of skills, entrepreneurial education is essential. It enables people to recognize opportunities, take calculated risks, and launch new businesses. It gives people the skills and information necessary to thrive in the world of entrepreneurship.

Conversely, entrepreneurial innovation entails the development of novel concepts, goods, or procedures that boost competitiveness and economic growth. It inspires people to solve difficult challenges imaginatively, adjust to shifting surroundings, and think beyond the box. Through the incorporation of innovation into entrepreneurship, individuals can augment their capacity to generate value, set themselves apart in the marketplace, and grasp prospects for expansion.

Entrepreneurship education provides students with the necessary skills and knowledge to recognize opportunities, question established paradigms, and engage in creative thinking (Kuratko & Morris, 2024).

Examined the effects of entrepreneurial education, mentality, and creativity on intention to start a business and discovered that these factors had a beneficial impact(Jiatong et al., 2021).

The relationship between entrepreneurial intention and education is mediated by creativity, and education in entrepreneurship raises employability values, self-efficacy, and the ambition to pursue self-employment(Rungsrisawat & Sutduean, 2019).Focused on tertiary students' plans to start their own businesses after receiving instruction(Ndofirepi et al., 2018).Results validate the importance of innovative instructors in fostering entrepreneurial abilities(Alshebami et al., 2022).There is a considerable correlation between entrepreneurial education and entrepreneurial intention(Paliwal et al., 2022).Student entrepreneurial inclinations are strongly impacted by the innovation of their lecturers(Saptono et al., 2019).Intentions are positively impacted by entrepreneurship education, the drive for success, inventiveness, and self-efficacy(Lubada et al., 2021).

Research indicates that the attractiveness of entrepreneurship significantly influences the entrepreneurial inclination of students, referring to how students perceive entrepreneurship as an appealing career path(Hussain & Norashidah, 2015; Stephan & Roesler, 2010; Zhang et al., 2015). Previous studies have demonstrated that students who view entrepreneurship as desirable are more inclined towards entrepreneurial endeavors (Abdelkarim, 2021; Dehghanpour Farashah, 2013; Tsai et al., 2016)

Furthermore, the viability of entrepreneurship is a determining factor in entrepreneurial intention, indicating how students consider entrepreneurship as a feasible career choice(Bosma et al., 2012).Academic investigations have revealed that students who see entrepreneurship as viable are more inclined towards entrepreneurial pursuits(Bacigalupo et al., 2016; Liñán & Fayolle, 2015).

In addition, the presence of role models can have a substantial impact on students' entrepreneurial intentions (Hussain & Norashidah, 2015). Scholarly research has illustrated that students exposed to successful entrepreneurs and mentors are more likely to harbor entrepreneurial aspirations(Fayolle et al., 2014; St-Jean et al., 2014).This is attributed to the ability of role models to offer motivation, direction, and assistance, aiding students in enhancing their entrepreneurial capabilities and self-assurance(Kayed et al., 2022).

Studies have also highlighted the influence of gender on entrepreneurial intentions among students, with male students exhibiting a higher tendency towards entrepreneurship compared to their female counterparts(Kautonen et al., 2015).

Moreover, human capital, encompassing education, experience, and skills, can shape entrepreneurial intentions(Bignotti & Le Roux, 2020). Research has indicated that students with a greater level of human capital are more predisposed to entrepreneurial pursuits(Keller

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& Kozlinska, 2019). This is due to their possession of the necessary knowledge, skills, and experience to recognize and seize entrepreneurial prospects(Keller & Kozlinska, 2019; Ngek Brownhilder Neneh, 2012).

PERSONAL FACTOR

Individual characteristics are important in determining both inventiveness and the desire to start a business. People's tendency for innovation and entrepreneurship is greatly influenced by their personal attributes, innovativeness, risk-taking propensity, self-efficacy, craving for power, and personality factors. These unique characteristics influence how people view possibilities, take calculated risks, and motivate their creative and entrepreneurial pursuits. For example, being innovative encourages the development of fresh concepts and solutions, which in turn influences entrepreneurial intention by motivating people to take on new business endeavors. Similar to this, traits like a tendency for taking risks and self-efficacy influence people's readiness to establish their own businesses and face the difficulties and uncertainties that come with it. Furthermore, personality qualities and the craving for power shape people's motivation and resolve for entrepreneurship and their intention to participate in it.

Attitudes act as a link between a person's disposition toward entrepreneurship and creativity(Anjum et al., 2020).Self-efficacy's mediating role in relation to entrepreneurial creativity and passion(Bignetti et al., 2021).Entrepreneurial intention was partly influenced by creativity and was predicted by attitude and perceived control(Alshebami et al., 2022).Entrepreneurial attitude plays a major role in determining entrepreneurial intention, and it also fully mediates the impact of creativity on entrepreneurial intention (Kusmintarti et al., 2017).Positive correlations between inventiveness, proactive personality, and entrepreneurial alertness were revealed using structural equation analysis(Hu et al., 2018).Intentions are influenced by one's own attitudes, subjective norms, and sense of behavioral control(Pejic Bach et al., 2018).Entrepreneurial intention is highly predicted by self-efficacy; self-efficacy fully mediates both creativity and intention, and it partially mediates the influence of proactivity(Kumar & Shukla, 2022).The impact of entrepreneurship education on intentions is moderated by entrepreneurial self-efficacy(Lubada et al., 2021)

Motivation is widely acknowledged as a consequential factor affecting entrepreneurial intention and innovation(Ratinho et al., 2020). Previous research has underscored the significance of intrinsic motivation, originating from internal sources like personal gratification and fervor, in propelling individuals towards entrepreneurial pursuits(TAMILSELVI, 2014). Intrinsic motivation is linked to a greater readiness to undertake risks, persist in the face of challenges, and display inventive behavior(Jing, 2022; Nabi et al., 2024). On the contrary, extrinsic motivation, steered by external stimuli such as monetary incentives and societal acknowledgment, can also influence entrepreneurial intention and innovation, albeit with potentially varying effects (Sánchez, 2013; Stephan & Roesler, 2010).Furthermore, qualitative research methodologies, encompassing interviews and case analyses, have been employed to scrutinize the intricate interaction between motivation and entrepreneurial results, furnishing valuable insights into this correlation(Moussa & Kerkeni, 2021).

As an astute graduate-level qualitative researcher, I comprehend that risk-taking can indeed impact innovation and entrepreneurial intention among students (Bae et al., 2014; Fayolle et al., 2014; Nabi et al., 2024).Risk-taking behavior is inherent in entrepreneurship and entails a readiness to confront uncertainty, challenge conventional norms, and pursue opportunities that entail a certain level of unpredictability(Guerrero & Urbano, 2019; Hu et al., 2018). Students who demonstrate a proclivity for risk-taking are more inclined to partake in innovative endeavors and embark on entrepreneurial(Obschonka et al., 2017; Urbano & Guerrero, 2013). The process of innovation often necessitates venturing beyond one's comfort zone and undertaking calculated risks to introduce fresh concepts, products, or services(Schlaegel & Koenig, 2014; Zampetakis et al., 2016).Students who are open to embracing risk exhibit a greater probability of recognizing and seizing entrepreneurial prospects, ultimately resulting in innovative outcomes(Liao et al., 2022; Obschonka et al., 2017) .

Nevertheless, it is crucial to acknowledge that the connection between risk-taking and innovation is non-linear. Engaging in excessive risk-taking without adequate assessment and control can yield adverse effects on entrepreneurial results(Gupta, 2017; Li et al., 2020). Students must adopt a well-balanced approach to risk-taking, taking into account potential benefits, resources, and likely repercussions, in order to optimize their innovative capacity(Shepherd & Patzelt, 2018; Wang et al., 2021). Qualitative research methodologies, such as interviews, case studies, and observations, can be utilized to delve deeper into the impact of risk-taking on innovation and entrepreneurial aspirations among students(Jiatong et al., 2021; Li et al., 2020). These methodologies facilitate the exploration of students' encounters, decision-making procedures, and views on risk within the entrepreneurial domain.

Interest and passion are significant factors that play a crucial role in shaping innovation and entrepreneurial intention among individuals(Fayolle et al., 2014; Gieure et al., 2020; Liñán & Fayolle, 2015). Genuine interest in a specific field or domain tends to motivate individuals to participate in activities that support innovation and entrepreneurial pursuits(Douglas & Shepherd, 2002; Edelman et al., 2016; Kong et al., 2020). A strong interest in a particular area or sector empowers individuals to remain driven, continually learn,

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and discover new avenues for innovation and entrepreneurship(Caliendo & Kritikos, 2012; Obschonka & Stuetzer, 2017; Sari et al., 2018). This inclination fuels their inquisitiveness and compels them to explore fresh solutions and strategies to tackle challenges and generate value(Ahmed et al., 2021)

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CONCLUSION

This study explores the complex network of variables that affect students' intentions to be innovative and entrepreneurial. After a thorough analysis of the research, it is clear that students' desires for entrepreneurship are shaped in large part by their personal attitudes, entrepreneurial education, and inventiveness. Creativity is a key component that promotes uniqueness, opportunity recognition, and idea production, so acting as a catalyst for entrepreneurial aim. By giving students the necessary abilities, information, and perspective to successfully traverse the entrepreneurial landscape, entrepreneurial education enhances creativity. Personal characteristics like proactive nature, risk-taking inclination, and self-efficacy also have a big impact on entrepreneurial goals. These innate tendencies highlight how crucial it is to deal with each person's attitudes and beliefs in order to help them develop an entrepreneurial mindset.

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