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ENTREPRENEURIAL INTENTION AMONG UNIVERSITIES STUDENTS: A GLOBAL REVIEW

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ABSTRACT
The aim of this paper is to analyze the entrepreneurial aspirations of university students. Additionally, it investigates the moderating influence of entrepreneurial support systems on the relationship between entrepreneurial intentions. and factors that may affect students' inclination towards entrepreneurship. This research employed a literature-based methodology, gathering secondary data exclusively from the Emerald journal pertaining to university students. The results indicated that students' entrepreneurial intentions play a crucial role in fostering an entrepreneurial mindset among university students, leading them towards entrepreneurship. Furthermore, the inclination towards entrepreneurship is reinforced by the intention to pursue entrepreneurial endeavors, with a significant impact observed from educational support ,relational support, self-efficacy and desirability and feasibility. The study focused on exploring how university students transitioned into entrepreneurs and how fostering entrepreneurial intentions could benefit them on a global scale.

KEYWORD- *Entrepreneurship, Entrepreneurial intention, University Students.*

INTRODUCTION

Entrepreneurial intention among students has become a focal point in contemporary research, reflecting the growing interest in fostering entrepreneurial mindsets and behaviors within educational contexts. Entrepreneurial intention refers to the inclination or predisposition of individuals, particularly students, to engage in entrepreneurial activities and pursue entrepreneurial ventures. In recent years, there has been a surge of interest in understanding the factors that influence entrepreneurial intention among students. This interest stems from the recognition of entrepreneurship as a driver of innovation, economic growth, and job creation. Additionally, fostering entrepreneurial skills and attitudes among students is seen as essential for preparing them for the dynamic and uncertain future of work. While the concept of entrepreneurial intention has gained prominence, it is important to recognize that it is influenced by a multitude of factors, both internal and external

The findings show that female students' entrepreneurial inclinations are significantly predicted by their proactive personality, entrepreneurial self-efficacy, and university support variables.(Hussain & Imran Malik, 2018). The empirical findings demonstrate a connection between the various elements of entrepreneurial orientation and the favorable influence they have on entrepreneurial intentions (Kumar et al., 2021).According to the results, most respondents consistently expressed a desire to start their own business (Mohamad et al., 2015).Entrepreneurial motivation is a crucial link between intentions and actions (M. Z. Solesvik, 2013). Subjective norms and behavior attitudes have a positive and important link with entrepreneurial intention, according to the findings of multiple regression analysis and Pearson's correlation (Shah & Soomro, 2017)The desire to start one's own business is another factor that supports this entrepreneurial mindset (H. Hassan et al., 2020)

According to(Nabi et al., 2010) Firstly, it is established that over all the years of the research, a significant minority of students consistently maintain relatively strong intentions towards starting up a business. Secondly, the study emphasizes that despite significant attempts to boost the number of individuals pursuing start-ups, minimal impact can be observed.The primary conclusions indicate that the association between entrepreneurship education and innovative start-up intention is influenced by entrepreneurial mindsets (Hanandeh et al., 2021).

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METHODS

The comprehensive analysis aimed to consolidate international data pertaining to entrepreneurial intention within university students. A thorough search was conducted on Google Scholar to ensure the identification of a vast array of literature in the field, with a specific emphasis on works most relevant to the research goals.

EDUCATIONAL SUPPORT

The results of this study are expected to reveal a positive connection amid perceived education support and empire-building goal. It is hypothesized that students who perceive higher levels of education support will demonstrate greater entrepreneurial intentions. These findings will provide valuable insights for educational institutions, highlighting the importance of fostering an entrepreneurial-friendly environment to encourage entrepreneurial aspirations among students.

Entrepreneurship education positively moderates the self-efficacy-intention relationship, enhancing the influence of self-efficacy on entrepreneurial intention(A. Hassan et al., 2020).educational factors were positively linked to business intent among Malaysian university students (Bazkiaei et al., 2021).The study found that entrepreneurship education positively influence the empire-building attitude of youngsters towards venturing into entrepreneurship (H. Hassan et al., 2020)Positive relationship among entrepreneurial education and business intent (Passaro et al., 2018)Entrepreneurship education crucial for addressing high unemployment rates in Ghana.(Adu et al., 2020).Practical entrepreneurial education increases entrepreneurial intention compared to theoretical education(Yousaf et al., 2021).Studies show positive relationship between education and entrepreneurship.(Paliwal et al., 2022)

SELF EFFICACY

Self-efficacy, originating from Bandura's social cognitive theory, pertains to individuals' confidence in their capability to carry out tasks and surmount challenges within specific domains. Numerous studies have consistently shown a positive correlation between entrepreneurial self-efficacy and students' inclination towards pursuing entrepreneurial ventures. Those students who possess higher levels of entrepreneurial self-efficacy demonstrate increased optimism, tenacity, and ability to bounce back in the face of entrepreneurial obstacles, thereby cultivating a more robust desire to partake in entrepreneurial pursuits. Additionally, entrepreneurial self-efficacy plays a role in shaping students' perception of control over their entrepreneurial outcomes, bolstering their confidence in effectively managing and navigating the intricacies associated with initiating and operating a business endeavor. By emphasizing the importance of self-efficacy beliefs in influencing entrepreneurial aspirations among students, existing research underscores the significance of promoting and nurturing entrepreneurial self-efficacy through focused educational interventions and practical learning experiences to inspire entrepreneurial ambitions and cultivate entrepreneurial triumph.

Entrepreneurial intention is positively impacted by self-efficacy and opportunity identification (H. Hassan et al., 2020). Results indicate that self-efficacy is positively impacted by entrepreneurship education(Soomro & Shah, 2022) .EE, attitude, and self-efficacy all have a role in determining entrepreneurial intention and Self-efficacy serves as a sequential mediator between EE and EI(Yousafetal.,2021).

Ultimately, it was discovered that learning motivation, attitude, self-efficacy, and inventiveness influence entrepreneurial intention through technology courses. (İlerisoyetal.,2021). The findings demonstrate the beneficial effects that acquaintance to and practical skill with digital engineering expertise in higher education can have on students' business goals and emotional intelligence (Monllor & Soto-Simeone, 2020). The findings show that the three main indicators of female students' entrepreneurial intents are their positive behavior, entrepreneurial self-efficacy, and university provision characteristics (Hussain & Imran Malik, 2018).

RELATIONAL SUPPORT

Relational support, which includes encouragement, guidance, and assistance from various social networks, is now recognized as a critical element impacting students' entrepreneurial aspirations. Academics have underscored the importance of social capital present in these networks, enabling the acquisition of necessary resources for entrepreneurial pursuits. Additionally, emotional support stemming from supportive relationships has been shown to boost students' self-assurance, resilience, and confidence in their entrepreneurial abilities, hence influencing their inclination to partake in entrepreneurial activities. Furthermore, the significance of positive role models, mentors, and peers within students' social circles has been emphasized for motivating and steering entrepreneurial endeavors. These influential figures offer valuable perspectives, counsel, and networking possibilities, fostering students' belief in their entrepreneurial skills and drive. Moreover, the impact of social norms and perceptions concerning entrepreneurship within students' networks should not be underestimated, as they mold individuals' attitudes and actions towards entrepreneurial undertakings.

Perceived relational support can take various forms, such as support from family, friends, and mentors. parents can increase their children's chances of becoming entrepreneurs by approving entrepreneurship as a legitimate career option, encouraging and approving their children's business ideas(Baluku et al., 2020).Young graduates' parents are considered to have a big influence on

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their children's professional choices(Sawitri et al., 2014).The term "perceived relational support" describes how a prospective entrepreneur views and anticipates receiving support from the following groups: When starting a business or becoming self-employed, other people to consult include parents, siblings, and spouses(Salami et al., 2019).Therefore, it stands to reason that those who have family support will feel more at ease engaging in entrepreneurial endeavors since they will receive greater encouragement and support to take risks(Ahmed, 2022)

FEASIBILITY AND DESIRABILITY

Desirability, distinguished by the attractiveness and charm of entrepreneurship, is accentuated by individual values, ambitions, and perceived advantages linked to engaging in business ownership. Empirical research consistently illustrates that students who view entrepreneurship as desirable demonstrate more positive attitudes towards entrepreneurial endeavors and articulate an increased intention to initiate entrepreneurial pursuits. Conversely, feasibility considerations, which encompass perceived obstacles, availability of resources, and entrepreneurial competencies, assume a crucial role in students' evaluation of the pragmatism and feasibility of their entrepreneurial ambitions. Despite acknowledging the appeal of entrepreneurship, students might be reluctant to pursue entrepreneurial ventures if they encounter significant feasibility hurdles, such as a lack of access to financial resources or relevant knowledge. Notably, the interplay between desirability and feasibility impacts students' entrepreneurial intentions, with the perceived feasibility of a venture determining the degree to which desirability translates into concrete entrepreneurial activities.
It was discovered that there was a favorable correlation between entrepreneurial education and master's students' perceived desirability (PD), perceived feasibility (PF), and intention to engage in entrepreneurial activities. Perceived desirability was found to function as a partial mediator in the link between entrepreneurial education and entrepreneurial intention (EI) and as a full mediator in the interaction between entrepreneurial education and PF. It was discovered that the shift from PD and entrepreneurial education to emotional intelligence (EI) was favorably moderated by past experiences working for oneself.(Le et al., 2023).

Undergraduates who mentioned a apparent feasibility and desirability for enterprise, inventiveness taking culture, and contribution in entrepreneurship-specific education (ESE) stated a significantly higher intensity of business mindset, according to an ordinary least squares (OLS) regression analysis (M. Solesvik et al., 2016). The findings show that perceived desirability (PD), perceived feasibility, and self-efficacy all have a optimistic and substantial impact on business intent (Soomro et al., 2020).Entrepreneurial intention is predicted by perceived feasibility and desire(Ahmad et al., 2019) .

CONCLUSION

This study reveals that entrepreneurial intention among university students is influenced by factors such as entrepreneurial education, relational support, self efficacy and perceived desirability and feasibility of entrepreneurship. It emphasizes the need for tailored programs, fostering a positive personal attitude towards entrepreneurship, addressing perceived barriers like lack of resources and limited networking opportunities, and creating a conducive environment for entrepreneurship. The findings also suggest that promoting entrepreneurship among university students can create a pipeline of talented entrepreneurs, contributing to the economy's growth and development. Therefore, universities should focus on these factors to foster a culture of entrepreneurship.

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