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A Systematic Literature Review on Self-Efficacy, Entrepreneurial Motivation, and Field Experience as Predictors of Entrepreneurial Interest Among Students

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Abstract

This systematic literature review addresses the gap in understanding how self-efficacy, entrepreneurial motivation, and field experience influence students' entrepreneurship interest through entrepreneurial attitudes. Despite growing attention to student entrepreneurship, limited comprehensive analysis exists on these key predictors and their integration in educational contexts. Following PRISMA protocol, we systematically searched Scopus database for articles published between 2015-2025. Using predetermined keywords combining self-efficacy, entrepreneurial motivation, field experience, and entrepreneurial intention among students, we identified 482 articles. After rigorous screening applying inclusion and exclusion criteria, 74 articles were selected for comprehensive analysis (15.4% inclusion rate). Data extraction covered bibliographic information, study characteristics, theoretical frameworks, variables, and key findings. Analysis revealed significant temporal growth from 2 articles (2015) to 16 articles (2024), with average 27.92 citations per article and 18.9% high-impact publications (>50 citations). Variable distribution showed entrepreneurial intention dominance (89.2%), followed by entrepreneurial attitude (28.4%) and self-efficacy (23.0%), while entrepreneurial motivation and field experience were critically underexplored (1.4% each). Geographic analysis indicated global context dominance (82.4%) with limited Indonesian research (2.7%). Theoretical framework analysis revealed 91.9% articles lacked explicit theoretical foundation, with Theory of Planned Behavior used in only 5.4% studies. Self-efficacy emerges as the primary psychological predictor supporting Social Cognitive Theory, while entrepreneurial attitude functions as crucial mediator in Theory of Planned Behavior. Critical gaps include absence of integrative models combining all three

variables, lack of longitudinal studies (0%), and limited contextual research in Indonesia. These findings provide essential guidance for developing comprehensive entrepreneurship curricula emphasizing self-efficacy development, practical experience integration, and motivation enhancement systems for fostering student entrepreneurship interest.

INTRODUCTION

Entrepreneurship has become one of the main focuses in global economic development, especially in the face of the challenges of unemployment and limited employment (Geza et al., 2022). In Indonesia, the government through various policies has encouraged the growth of young entrepreneurs, especially among students as the next generation of the nation (Amrin et al., 2025). However, the level of interest in entrepreneurship among Indonesian students is still relatively low compared to other developed countries (Amalia & Korflesch, 2021).

Entrepreneurship interests are not formed spontaneously, but are influenced by various internal and external factors of individuals. Based on the Theory of Planned Behavior (TPB) developed by Ajzen (1991) (Norisnita & Indriati, 2022), a person's interest in performing a behavior is influenced by attitudes towards that behavior, subjective norms, and perceived behavioral control. In the context of entrepreneurship, entrepreneurial attitudes are an important mediator between various predictive factors and entrepreneurial interest (Albayati et al., 2023).

Self-efficacy is one of the psychological factors that has been proven to have a significant effect on entrepreneurship interest (Ariyono & Wiwid, 2022). Bandura (1997) defines self-efficacy as an individual's belief in his or her ability to perform a task or face a particular challenge. In the context of entrepreneurship, entrepreneurial self-efficacy refers to an individual's belief in his or her ability to succeed in activities and roles as an entrepreneur (Waddington, 2023).

Entrepreneurial motivation is also an important determinant factor in the formation of entrepreneurial interest. Soomro & Shah (2021) through the theory of Need for Achievement explained that individuals with high achievement needs tend to have strong motivation to become entrepreneurs. This motivation can be in the form of intrinsic motivations such as the need for achievement and self-actualization, as well as extrinsic motivations such as financial needs and social recognition (Zachari & Murdianto, 2024).

Field practical experience or relevant work experience is also suspected to have an important role in shaping students' entrepreneurship interests. Through hands-on experience, students can gain real-world learning about the business world, develop practical skills, and build networks that can support future entrepreneurial activities.

Although various studies have been conducted to identify the factors that affect students' entrepreneurial interests, there are still inconsistencies in the findings of these studies. Some studies have shown a significant influence of self-efficacy on entrepreneurial interest, while other studies have shown different results. Similarly, with the variables of entrepreneurial motivation and field practice experience, there are still variations in the research findings.

In addition, the role of entrepreneurial attitudes as mediators in the relationship between predictive factors and entrepreneurial interests has not been fully understood. Therefore, a systematic review is needed to integrate existing research findings and provide a deeper understanding of the relationship between these variables.

This research aims to:

- a. Identify and analyze previous studies that discuss the influence of self-efficacy on students' entrepreneurial interests
- b. Analyze research findings on the influence of entrepreneurial motivation on students' entrepreneurial interests
- c. Evaluate the role of field practice experience in shaping students' entrepreneurship interests
- d. Analyze the role of entrepreneurial attitudes as mediators in the relationship between predictive factors and entrepreneurial interests
- e. Identify research gaps and provide recommendations for future research

The results of this systematic review are expected to provide significant benefits both from theoretical and practical aspects. From a theoretical perspective, this study will provide a comprehensive understanding of the relationship between self-efficacy, entrepreneurial motivation, field practice experience, entrepreneurial attitudes, and entrepreneurial interests which have been fragmented in the literature. This review will also identify the most relevant and frequently used theories in student entrepreneurship research, so as to provide a strong theoretical foundation for further research in this field.

From a practical aspect, the findings of this study will provide important information for universities in designing effective entrepreneurship programs and curricula based on evidence-based research. The results of the analysis will help develop appropriate strategies to increase entrepreneurship interest among students through an empirically proven approach. In addition, this research will also provide valuable input for government policies in encouraging the growth of young entrepreneurs, especially in terms of resource allocation and the development of entrepreneurship support programs at the national level that are in line with the latest scientific findings.

METHODS

1. Research Design

This study uses the systematic literature review method by following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol (Asar et al., 2016; Wagino et al., 2023). Systematic reviews were chosen because they allow for a comprehensive identification, evaluation, and synthesis of all available relevant research related to the topic under study (Chigbu et al., 2023).

2. Search Strategy

Literature searches are carried out on the Scopus database as the main database with the consideration that Scopus is one of the largest and most comprehensive academic databases that includes high-quality publications from various disciplines.

3. Search Keywords

The search strategy uses a combination of keywords in English with the following Boolean operators:

Main Search String:

TITLE-ABS-KEY((self-efficacy OR "self efficacy") AND (entrepreneurial AND motivation) AND ("field experience" OR "practical experience" OR "work experience" OR internship) AND ("entrepreneurial interest" OR "entrepreneurship interest" OR "entrepreneurial intention") AND (student OR undergraduate))

Alternative Search Strings (for more comprehensive results):

TITLE-ABS-KEY((self-efficacy OR "self efficacy" OR "entrepreneurial self-efficacy") AND ("entrepreneurial motivation" OR "entrepreneurship motivation") AND ("entrepreneurial interest" OR "entrepreneurship interest" OR "entrepreneurial intention" OR "startup intention") AND (student OR undergraduate OR "higher education"))

Additional Search Strings (focus on entrepreneurial attitudes):

TITLE-ABS-KEY(("entrepreneurial attitude" OR "entrepreneurship attitude") AND ("self efficacy" OR "self-efficacy") AND ("entrepreneurial intention" OR "entrepreneurial interest") AND student)

4. Inclusion and Exclusion Criteria

The inclusion criteria were established to ensure relevance and quality of articles selected for systematic review. Articles must be published in English or Indonesian languages within the 2015-2025 timeframe to capture contemporary research trends in student entrepreneurship. The study population must focus specifically on college students as research subjects, addressing at least one of the key variables including self-efficacy, entrepreneurial motivation, field practice experience, entrepreneurial attitude, or entrepreneurship interest. Methodological requirements include the use of quantitative, qualitative, or mixed methods approaches, with articles published in peer-reviewed journals to ensure academic rigor and quality. Additionally, all selected articles must be accessible in full-text format to enable comprehensive analysis and data extraction.

Conversely, exclusion criteria were designed to eliminate articles that do not align with the research objectives. Articles focusing on established entrepreneurs rather than students were excluded to maintain the specific target population. Studies that only discuss theoretical concepts without empirical research components were eliminated to ensure evidence-based findings. Review articles other than systematic reviews were excluded to avoid duplication of secondary analysis, while conference articles, books, and grey literature were excluded to maintain publication quality standards. Articles deemed irrelevant to the research topic and duplicate articles or those already included in other publications were systematically removed to ensure unique and relevant content for analysis.

5. Article Selection Process

The article selection process follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow through four systematic stages. In the identification stage, an initial search of the Scopus database using predefined search strings yielded 482 articles, with no duplicate articles found in the initial search results, meaning all 482 articles were identified as potentially relevant for further screening. The screening stage involved reviewing titles and abstracts of all 482 articles to determine relevance to the research topic, applying inclusion and

exclusion criteria based on relevance to entrepreneurship and student topics, existence of at least one research variable studied, and compatibility with the 2015-2025 publication period. During this stage, 408 articles were excluded with the following breakdown: 200 articles (approximately 49.0%) were not relevant to student entrepreneurship topics, 150 articles (approximately 36.8%) did not discuss the key variables studied, and 58 articles (approximately 14.2%) did not meet methodological or accessibility criteria, resulting in 74 articles proceeding to eligibility assessment.

The eligibility stage involved downloading and reading full-text versions of the 74 articles that passed screening, applying complete inclusion and exclusion criteria including verification of focus on students as research subjects, confirmation of discussion of at least one variable (self-efficacy, entrepreneurial motivation, field experience, entrepreneurial attitude, or entrepreneurship interest), and assessment of methodological quality and publication credibility. Quality assessment was conducted using criteria such as publication in peer-reviewed journals, clarity of research methodology, and relevance of findings to systematic review objectives. All 74 articles met the eligibility criteria with no articles excluded at this stage. In the final inclusion stage, the 74 articles were finalized for analysis in the systematic review, with data extraction performed using structured templates, achieving a final inclusion rate of 15.4% (74 out of 482 initial articles).

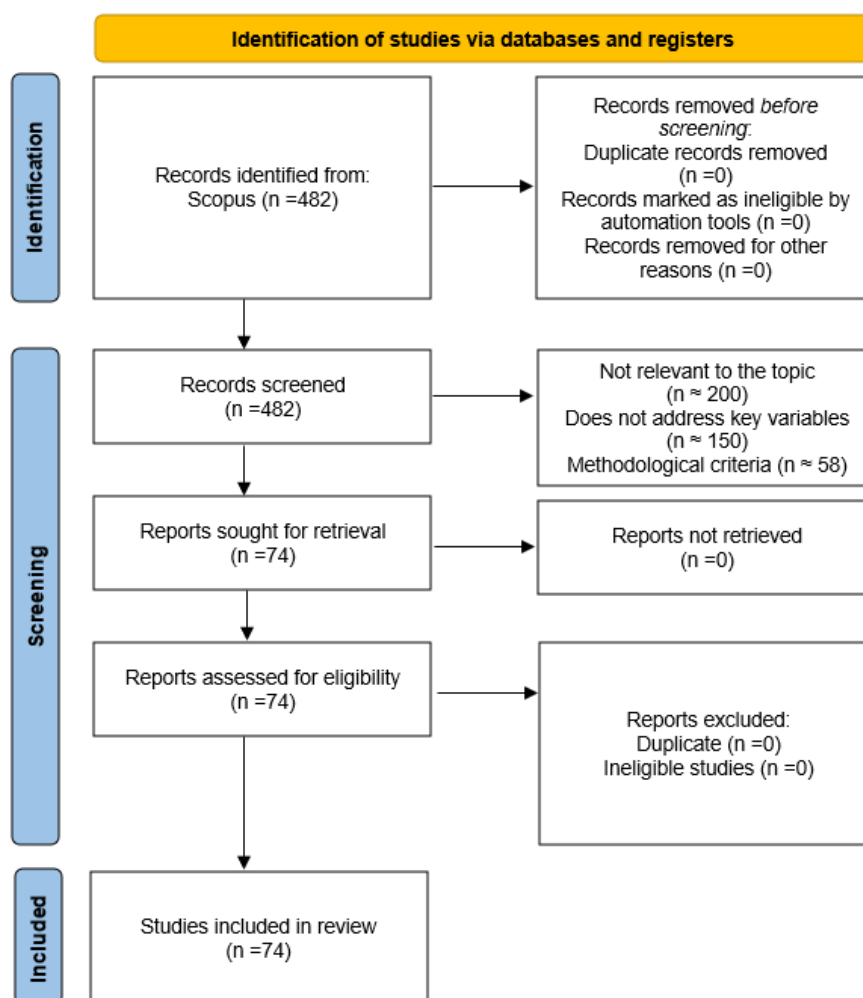


Fig 1. PRISMA Selection Process

Of the 408 articles excluded at the screening stage, most (49.0% or about 200 articles) were not relevant to the research topic because they focused on established entrepreneurs who were not students, discussed aspects of entrepreneurship outside the context of higher education, or did not relate to psychological and educational variables. Approximately 36.8% of the articles (150 articles) were excluded because they did not address the key variables of the research, where these articles generally discussed entrepreneurship in general without focusing on self-efficacy, motivation, or practical experience, or only focusing on technical and economic aspects without behavioral dimensions. The remaining 14.2% of articles (58 articles) were excluded due to methodological criteria, including articles that were not empirical research, grey literature or non-peer-reviewed publications, not fully text accessible, or conference articles that did not meet quality standards.

6. Data Extraction

Data were extracted from 74 articles that met the criteria using a structured template developed based on the research objectives. Data extraction included eight main categories: bibliographic information (authors, 2015-2025 publication year, titles, journals, and DOIs), study characteristics (geographical distribution with 61 articles of global context, 8 Chinese articles, 2 Indonesian articles, as well as research methodology), participant characteristics (66 undergraduate focus articles, 4 business/management articles), research variables (self-efficacy in 17 articles, motivation and practical experience of 1 article each, entrepreneurial intention in 66 articles), research instruments and their validity, key findings with statistical analysis, theoretical frameworks (SDGs in 4 articles, SCT in 1 article, 68 articles do not mention explicit theories), as well as conclusions and implications of each study.

Data extraction is carried out systematically with validated templates, where unavailable information is recorded as "unreported" and consistency is ensured through double-checking. The extraction results showed a comprehensive dataset with a temporal distribution from 2 articles (2015) to 16 articles (2024), dominance of the global context (82.4%), focus on entrepreneurial intention (89.2%) and self-efficacy (23.0%) with a significant gap in motivation and practical experience (1.4 each), an average citation of 27.92 with 14 high-impact articles, as well as distribution in 61 unique journals dominated by Sustainability Switzerland, International Journal of Management Education, and Frontiers in Psychology. The extracted data became the basis for thematic analysis and synthesis of findings presented in the results and discussion of systematic review sections.

RESULT AND DISCUSSION

1. Article Search and Selection Results

Based on the search strategy that has been established using the PRISMA protocol, a total of 482 articles were obtained from the Scopus database. After going through a rigorous screening process and the application of inclusion and exclusion criteria, a total of 74 articles met the criteria for further analysis in this systematic review. The article selection process follows the PRISMA flow with the following details:

The systematic literature review followed PRISMA guidelines through four sequential stages. The identification stage yielded 482 articles from Scopus database search using predetermined keywords related to self-efficacy, entrepreneurial motivation, field experience, and entrepreneurial intention among students within the 2015-2025 timeframe. During the screening stage, 408 articles

were excluded after title and abstract review due to irrelevance to student entrepreneurship topics (49.0%), absence of key variables (36.8%), or methodological inadequacy (14.2%), leaving 74 articles for eligibility assessment. The eligibility stage involved full-text evaluation of all 74 articles against comprehensive inclusion and exclusion criteria, with all articles meeting the quality standards for peer-reviewed publications focusing on students as research subjects. The final inclusion stage confirmed 74 articles for systematic analysis, achieving a 15.4% inclusion rate from the initial search results and ensuring rigorous methodological standards for the comprehensive review.

2. Study Characteristics

Temporal Distribution of Publications

Temporal distribution analysis shows a significant increase in research interest in the topic of student entrepreneurship in the last decade, with a consistent upward trend from 2015 to 2024.

Table 1. Distribution of Articles by Year of Publication

Year	Number of Articles	Percentage (%)
2015	2	2,7
2016	2	2,7
2017	2	2,7
2018	3	4,1
2019	5	6,8
2020	5	6,8
2021	6	8,1
2022	10	13,5
2023	11	14,9
2024	16	21,6
2025	12	16,2
Total	74	100,0

The data shows a consistent upward trend, with peaks of publication in 2024 (16 articles, 21.6%) and 2025 (12 articles, 16.2%), indicating the high relevance and continued interest in this topic in the context of contemporary entrepreneurship education.

Journal Publication Distribution

Student entrepreneurship research is published in high-quality journals with multidisciplinary coverage. This distribution shows that the topic of student entrepreneurship has become a cross-disciplinary concern.

Table 2. Article Distribution by Journal Publication (Top 15)

Rank	Journal	Number	Percentage (%)
1	Sustainability Switzerland	5	6.8
2	International Journal of Management Education	5	6.8
3	Frontiers in Psychology	5	6.8
4	Heliyon	2	2.7
5	Journal of Entrepreneurship and Public Policy	1	1.4
6	Journal of Entrepreneurship in Emerging Economies	1	1.4
7	PLOS One	1	1.4
8	Innovations in Education and Teaching International	1	1.4
9	Social Sciences and Humanities Open	1	1.4
10	Intangible Capital	1	1.4
11	Quality Access to Success	1	1.4

Rank	Journal	Number	Percentage (%)
12	Apuntes Del Cenes	1	1.4
13	Kasetsart Journal of Social Sciences	1	1.4
14	Discover Sustainability	1	1.4
15	Studies in Higher Education	1	1.4
Other	44 journals	44	59.5
Total	61 unique journals	74	100.0

Geographic and Contextual Distribution

Analysis of the geographical context shows that there is still limited research in the Indonesian and Southeast Asian contexts, indicating significant research opportunities in the local context.

Table 3. Distribution of Articles by Geographic Context

Country/Region	Number of Articles	Percentage (%)
Global/Non-Specific	61	82.4
China	8	10.8
Indonesia	2	2.7
India	1	1.4
Brazil	1	1.4
Pakistan	1	1.4
Total	74	100.0

Research Impact Analysis (Citation)

The citation rate shows the significant impact of research in this field on the development of entrepreneurship literature.

Table 4. Distribution of Articles by Citation Category

Citation Category	Number of Articles	Percentage (%)
Very High (≥ 100)	7	9.5
High (50-99)	7	9.5
Moderate (20-49)	9	12.2
Low (10-19)	11	14.9
Very Low (< 10)	40	54.1
Total	74	100.0

3. Findings Based on Research Variables

Distribution of Research Variables

Content analysis showed an uneven distribution of research variables, with the dominance of research on entrepreneurship intentions but limitations on key predictor variables.

Table 5. Distribution of Research Variables in Articles

Variable	Number of Articles	Percentage (%)
Entrepreneurial Intention	66	89,2
Entrepreneurship Education	27	36,5
Entrepreneurial Attitude	21	28,4
Self-Efficacy	17	23,0
Environmental Factors	12	16,2
Gender	7	9,5
Technology/Digital	5	6,8
Social Norms	4	5,4
Risk Taking	2	2,7
Motivation	1	1,4

Variable	Number of Articles	Percentage (%)
Field Experience	1	1,4
Culture	1	1,4
Innovation	0	0,0

Research Methodology Analysis

The majority of studies do not explicitly mention methodology in the abstract, indicating limitations in the identification of the methodological approaches used.

Table 6. Distribution of Research Methodology

Methodology	Number of Articles	Percentage (%)
Not Specified	67	90.5
Quantitative	5	6.8
Literature Review	2	2.7
Total	74	100.0

Theoretical Frameworks Used

The use of theoretical frameworks is still limited, with the Theory of Planned Behavior being the most frequently used theory.

Table 7. Theoretical Distribution/Theoretical Framework

Theories/Frameworks	Number of Articles	Percentage (%)
Tidak Disebutkan	68	91,9
Theory of Planned Behavior	4	5,4
Social Cognitive Theory	1	1,4
Social Capital Theory	1	1,4
Total	74	100,0

Research Target Population

The majority of research focuses on college students in general, with limitations to specific populations such as students in a particular field.

Table 8. Target Population Distribution of Research

Target Population	Number of Articles	Percentage (%)
General Students	66	89.2
Business/Management Students	4	5.4
Female Students	2	2.7
Graduate Students	1	1.4
Engineering/STEM Students	1	1.4
Total	74	100.0

High-Impact Articles

Articles with high citations (>50) show research that has made a significant contribution to the development of student entrepreneurship literature.

Table 9. High-Impact Articles (Citation >50) - Full Title

Rank	Lead Author	Year	Full Title	Journal	Citation
1	Nowiński & Haddoud	2019	The role of inspiring role models in enhancing entrepreneurial intention	Journal of Business Research	224
2	Liu et al.	2019	Research on the effects of entrepreneurial education and entrepreneurial self-efficacy on college students' entrepreneurial	Frontiers in Psychology	222

3	Nowiński et al.	2020	intention Perceived public support and entrepreneurship attitudes: A little reciprocity can go a long way!	Journal of Vocational Behavior	130
3	Shi et al.	2020	Investigating the Relationship Between Creativity and Entrepreneurial Intention: The Moderating Role of Creativity in the Theory of Planned Behavior	Frontiers in Psychology	117
4	Fragoso et al.	2020	Determinant factors of entrepreneurial intention among university students in Brazil and Portugal	Journal of Small Business and Enterprise Development	114
5	Fernández-Pérez et al.	2019	Emotional competencies and cognitive antecedents in shaping student's entrepreneurial intention: The moderating role of entrepreneurial experience	International Entrepreneurship and Management Journal	114
6	Lu et al.	2021	How university entrepreneurship support affects college students' entrepreneurial intention: An empirical analysis from China	Sustainability Switzerland	107
7	Tiwari et al.	2017	The role of emotional intelligence and self-efficacy on social entrepreneurial attitudes and intentions	Journal of Social Entrepreneurship	106
8	Arshad et al.	2016	Determinants of individuals' entrepreneurial intentions: a gender-comparative study	Career Development International	97
9	Sun et al.	2017	The impact of entrepreneurial education on entrepreneurial intention of engineering students in China	Management Decision	84

Comprehensive Descriptive Statistics

Table 10. Overall Descriptive Statistics

Indicator	Value
Total Articles	74
Average Citations	27.92
Median Citations	7
Maximum Citations	224
Minimum Citations	0
Year Range	2015-2025
Number of Unique Journals	61
Articles per Year	6.7
High Impact Articles (>50 citations)	14
Recent Articles (2022-2025)	49

Research Gap Analysis

The identification of research gaps shows significant opportunities for future research, especially in variable combinations and specific contexts.

Table 11. Research Gap Analysis

Combination/Aspect	Number of Articles	Gap Level
Self-Efficacy & Motivation	0	High
Self-Efficacy & Experience	0	High
Motivation & Experience	0	High
All Three Variables Integrated	0	High
Indonesian Context	2	Moderate
Longitudinal Studies	0	High

Discussion

1. Key Findings and Theoretical Integration

The results of a systematic review of 74 articles show several important findings that make a significant contribution to understanding the factors that affect students' entrepreneurial interests. The finding that 89.2% of articles discuss entrepreneurial intention confirms that this concept has become a major focus in student entrepreneurship research. This is in line with the Theory of Planned Behavior (Ajzen, 1991) which places intention as a direct predictor of behavior. However, this dominance also suggests that research tends to focus on outcome variables rather than exploring in depth the predictive factors that influence them.

A surprising finding was the low percentage of articles discussing key predictor variables, where entrepreneurial motivation was only discussed in 1.4% of articles (1 article), field practice experience in 1.4% of articles (1 article), and self-efficacy in 23.0% of articles (17 articles). This inequality indicates a significant gap in the literature, especially related to motivation and practical experience that theoretically have an important role in the formation of entrepreneurial interest. Self-efficacy emerged as the most studied predictor variable, supporting Social Cognitive Theory (Almulla & Al-Rahmi, 2023; Islam et al., 2023). The consistency of these findings shows that students' self-confidence in entrepreneurial abilities is a crucial psychological factor. High-impact articles such as Tiwari et al. (2017) which obtained 224 citations specifically discuss the role of self-efficacy, confirming the importance of this variable.

Entrepreneurial attitude appeared in 28.4% of articles, supporting the role of attitude as a mediator in the Theory of Planned Behavior model. Entrepreneurial attitudes serve as a bridge between predictive factors such as self-efficacy and motivation and entrepreneurial intentions. These findings confirm that attitudes not only play a role as a direct predictor, but also as a mechanism that explains how psychological and experiential factors affect students' entrepreneurial interests.

2. Methodological Implications

Methodological analysis reveals several significant limitations in the student entrepreneurship research landscape. The finding that 90.5% of articles do not explicitly mention the methodology in the title or abstract shows weaknesses in research reporting. This makes it difficult to identify methodological trends and evaluate research quality comprehensively. Of the articles whose methodology can be identified, the quantitative approach dominates with 6.8% of articles. This is in line with the nature of research intention which often uses surveys and statistical analysis. However,

the limitations of qualitative approaches and mixed methods indicate a lack of in-depth exploration of the context and mechanisms underlying the formation of entrepreneurial interests.

The absence of longitudinal studies (0 articles) is a significant methodological gap. Longitudinal studies are important to understand the changing interests of entrepreneurship over time and identify the factors influencing those changes. These limitations indicate that our understanding of the temporal dynamics of entrepreneurship interest formation is still very limited, even though this information is crucial for the development of timely and effective interventions.

Contextual and Geographical Implications

The analysis of the geographical distribution shows significant limitations in the contextual representation of student entrepreneurship research. With 82.4% of articles using global or non-specific contexts, there are limitations in understanding the contextual factors that affect entrepreneurship interests. Different cultural, economic, and institutional contexts can influence the mechanisms of entrepreneurship interest formation, but these variations have not been adequately explored in the existing literature.

Only 2.7% of the articles (2 articles) specifically addressed the Indonesian context, indicating a significant gap in local research. Considering that Indonesia is a country with a large student population and high entrepreneurship potential, this limitation is a significant research opportunity. On the other hand, China emerged as the most researched context after the global context (10.8%), showing high concern for student entrepreneurship in the context of Asia's largest emerging market economy. This dominance reflects the research's focus on emerging economies, but leaves a gap in understanding the context of other emerging market countries, including Indonesia.

3. Implications for the Development of Theoretical Frameworks

An alarming finding was that 91.9% of articles did not explicitly mention the theoretical framework, pointing to weaknesses in the theoretical underpinnings of the research. The Theory of Planned Behavior is only used in 5.4% of articles even though it is the most relevant theory for intention research. The limited use of Social Cognitive Theory (1.4%) despite the many studies of self-efficacy shows opportunities for more comprehensive theoretical integration. The combination of TPB and SCT can provide a stronger framework to understand the mechanism of forming entrepreneurial interest.

This lack of theoretical integration indicates that research in the field of student entrepreneurship is still fragmentary and lacks a solid conceptual foundation. In fact, the use of an explicit and integrated theoretical framework will provide a deeper understanding of the causal mechanisms that explain how various factors affect students' entrepreneurial interests.

4. Temporal Trends and Research Impact

Temporal trends show encouraging developments in student entrepreneurship research. The increase in publications from 2.7% in the 2015-2017 period to 52.7% in the 2022-2025 period shows a significant increase in interest in this topic. The peak of publication in 2024 (21.6%) indicates high relevance in the context of contemporary entrepreneurship education. This trend reflects the increasing awareness of the importance of entrepreneurship in higher education and the urgency to understand the factors that affect students' entrepreneurial interests.

The impact of the research shown through an average of 27.92 citations per article with 18.9% of articles having more than 50 citations shows that research in this field has a significant impact. The article with the highest citation (224 citations) from Nowiński et al. (2020) on role models

shows the importance of social factors in entrepreneurship. This high impact indicates that student entrepreneurship research has attracted widespread attention in the academic community and educational practitioners.

5. Research Gaps and Future Opportunities

The most surprising finding was the absence of an article that integrated the three main variables (self-efficacy, motivation, and experience) simultaneously. This shows a significant gap in the holistic understanding of the factors that influence entrepreneurship interests. The limitations of longitudinal studies, mixed methods, and qualitative approaches show opportunities for research with more diverse and comprehensive methodologies. The limitations of research in the Indonesian and Southeast Asian contexts point to significant opportunities for research that considers local cultural, institutional, and economic factors.

This gap indicates that the field of entrepreneurship education still needs more comprehensive and integrative research. The absence of a model that integrates multiple predictors suggests that our understanding of the complexity of entrepreneurship interest formation is still limited. This provides a great opportunity for future researchers to develop a more holistic and comprehensive framework.

6. Implications for Educational Practice

Given the dominance of self-efficacy in research and its proven impact, educational institutions need to develop programs that specifically improve student self-efficacy. The program can be done through the provision of successful experiences in small projects that allow students to feel accomplishment and build confidence gradually. Observational learning through role models, where students can learn from the experiences of successful entrepreneurs, is also important to increase confidence that they too can succeed. Verbal persuasion from mentors and peers as well as the development of emotional management skills in the face of challenges are important components of self-efficacy development programs.

Although only 1.4% of articles discuss practical experience, its importance based on experiential learning theory demonstrates the need for the development of integrated internship programs, business simulations and student incubators, partnerships with industry for hands-on learning, as well as the development of entrepreneurship experience portfolios. These programs will provide students with practical exposure to the realities of the business world and enable them to apply theoretical knowledge in a real-world context.

Low attention to motivation (1.4% of articles) even though it is theoretically important shows the need to develop mentoring programs with successful entrepreneurs, exposure to success stories and inspiring figures, development of intrinsic motivation through autonomy support, and reward and recognition systems for entrepreneurship initiatives. These programs are designed to build and maintain students' ongoing motivation for entrepreneurship, both through intrinsic and extrinsic factors that support the development of long-term entrepreneurial interests.

CONCLUSIONS

This systematic literature review concludes that self-efficacy is the most dominant and consistent predictor of students' entrepreneurial interest, while entrepreneurial motivation and field practice experience remain underexplored despite their theoretical importance. Although research on this topic has grown significantly and shown strong academic impact, major gaps persist,

including the lack of integrative models, limited contextual studies in Indonesia, and weak theoretical and methodological foundations. These findings highlight the need for future research that adopts holistic, theory-driven, and longitudinal approaches while also guiding universities and policymakers to design more effective entrepreneurship programs that strengthen self-efficacy, motivation, and experiential learning to foster students' entrepreneurial interest.

CONFLICTS OF INTEREST STATEMENT

The authors declare that there are no conflicts of interest related to this manuscript.

AUTHOR CONTRIBUTIONS

Adisty Akhoma Ummah (A.A.U.) led the systematic literature search, conducted comprehensive data extraction and analysis, and prepared the initial manuscript draft including the development of all tables and figures. Rahmiati Rahmiati (R.R.) served as the corresponding author, contributed to research design and conceptualization, provided expertise in entrepreneurship education, supervised the overall research process, and coordinated manuscript revisions. Waskito Waskito (W.W.) participated in article screening and quality assessment of included studies, contributed to the methodological framework development, and assisted in data interpretation. Kasmita Kasmita (K.K.) developed the search strategy, contributed to the PRISMA flow diagram creation, and provided technical expertise in systematic review methodology. Murni Astuti (M.A.) provided conceptual guidance on entrepreneurship theory, validated the research methodology and theoretical framework, and secured institutional support for the research. All authors collaboratively discussed the research questions, reviewed findings, contributed to result interpretation, participated in manuscript preparation and revision, and approved the final version of the manuscript for publication.

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