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**Article:** **Role of Educational Institutions in Influencing Entrepreneurial Intentions: A Scoping Review**

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# Role of Educational Institutions in Influencing Entrepreneurial Intentions: A Scoping Review

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## Abstract

The study of entrepreneurial intention has been an emerging research agenda in the field of entrepreneurship since the 1990s. This field is appealing for researchers since it offers the opportunity to analyze entrepreneurial intention in the context of a different theoretical framework that can be used by developing and developed countries to improve their economies. The study having purpose to conduct a scoping review of existing literature on entrepreneurial intentions. It aimed to spot research gaps in the existing literature without conducting an exhaustive review. One such gap was the inadequate use of existing theories to facilitate the development of entrepreneurial pedagogy. The other identified research gap was that no scholar has explained how external factors, such as education, financial support, and culture, affect entrepreneurial intentions and how these intentions can be explored from a theoretical perspective. Furthermore, scholars also failed to elaborate on which study materials should be used by educational institutions in order to improve enterprising expectations among students. Thus, it is recommended that future scholars should explore the above-mentioned research gaps so policymakers may use their findings to develop a mechanism that would facilitate the development of entrepreneurial intentions.

**Keywords:** entrepreneurial event theory (EET), entrepreneurial intention, personality traits, educational institutions, theory of planned behaviour (TPB), scoping review

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## Introduction

For the last two decades, scholars have researched entrepreneurial activity at the firm and individual levels. According to Stenholm et al. (2013), the role of educational institutions is critical since they can improve the rate of entrepreneurial activity at the firm and at the individual level. Conversely, other scholars discuss that in order to improve the rate of entrepreneurial activity, it is vital to have ambitious entrepreneurial intentions to perform an entrepreneurial activity. New and emerging businesses are also the results of such ambitious intentions of entrepreneurs (Huggins & Thompson, 2014; Welter, 2011; Zapkau et al., 2015; Zellweger et al., 2011).

Existing studies on entrepreneurial activity indicate that entrepreneurial action is deliberate, purpose-oriented behaviour that results from entrepreneurial intentions. Little to no studies have explored the affiliation between intentions and entrepreneurial behaviour when studying entrepreneurial actions. In contrast, one empirical record proposes that every entrepreneurial target is not necessarily converted into real-time entrepreneurial actions revealing a visible gap between intentions and actions (Arshed et al., 2017; Bogatyreva et al., 2019a; Ghaffar et al., 2020).

According to Kautonen, Van Gelderen, and Fink (2008), if human behaviour is planned, then so is entrepreneurial intent. Their study suggests that if entrepreneurial intent is a planned behaviour, educational institutes should strive to be more creative when motivating students to start their businesses. Proper guidance at this stage will help students gain robust entrepreneurial intentions that will encourage them to start their businesses. In the same vein of thought, Ajzen's theory of planned behaviour (TPB) also suggests that actions (starting a business) are predicted by intentions (entrepreneurial intentions) (Ajzen, 1991). Additionally, intentions can be predicted by analyzing the attitude to behaviour, perceived behaviour control, and subjective norms. Intentions are also affected by external factors such as skills, social traits, cultural traits, and financial support (Shapero & Sokol, 1982). Many entrepreneurship researchers have verified that various facets of the theory of planned behaviour (TPB) can be used to aid entrepreneurs who are just starting their business (Krueger Jr et al., 2000).

An entrepreneur as an innovator and as a person who brings about a change in the economic conditions at the firm and individual level (Schumpeter & Backhaus, [2003](#)). There is a rising trend in entrepreneurship in developed countries, but it is debatable whether developing countries possess the potential to be entrepreneurial.

Prior studies on entrepreneurship (Bogatyreva et al., [2019a](#); Li et al., [2017](#); Nabi et al., [2011](#); Yeganegi et al., [2019](#)) has supported the claim that Students from emerging nations have more grounded pioneering goals than developed nations (Nabi et al., [2011](#)). This statement isn't steady with the consequences of different researches that argue that developing countries do not always have a higher ratio of entrepreneurial intentions among students (Paul & Shrivastava, [2015](#)). Entrepreneurship can be used to bring about change in both developed or developing countries. Additionally, there is little to no research done on entrepreneurial education and intention in developing countries (Aziz et al., [2020](#); Nabi et al., [2011](#); Tkachev & Kolvereid, [1999](#)). However, several studies have compared entrepreneurial intentions but little work has been carried out to highlight the use of entrepreneurial intentions to improve entrepreneurial culture in developed or developing countries.

According to the Global Entrepreneurship Monitor (GEM) project, beginning phase entrepreneurship has higher productivity driven economies than advancement focused economies (Bosma & Levie, [2009](#)). Additionally, in developed economies, 17 % of startups are necessity-driven, and in developing countries, 32 % of startups are necessity-driven (Bosma & Levie, [2009](#); Grant et al., [2019](#)). In developing countries, major turbulences also generate an unstable economic environment, which creates many hurdles for students who are in the process of choosing a career (Jones et al., [2008](#)). However, it should be noted that unstable economies provide more opportunities for entrepreneurial activities than stable economies (Arshed et al., [2020](#); Iakovleva, [2007](#); Munir et al., [2021](#)).

This study will conduct a scoping review of existing literature discussing the development of students' entrepreneurial intentions. It will also develop a literature review matrix on the role of educational institutions in developing entrepreneurial intent in students. Additionally, this study will perform a systematic scoping review to identify the gaps presented in

the current literature on entrepreneurial targets in order to facilitate future research. In order to do that, the current study will investigate how entrepreneur pedagogy can be improved in educational institutions.

### **Literature Review**

Scholars have been conducting research in the field of entrepreneurship for the last three decades (Amatori, [1980](#); Bogatyreva et al., [2019a](#)). However, little to no work has been shown to explore the lack of entrepreneurial spirit and motivation among students. Scholars have studied multiple fields of entrepreneurship; one of such fields of research is the study of entrepreneurial intentions at the individual level. Entrepreneurial targets are the main predictors of entrepreneurial behavior (Du et al., [2015](#)). The entrepreneurial target should be at the forefront of each entrepreneur's mind since it helps them establish and grow ventures that bring them opportunities for success (Nabi et al., [2011](#)). Unfortunately, moral decay has hindered the growth of ethics and corporate social responsibility in emerging and old businesses in the present society. To address this issue, it is necessary to employ innovative and effective approaches that would sustain profitability and offer new business opportunities for growth (Aziz, [2019](#); Javidan et al., [2006](#)).

Existing literature on entrepreneurship indicates that this field has gained the attention of university students because it offers alternative employment options (Schwarz et al., [2009](#); Arshed et al., [2019](#); Krueger Jr et al., [2000](#); Tara et al., [2020](#)). Many scholars have researched entrepreneurial education; however, the effect of entrepreneurial education in developing entrepreneurial intentions is still not adequate. The economy of any nation is greatly reliant on its entrepreneurial activities, especially in the case of developing nations, since they generate revenues from such activities. For this reason, the demand for entrepreneurial graduates is on a steep rise in both emerging and advanced nations.

Figure 1 was created by collecting article data from databases like Google Scholar, Web of Science, and EBSCO. Figure 1 shows how scholars have researched the field of entrepreneurship. It also shows that very few scholars have performed research on entrepreneurial intentions. Mainly, research has been performed on economic factors that affect entrepreneurial



environment that their intentions and personal factors do not determine their behaviour. (Lüthje & Franke, [2003](#)). Autio et al. ([1997](#)) argued that a supportive environment provided by a university negatively affected entrepreneurial intentions. It has also been proven that attitudes cause 50% of the intention variation (Autio et al., [1997](#); Grant et al., [2019a](#)). According to another research in this field of this study, entrepreneurial education positively affected students' entrepreneurial intentions (Hynes & Richardson, [2007](#)).

According to the findings of a research conducted by Nabi et al. ([2011](#)), it was evident that Ajzen's theory of planned behavior (TPB) can be used in both developing and developed countries to guide budding entrepreneurs since it had equal power of prediction in both cases. They also explained that a higher inclination of entrepreneurial intentions was seen in developing nations as compared to developed nations. Furthermore, the theory of planned behavior's (TPB) antecedent score was also higher in developing countries' subjective norms, perceived behavioral control, and attitudes compared with the developed countries' particular norms, perceived behavior control, and attitudes.

Shapero and Sokol ([1982](#)) proposed the use of Entrepreneurial Event Theory (EET) to discuss the relationship between education and entrepreneurial intentions. They stated that perceived desirability and perceived feasibility affect the intention to initiate a new venture. Perceived desirability is the level of appeal that entrepreneurship has, while perceived feasibility is the person's belief to accomplish and establish a venture (Aziz et al., [2019](#); Grant et al., [2019b](#); Kuehn, [2008](#)). The theory of planned behaviour (TPB) states that intentions depend upon attitudes formed by personal experiences and subjective norms, which are composed of other people's opinions on an individual's behaviour (Ajzen, [1991](#)).

### **Role of Educational Institutions in Developing Entrepreneurial Intentions**

Recently, entrepreneurship studies and its sub-topics, such as academic entrepreneurship, have become popular in the field of management science. According to Gelard and Saleh ([2011](#)), entrepreneurship has gained the interest of university students since it offers alternative employment



options. Whereas, entrepreneurial intent has become a prime factor that can be used to predict the behavior of entrepreneurs, which is why it is imperative to study the factors causing a rise in entrepreneurial intent (Arshed et al., [2020](#); Krueger Jr et al., [2000](#)).

Academic entrepreneurship is described as the process in which a group or an individual creates a business venture or spinoff using the knowledge gained from being linked to an academic institution or a research centre (Bae et al., [2014](#); Chandler & Hanks, [1998](#); Gibb, [2012](#)). Academic spinoffs are gaining popularity because they offer entrepreneurial opportunities, support the economic system, and become an inspirational influence on the overall innovation processes of a nation (Allahar & Sookram, [2019](#)).

Previous studies have also indicated that the environment has a major impact on businesses. The decision to start a business depends on the country's institutions, culture, and the availability of financial support (Krueger & Carsrud, [1993](#); Shane et al., [2003](#)).

Earlier research work on entrepreneurship mainly focused on the entrepreneurs' personality traits, such as innovativeness and the need for achievement (N-Ach) (Brockhaus, [1980](#)). However, since the 1990s, the focus of entrepreneurial research shifted from personality traits to the attitude and the intentions needed to start a new business (Douglas & Shepherd, [1999](#)). This research found that the main factors of entrepreneurial intentions were the general attitude towards achievement, independence, and the ease with which one can initiate a business (Autio et al., [1997](#)).

After the 1990s, studies focused more upon the factors affecting entrepreneurial intentions in students. One such study found that since students did not have enough knowledge about entrepreneurship, they were scared of taking risks. It was deduced that the students lacked proper intentions to start a new business. There needs to be a motivating presence that guides students to develop proper entrepreneurial intentions. Hence, educational institutes play an significant role in the growth of entrepreneurial environments and cultures (Wang & Wong, [2004](#)).

According to McGee, Dowling, Megginson ([1995](#)), a firm's network should be developed to create entrepreneurial teams. They claim that such



a network brings new skill sets and knowledge to the firm and supports them in the initial stages of business growth. Birley and Stockley (2000) posit that an informal network comprises friends, family, and people from the neighbourhood. They play a vibrant role in the early stages of business. In later stages, businesses expand their network to government agencies, lawyers, and accountants. These are regarded as a formal network and play an important role in the maturity phase of a business.

### **Methods of Research**

As discussed above, this study has used the scoping review method to identify the gaps in the existing literature on entrepreneurial intentions. Scoping review assesses existing literature to some extent; it is similar to a literature review but differs in goal and objective. Unlike literature review, a scoping review systematically selects and appraises existing literature; it also attempts to answer focused questions through a high-level overview of the selected literature. In a scoping review, data is mapped or charted to spot potential gaps in the existing literature so an answer to the focused question can be found. Arksey and O'Malley (2005) describes, there are five stages of a scoping review. These stages have also been used to conduct a scoping review in this article. The stages are defined as follows:

- “Identifying the research question”
- “Identifying relevant studies”
- “Study selection”
- “Charting the data”
- “Collating and reporting on the results”

(Arksey & O'Malley, 2005, p. 22)

In order to conduct this scoping review, the following search words were used to search the articles from three databases: Google Scholar, EBSCO, and Web of Science. The search words are given below:

- “Entrepreneurial intention” AND “factors affecting entrepreneurs”
- “Entrepreneurial intention”, AND “business environment”, OR “entrepreneurial Environment”
- “Entrepreneurial Intention” AND “education Institution”

**Table 1***Scoping Literature Review Matrix*

Sr.	Paper	Theoretical/ Conceptual Framework	Research Question(s)/ Purpose	Dependent Variables	Independent Variables	Quantitative/ Qualitative Analysis	Data	Conclusions
1.	Obschonka et al. (2010)	Theory of planned behaviour (TPB) was used to measure personality traits variables.	This paper examines both the personality traits and early entrepreneurial competence in adolescents.	Entrepreneurial Intentions (measured by conditional and unconditional intentions)	Entrepreneurial personality, control beliefs, and entrepreneurial competencies (measured by big five profile traits)	Quantitative analysis	Survey data was collected through online questionnaires. The research participants of this study were (n=496) German scientists.	This study confirmed that children's entrepreneurial competency plays a significant role in forming an entrepreneurial intentions and mindset in younger selves. The paper concluded that early entrepreneurial competence, such as leadership, commercial activities, inventions, and personality traits, are positively correlated with the development of entrepreneurial intentions.
2.	Fayolle & Liñán (2014)	Entrepreneurial implementation ideas model, entrepreneurial event model, and the theory of	This paper will address potential propositions that could be made in the field of	X	X	Qualitative analysis	Analyzing research articles (n=185)	The study concluded that researchers could study the impact of regional, national, corporate, professional culture, and legal or regulative authority

	planned behaviour (TPB)	entrepreneurial intentions.				issues on a person's attitude towards entrepreneurial intentions and entrepreneurship. It was proposed that future research in this field of study should utilize commitment theories and new theory models to identify and explain entrepreneurial commitment.	
3. Bogatyreva et al. (2019b)	This study has used Hofstede's framework. This framework measures six dimensions: power distance, uncertainty avoidance, individualism/collectivism, femininity/masculinity, short-term/long-term orientation, and restraint/indulgence.	This study measures the entrepreneurial intention-action gap of students based in the university.	Entrepreneurial behaviour (as a proxy for entrepreneurial intention)	National culture and values of culture (to measure actual behaviour)	Quantitative analysis	Data was collected through an entrepreneurial survey of students (n=1434). The survey was named GUESSS and the participants were from 24 different countries (142 Universities), respectively, held in 2011 and 2013/2014.	This study provided empirical backing which supported the notion that entrepreneurial intentions motivate entrepreneurial behaviour. It was discovered that students having entrepreneurial intentions were three times more likely to start their ventures after their graduation than students without intentions. According to this study, Entrepreneurial behaviour depended

4. Krueger Jr et al. ( <a href="#">2000</a> )	Theory of planned behaviour and entrepreneurial event model	This study has compared two intention models to study their ability to foresee entrepreneurial intentions: Shapero's entrepreneurial event model and the theory of planned behavior by Ajzen (TPB).	Intentions	Global perceived feasibility, perceived self-efficacy, attitude to the act, and public norms for both models	Quantitative analysis (regression analysis)	The sample comprised of (n=57, Male) and (n=40, Female) university students who had to make career decisions.	on the cultural context and dimensions surrounding the entrepreneurial process. It was assessed through results that Shapero's model was measured to be a slightly better predictor of entrepreneurial intentions since the variable social norms of theory of planned behaviour (TPB) was considered insignificant in the results. Even though the significance of Ajzen's model cannot be denied, both models statistically supported the importance of measuring intentions to predict behaviours. This research implied that understanding the antecedents of entrepreneurial intentions facilitates predicting entrepreneurial behaviours. It
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5.	Souitaris et al. (2007)	Theory of planned behaviour (TPB)	The motivation behind the research is to survey whether youthful managers in advanced nations have a more grounded expectation to be a business person when contrasted with advanced nations.	Entrepreneurial attitudes and intention	Inspiration, resource-utilization, and learning	Quantitative analysis (pretest-post-test quasi-experimental design)	Sample data was gathered from two universities of London and Grenoble. It consisted of (n=250) engineering and science students. The data was collected before the entrepreneurship program started and after. Engineering students were selected as they have the potential to start high tech ventures, and their entrepreneurial knowledge is not built through courses taught to them.	The results showed that programs raise entrepreneurial attitudes and intentions, which motivates students. This study utilized the theory of planned behaviour (TPB) to analyze the link between attitude and intentions. This theory was also used to discern the effect of external influences on intentions such as education and attitudes.
6.	Paul and Shrivatava (2016)	Theory of planned behaviour (TPB)	The motivation behind the research is to	Entrepreneurial intentions	Pro-active personality, seed capital,	Quantitative analysis	Survey was conducted on young (n=190)	The results showed that managers from developing countries

		survey whether youthful managers in advanced nations have a more grounded expectation to be a business person when contrasted with advanced nations.		institutional framework, business environment, knowledge and experience, idea and business plan, and country culture.		managers from India and Japan who are of strategic importance to the world.	do not need to have stronger entrepreneurial intentions as compared to developed countries. The results of the study were in favor of entrepreneurship, even though India falls behind Japan in terms of entrepreneurship and institutional framework. It was also confirmed that national culture, proactive personality, and personality traits help create a supportive environment for entrepreneurship, which further gives rise to economic development.	
7.	Zaremohzza bieh et al. (2019)	Theory of planned behaviour	The study aimed to conduct a meta-analysis in which social entrepreneurial intentions are observed through the theory of	X	X	Qualitative analysis	Data (articles) was collected from different databases like World Cat, Web of Science, JSTOR, and Emerald. Search words used to collect data were the social	The results proved that constructs from the models of (Ernst (2011) & Schlaegel; Koenig, 2014) could expand the predictive validity of the theory of planned behaviour (TPB) on social entrepreneurial

		planned behavior. This paper uses meta-analytical structural equation modelling to measure the significance in various SEI studies that used the theory of planned behavior (TPB) model.			entrepreneurial intention, self-efficacy, personality traits, social entrepreneurship, and TPB constructs. Out of (n=304) articles, 67 fully related articles were selected.	intentions. Varied constructs of both models clarified the interrelationship between them. This proved beneficial for improving the theory of planned behaviour's (TPB) framework for the development of social entrepreneurial intentions. The results showed that the third model proved to have more variance in the social entrepreneurial intentions.		
8.	Grant et al. (2019)	Theory of planned behaviour	This study aimed to conduct a literature review about entrepreneurial intention models and whether they can affect entrepreneurial ventures in Latin America.	Entrepreneurial intention	Attitudes towards entrepreneurial behaviour, perceived social value regarding entrepreneurship, and perceived self-efficacy.	Quantitative (multi regression analysis)	Data on ventures in Latin America was taken by Global Entrepreneurship Monitor (GEM) for the years 2008 to 2010.	The results showed that there was an affinity between the attitude towards entrepreneurial behaviour and entrepreneurial intentions. However, in contrast to previous studies, there was a negative relation between the perception of social value and entrepreneurial intention. The results reveal that people in



					Latin America do not take into consideration other people's opinion when starting a new venture. They suggest that more work needs to be done on this topic.		
9.	Zhang and Cain (2017)	Theory of planned behaviour	This examination intends to discover the immediate and aberrant connection between entrepreneurial intentions and risk aversion. An indirect relationship is found by attitude, including entrepreneurial self-efficacy and bootstrapping potential as mediating factors.	Entrepreneurial intentions	Quantitative analysis (factor structure equation model)	Data was calculated through a survey. The participants were (n=306) graduate dental school students.	The findings of the study suggest that there is no direct relationship between risk aversion and entrepreneurial intention. Risk aversion is not a permanent characteristic and can change with time and circumstances. Risk aversion is dependent upon the environment in which the entrepreneur is working in. Since dental students received less business education than business students, they develop a limited understanding of business ventures and procedures. Their

10. van Gelderen et al. (2008)	Theory of planned behaviour (TPB)	This paper focused on bringing elements of entrepreneurial intentions to the front. For example, it explored why some people do not consider relying on entrepreneurship, while others readily rely on it. Therefore, this study aims to test entrepreneurial intentions, especially in the case of	Entrepreneurial intentions Need for wealth significance, enterprising sharpness, self-adequacy, and social norms.	Qualitative analysis	The study sample consisted of (n=373) second, third, and fourth-year business students from four various universities in the Netherlands. The age of the students was 22 approximately, males being the majority.	knowledge on entrepreneurship can be expanded if they get more business education. A meta-analytical review illustrated that business education can significantly augment the entrepreneurial intentions of dental students. This research proved useful for explaining entrepreneurial intentions' two most significant variables: financial security importance and entrepreneurial alertness. This research also described the use of the theory of planned behaviour for the development of entrepreneurial intentions with literature. The theory of planned behaviour's (TPB) behavioural control component was tested utilizing four variables with entrepreneurial
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		business students.				alertness, receiving consistent support, and perseverance a consistent lack of support for explaining entrepreneurial intentions. The participants mentioned the perseverance variable that helps entrepreneur to develop entrepreneurial intentions. On the other hand, self-efficacy was not given importance. When the full sample was analyzed, it was estimated that 38% variance in behaviour was caused by intentions.
11. Santos et al. (2016)	Theory of planned behaviour (TPB)	The purpose of this study was to investigate the impact of social environment on entrepreneurial intentions.	Entrepreneurial intention	Closer valuation, social valuation, perceived behavioral control, social norm, entrepreneurial personal attraction	Quantitative analysis	Data was collected through a survey of (n=267) British and (n=249) Spanish students. The results showed that social environment only improves the entrepreneurial intentions of males. It showed that females, in both regions, were not considering entrepreneurship as a career.

12. Karimi et al. (2016)	Theory of planned behaviour (TPB)	The purpose of the study is to explore the role of compulsory education programs in developing student's entrepreneurial intention	Entrepreneurial Intention	Attitude towards Entrepreneurship, Perceived Behavioral Control, Subjective Norms, and Entrepreneurship Education Program.	Quantitative analysis	Data was collected through a survey of participants from six Iranian universities(n=205)	The results showed that the compulsory education programs in universities significantly enhance students' entrepreneurial intentions.
13. Hsu et al. (2019)	Theory of planned behaviour (TPB)	The motivation behind the research was to see the connection between innovative self-efficacy and entrepreneurial intention.	X	X	Qualitative analysis	The data was collected from academic articles.	The results showed that there is a strong link between entrepreneurial self-efficacy and entrepreneurial intentions. Moreover, it was found that self-efficacy in entrepreneurs leads to entrepreneurial intention.
14. Saeed et al. (2018)	Theory of planned behaviour (TPB) and the theory of cultural dimensions	"This paper proposes the following research questions: (1) How do students perceive EE and the support that they receive from	Entrepreneurial intentions	Entrepreneurial self-efficacy, perceived educational support, perceived business development support, supposed concept	Quantitative analysis	Data was collected through a survey of university students (n=547, Male; n=258, Female) residing in three cities (Lahore, Faisalabad, and Sahiwal) of Pakistan.	The results showed that there is a notable, positive relationship between perceived educational support, perceived concept development support, perceived business development support, perceived institutional support, and

		<p>their universities? (2) Does PUS have an impact on students' ESE? (3) How important is PUS in influencing students' EI within the context of other factors, such as institutional support (IS) and individual motivations? and (4) How can universities be more effective in their provision of EE and support to their students?" (p. 1128)</p>	<p>development support, , perceived institutional support, and perceived desirability (as measured by innovation, roles, financial success, self-realization, independence, and recognition)</p>	<p>entrepreneurial self-efficacy. Moreover, perceived educational support had the most effect on entrepreneurial self-efficacy. This means there was a positive impact of entrepreneurial-self efficacy on entrepreneurial intentions. Furthermore, from other individual motivational factors that the scholars have discussed, self-realization and recognition had a positive effect on entrepreneurial intentions.</p>	
15. Van Gelderen et al. (2008)	Modelling behavioural intentions	<p>The purpose of the study is to explore the influence of three types (social, psychological,</p>	<p>Entrepreneurial intentions</p> <p>Culture of a country, expected family support, personal entrepreneurial exposure,</p>	<p>Quantitative analysis</p> <p>Data was collected from a survey of (n=1058) university students belonging to China, Spain, and the USA.</p>	<p>The results showed that family background plays an important role in the development of entrepreneurial intentions of students. If the family</p>

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and cultural) of factors on entrepreneurial intentions.

perceptions of motives, entrepreneurial disposition and perceptions of barriers

background is involved in any kind of entrepreneurial activity, then it will positively affect students' entrepreneurial intentions. Moreover, in countries like China, families do not seem to be happy when their children show a desire to start a business; whereas, families from other countries are willing to support their children (in performing entrepreneurial activities). Support from family had a strong positive effect on student's entrepreneurial intentions.

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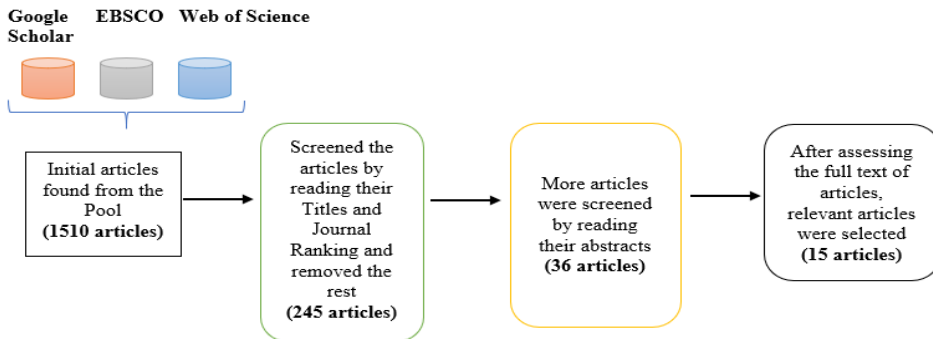
**Figure 2***Scoping Review Process*

Figure 2 shows the selection process of the articles and Table 1 illustrates the scoping literature review matrix.

### Results and Discussion

Overall, the results of scoping review revealed that scholars had used quantitative analysis as a methodology to explore the field of entrepreneurial intentions. Moreover, almost every paper has used the theory of planned behaviour (TPB) as a conceptual model to research entrepreneurial intentions. Conversely, very few scholars have used entrepreneurial event theory (EET). The gap recognized in this scoping analysis is that none of the articles explored how external factors affect the entrepreneurial intentions of students. Moreover, the environment's role in developing entrepreneurial intentions has been ignored by most researchers. Additionally, several articles have explained the role of personality traits in the development of entrepreneurial intention, but only a few articles explained how university education (especially entrepreneurship or business education) influences student behaviour.

Thus, it is recommended that future scholars should explore how the environment provided by universities can enhance entrepreneurial intentions in students. Additionally, they should also explore other external factors that affect entrepreneurial intentions. For example, some external factors that need to be explored are political stability, poverty level, and government regulations that affect entrepreneurship in a country. If a person



has a good education and no suitable business environment, then the person will be demotivated, which will negatively affect his entrepreneurial intentions. Furthermore, this scoping review revealed that scholars had not explored the economic theory and some theories of entrepreneurship. Entrepreneurial intentions motivate individuals to perform an economic activity, which is why scholars must consider the importance of exploring the field of entrepreneurial intention.

While conducting future research, scholars need to remain vigilant since the nature of entrepreneurial intention varies in developed, developing, and underdeveloped countries. To develop better entrepreneurial intentions in students, effective methods to employ entrepreneurial pedagogies need to be developed. Scholars can also use the theory of knowledge and absorptive capacity theory to enhance a students' ability to retain knowledge and use it effectively. Such knowledge will help students develop different skills; it will also allow them to develop self-efficacy, which has an affinity with the development of entrepreneurial intentions.

## **Conclusion**

This paper identified multiple factors that could influence entrepreneurial intentions through educational institutions using scoping review as a methodology. Through this scoping review, two research gaps were found in the existing literature. One such gap is that scholars have not used any other theory besides the theory of planned behaviour (TPB) and entrepreneurial event theory (EET) to investigate entrepreneurial intentions. Another gap is that none of the articles has explained what kind of study materials should be used to develop entrepreneurial intentions in students. To fill in these research gaps, it is recommended that scholars should explore how external factors affect entrepreneurial intentions. Some factors that can develop entrepreneurial intentions in individuals are education, culture, environment, and attitude. It is also recommended that governments should offer low-interest loans and impose minimum taxes to assist budding entrepreneurs. In future exploration, scholars should focus on exploring the use of external factors to grow entrepreneurial intentions in students. This research will also help policymakers develop a mechanism that facilitates individuals willing to perform entrepreneurial activities.

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