DIJEMSS: Dinasti International Journal of Education Management and Social Science
E-ISSN: 2686-6331
P-ISSN: 2686-6358
https://dinastipub.org/DIJEMSS dinasti.info@gmail.com +62 811 7404 455
DOI: https://doi.org/10.38035/dijemss.v6i3

The Influence of Entrepreneurial Self-Efficacy and Entrepreneurship Education on Entrepreneurial Intentions: A Systematic Review with PRISMA Framework and Quantitative Research Design

Eko Prasetyowati[1], Achmad Husen[2], Suparno[3]
[1]Universitas Negeri Jakarta, Jakarta, Indonesia, eko.prasetyowati@mhs.unj.ac.id
[2]Universitas Negeri Jakarta, Jakarta, Indonesia, ahusen@unj.ac.id
[3]Universitas Negeri Jakarta, Jakarta, Indonesia, suparno@feunj.ac.id

Corresponding Author: eko.prasetyowati@mhs.unj.ac.id

Abstract: This study investigates the influence of entrepreneurial self-efficacy and entrepreneurship education on entrepreneurial intentions using a systematic literature review (SLR) methodology, guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). By applying a quantitative research design, this research synthesizes findings from relevant studies to assess how self-efficacy and educational interventions impact the development of entrepreneurial intentions. The PRISMA framework ensures a rigorous and transparent review process, enhancing the quality and reliability of the included studies. Only articles indexed in Scopus (Q1–Q4) were selected through the Watase Uake database. The findings reveal that higher levels of self-efficacy, in conjunction with targeted entrepreneurship education, significantly foster individuals' confidence in their entrepreneurial abilities and intentions. Additionally, institutional support and experiential learning are identified as key factors that further strengthen this relationship. This research contributes valuable insights into how self-efficacy and education shape entrepreneurial intentions, providing a solid foundation for advancing entrepreneurial education programs and policy development.
Keywords: Systematic Review, Entrepreneurial Intentions, Self-Efficacy, Entrepreneurship Education

INTRODUCTION

This study uses the Systematic Literature Review (SLR) approach with the Prisma framework to investigate the link between the dependent variable, entrepreneurial intention, and the several factors that affect it. A key idea in entrepreneurship is entrepreneurial intention, which denotes a person's desire to start or take part in entrepreneurial endeavors. According to earlier studies, a supportive environment, attitude, self-efficacy, and institutional support are all important in forming and affecting entrepreneurial intentions. Therefore, it is essential to understand how these components interact to promote entrepreneurial growth in both academic and real-world contexts.

Through the mediation of entrepreneurial intention and contextual circumstances, (Sahid et al, 2024) study explores the link between entrepreneurial self-efficacy, attitude, and business performance. The results show that self-efficacy reinforces people's conviction in the possibility of success and provides a critical basis for building their confidence to face entrepreneurial challenges. People who have high levels of self-efficacy are more likely to have strong entrepreneurial ambitions because they believe they are capable of handling risks and making the calculated choices needed to succeed. Additionally, a favorable environment—like financial resources, institutional backing, and strong business networks—increases the impact of self-efficacy on entrepreneurial aspirations.

(Mambali et al, 2024) add to this by focusing on a narrow aspect by investigating how environmental consciousness and green entrepreneurial self-efficacy influence sustainable entrepreneurial goals. This study emphasizes how important environmental sustainability is for boosting self-efficacy, especially for students who are involved in green entrepreneurship. The results show that those who believe they can succeed in sustainable environments are more likely to start their business to create sustainable and eco-friendly solutions.

(Wardana et al, 2024) emphasize the importance of self-efficacy in the face of uncertainty, offering a more thorough explanation of how the COVID-19 pandemic affected entrepreneurial ambitions. According to their findings, people with strong self-efficacy can maintain and even intensify their entrepreneurial ambitions despite major obstacles brought on by the epidemic, such as social and economic upheaval. This illustrates how self-efficacy serves as a trigger for personal resilience in handling crises in addition to acting as an intrinsic incentive.

Similarly, by taking into account the functions of self-efficacy and role models, (Gonzales-Tamayo et al, 2024) investigate how institutional support affects entrepreneurial inclinations. Their research highlights the critical role that educational institutions play in helping students develop their self-efficacy, which in turn improves their entrepreneurial intentions. This assistance includes mentorship, access to resources, and entrepreneurship training programs. Moreover, role models in the classroom provide concrete instances that demonstrate how self-efficacy may be applied in real-world situations to tackle the challenges of entrepreneurship.

The impact of extracurricular programs centered on entrepreneurship on engineering students' self-efficacy and entrepreneurial inclinations is investigated by (Subhadrammal et al, 2023). According to the study, students' creative skills and ability to adjust to real-world business difficulties are much enhanced when they take part in seminars, training sessions, and entrepreneurial initiatives. Participation in these programs strengthens students' entrepreneurial intents by increasing their confidence in risk management and the application of the entrepreneurial concept

By investigating the connection between engineering students' self-efficacy and entrepreneurial intention and their creative, social, and practical imagination, (Katyal et al, 2024) expand the field. The results highlight how important a high degree of creative imagination is for developing self-efficacy, as evidenced by the capacity to produce original and solution-focused ideas. The study also emphasizes the impact of gender, demonstrating that women are more likely to link self-efficacy to inclusivity and teamwork in entrepreneurial contexts, which helps to support their entrepreneurial goals.

(Hussain et al, 2024) investigate how culture affects entrepreneurship by using self-efficacy and entrepreneurial leadership as lenses. According to the study, identifying with powerful leaders is crucial for raising self-efficacy and entrepreneurial goals in culturally diverse settings. Respect for authority and the social impact of leaders are examples of cultural values that serve as mediating variables to increase people's confidence in their capacity for entrepreneurship and success.

This study emphasizes self-efficacy as a key component affecting entrepreneurial inclinations in both academic and real-world settings. The reviewed research thorough insights into how external factors, such as institutional support and sustainable surroundings, and internal elements, like self-efficacy, interact to shape entrepreneurial goals. By utilizing the Systematic Literature Review (SLR) technique with the Prisma framework, the study integrates prior findings cohesively, presenting a holistic knowledge of the main variables that assist or hinder the development of entrepreneurial intentions

Figure 1 Result from Keyword Search

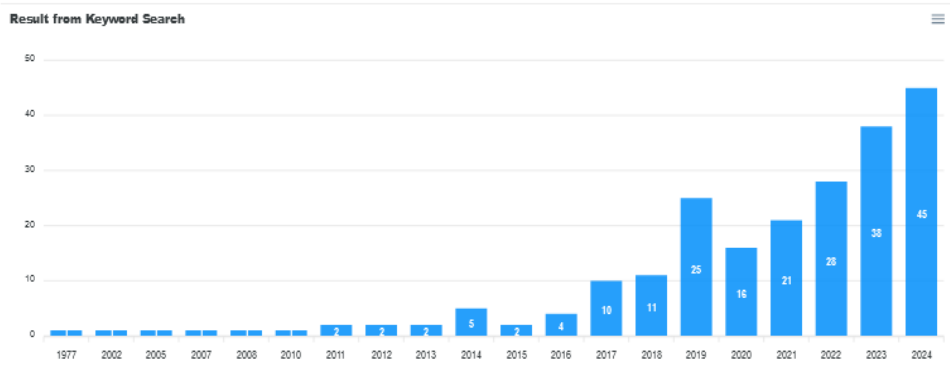

Figure 1 Result from Keyword Search
Source: Watase Uake, 2024

METHOD

Systematic Literature Review (SLR)

Systematic Literature Review (SLR) is a structured and rigorous research method designed to address specific research questions through the processes of searching, selecting, and evaluating all relevant studies. This method ensures that the research is conducted systematically and can be replicated, thereby enhancing the reliability and credibility of the results (Page et al, 2021). The SLR approach is used to review, synthesize, and analyze existing research while identifying underexplored areas or unanswered questions that can serve as the foundation for future studies.

Watase Uake

Watase Uake is an online platform for collaborative research among researchers from various universities. Initially introduced in 2018, its development significantly progressed in 2020, engaging researchers from multiple academic institutions across Indonesia. The primary objective of Watase is to create a space that supports collaborative research by simplifying data sharing, information exchange, and joint analysis among researchers. This platform aims to enhance the effectiveness and productivity of research collaboration, ultimately contributing to the generation of high-quality research outputs.The key features developed within Watase include:

- Systematic Literature Review with PRISMA: Watase enables researchers to conduct systematic literature reviews following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, ensuring the retrieval and synthesis of accurate and reliable information.
- Simple Meta-Analysis: This feature assists researchers in integrating and analyzing data from multiple studies through meta-analytic methods, providing a comprehensive understanding of related research findings.
- Article Classification: Watase facilitates the classification of academic articles based on specific criteria, such as topic, methodology, or relevance, making it easier for researchers to manage and evaluate literature.

- Data Visualization: Watase's data visualization feature supports researchers in presenting research findings visually through charts, graphs, and infographics, enhancing data interpretation and communication with various audiences.

Through these features, Watase offers a comprehensive solution for researchers seeking to engage in structured, transparent, and innovative collaborative research (Watase.web.id, 2024). The literature search focuses on the keyword "Entrepreneurial Intention" using the scientific database Watase. UAKE. To refine the selection, specific inclusion criteria were applied, including article availability (open access) and the use of relevant keywords such as "Entrepreneurial Self-Efficacy," "Entrepreneurship Education," and "Entrepreneurial Intentions". As a result, a total of 217 articles were successfully identified, as illustrated in (Figure 1) and (Figure 2).

Figure 2 Keyword Identification
Source: Watase Uake, 2024

The authors determined the study period from 2022 to 2024 to ensure that the collected articles represent the most recent research and provide a sufficient basis for drawing logical and relevant conclusions. Subsequently, the articles were further filtered by selecting only those published in Tier Q1, Q2, and Q3 journals (Figure 3), resulting in a final selection of 41 articles.

Figure 3 Record Limitation
Source: Watase Uake, 2024

Method Prisma

In this study, the **PRISMA** framework (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) is employed as a standard guideline for systematic reporting in research involving literature reviews and meta-analyses. PRISMA aims to improve the quality, transparency, and reproducibility of research by providing a clear, structured, and accessible reporting format for researchers globally (Moher et al, 2010). This study reviews articles published between 2022 and 2024, adhering to a systematic process that involves the identification, selection, assessment, and summarization of findings from previous relevant studies. By following these stages, PRISMA ensures that systematic reviews and meta-analyses are rigorous, transparent, and reliable, enhancing the quality and consistency of research outcomes.

After conducting a thorough review of the articles, by the screening and extraction articles, the authors applied specific criteria to identify studies directly related to the influence of self-efficacy and entrepreneurship education on entrepreneurial intentions. This process involved analyzing the abstracts of various articles, resulting in an initial collection of 41 articles. Further refinement was performed using the UAKE Watase database, which narrowed the selection to 29 relevant articles. To complement this dataset, additional articles were sourced from other databases using the same keywords and filtering criteria, including the publication year (2022-2024) and journal tiers (Q1, Q2, Q3, and Q4), as illustrated in (Figure 4).

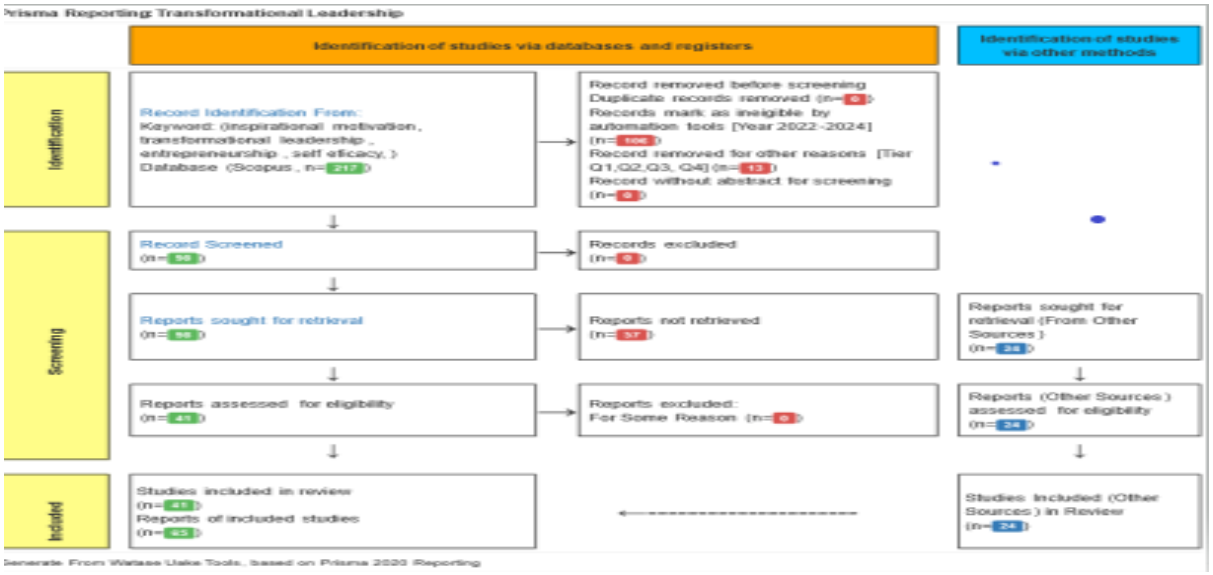

Figure 4 PRISMA
Source: Watase Uake, 2024

The authors gathered 29 articles that met the established criteria for further analysis. The collection of these articles is presented within the Research Hypothesis section, as illustrated in (Table 1).

Table 1. Research Hypothesis

No	Authors	Year	Title	Journal	Citation	Journal Rank
1	Sahid, S., Norhisham, N. S., & Narmaditya, B. S.	2024	Interconnectedness between entrepreneurial self-efficacy, attitude, and business creation	Heliyon	2	Q1
2	Mambali, E. R., Kapipi, M. S., & Changalima, I. A.	2024	Entrepreneurship education and business and science students' green entrepreneurial intentions	The International Journal of Management Education	4	Q1

3	Wardana, L. W., et al.	2024	Does entrepreneurial self-efficacy really matter for entrepreneurial intention? Lesson from COVID-19	Cogent Education	5	Q2
4	Chahal, J., et al.	2024	Analysing the impact of post-pandemic factors on entrepreneurial intentions	Cogent Business & Management	3	Q2
5	Alhadihaq, M. Y., et al.	2024	How creative self-efficacy fosters entrepreneurial intention through creative process engagement	Cogent Economics & Finance	1	Q2
6	Munir, H., et al.	2024	Attitude towards entrepreneurship education and entrepreneurial intentions among Generation Z	Journal of Entrepreneurship and Public Policy	2	Q3
7	Gonzalez-Tamayo, L. A., et al.	2024	University student entrepreneurial intentions: The effects of perceived institutional support	Journal of Small Business and Enterprise Development	1	Q2
8	Gregori, P., et al.	2024	Entrepreneurship and environmental sustainability: The effects of passion and self-efficacy	Journal of Small Business and Enterprise Development	1	Q2
9	Yesmin, M. N., et al.	2024	Entrepreneurial intentions and the role of educational and social support	RAUSP Management Journal	1	Q3
10	Nguyen, T. T., & Phan, H. T. T.	2024	Entrepreneurship environments and entrepreneurial intention: The role of self-efficacy	International Journal of Engineering Business Management	1	Q3
11	Zhang, H. X., & Chen, H.	2024	Entrepreneurship education and entrepreneurial intention among tourism and hotel management students	SAGE Open	1	Q2
12	Nwibe, K. J., & Ogbuanya, T. C.	2024	Emotional intelligence and entrepreneurial intention among university undergraduates	Journal of Innovation and Entrepreneurship	2	Q3
13	Katyal, S., et al.	2024	Influence of creative, social, and practical imaginativeness on self-efficacy and entrepreneurial intention	Creativity Studies	1	Q3
14	Hussain, G., et al.	2024	A cross-level relationship between entrepreneurial leadership and followers' entrepreneurial intentions	Current Psychology	2	Q2
15	Le, T. T., et al.	2023	A serial mediation model of the relation between cultural values, entrepreneurial self-efficacy, intentions and behaviors	Journal of Open Innovation	11	Q2
16	Subhadrammal, D., et al.	2023	Extra-curricular support for entrepreneurship among engineering students	Humanities and Social Sciences Communications	4	Q3
17	Sharma, M. K., & Jamwal, M.	2024	Do curricular and extracurricular activities impact entrepreneurial intention and implementation	Journal of Teaching in Travel & Tourism	1	Q3
18	Sharma, N., et al.	2024	Espoused model of women entrepreneurship: antecedents to women entrepreneurial intention	Journal of Enterprising Communities	2	Q3
19	Rocha, A. K. L., et al.	2023	Comparative analysis of entrepreneurial intention models: Self-efficacy versus entrepreneurial characteristics	RAM. Revista de Administração Mackenzie	2	Q3
20	Al-Qadasi, N., et al.	2023	Factors influencing entrepreneurial intention of university students in Yemen	Frontiers in Psychology	42	Q2
21	Ferreira-Neto, M. N., et al.	2023	The role of self-efficacy, entrepreneurial passion, and creativity in developing entrepreneurial intentions	Frontiers in Psychology	18	Q2
22	Gao, S. Y., & Huang, J.	2023	Corrigendum: Effect of narcissistic personality on entrepreneurial intention among college students	Frontiers in Psychology	5	Q2
23	Wang, X. H., et al.	2023	The effect of entrepreneurship education on entrepreneurial intention	Sustainability	35	Q2
24	Hutasuhut, S., et al.	2023	A creative model of entrepreneurship learning to improve self-efficacy, entrepreneurial intention, and student achievement	Creativity Studies	3	Q3
25	Svotwa, T. D., et al.	2022	Perceived access to finance, entrepreneurial self-efficacy, attitude toward entrepreneurship, entrepreneurial ability, and entrepreneurial intentions	SAGE Open	24	Q2
26	Romero-Galisteo, R. P., et al.	2022	Entrepreneurial intention, expectations of success and self-efficacy in undergraduate students of health sciences	BMC Medical Education	12	Q2

No	Country Name	Number
1	Indonesia	2
2	India	4
3	Malaysia	1
4	Vietnam	2
5	Belanda	1
6	Bangladesh	1
7	Nigeria	3
8	Pakistan	3
9	Brazil	1
10	Yemen	1
11	China	5
12	Zimbabwe	1
13	Spain	1
14	Tanzania	1
15	Denmark	1
16	Australia	1
	Total	29

27	Kent, C. D., et al.	2022	Implications of entrepreneurial education, self-efficacy and personality traits	Work	4	Q3
28	Wu, L., et al.	2022	Entrepreneurship education and entrepreneurial intentions of college students	Frontiers in Psychology	63	Q2
29	Gao, S. Y., & Huang, J.	2022	Effect of narcissistic personality on entrepreneurial intention among college students: mediation role of entrepreneurial self-efficacy	Frontiers in Psychology	8	Q2

Source: Watase Uake, 2024

RESULTS AND DISCUSSION

Geographic Information

Table 2's geographical analysis reveals that most studies that pass the PRISMA selection process are concentrated in a few countries, with China having the largest representation (n=5), followed by India (n=4), Nigeria, and Pakistan (three articles each). Further research was found in Indonesia (n=2), Vietnam (n=2), Malaysia (n=1), the Netherlands (n=1), Bangladesh (n=1), Brazil (n=1), Yemen (n=1), Zimbabwe (n=1), Spain (n=1), Tanzania (n=1), Denmark (n=1), and Australia (n=1). With contributions from 16 nations on several continents, the study shows a broad geographic distribution overall.

Table 2. Geographical Analysis

Source: processed by the author, 2024

Gross National Income (GNI)

The World Bank categorizes nations according to the per capita income of their citizens into four groups: low-income, lower-middle-income, upper-middle-income, and high-income.

Table 3. Country Categories Based on Income

Country Category	Current Per Capita Income	Previous Per Capita Income	Category
Low-Income	USD 1,135 or below	USD 1,085 or below	
Lower-Middle Income	USD 1,146 - 4,465	USD 1,086 - 4,255	1
Upper-Middle Income	USD 4,466 - 13,845	USD 4,256 - 13,205	24
High-Income	Above USD 13,845	Above USD 13,205	4

Source: Indonesia GO.IiD. Portal Informasiì Indonesia 2023

Based on the gross national income (GNI) category, the countries from which the article originated were selected as 1 Lower-Middle Income country, 24 Upper-Middle Income countries, 4 High-Income countries according to (Table 2) and (Table 3)

Background

This study primarily examines how self-efficacy in the context of entrepreneurship education influences the entrepreneurial intentions of Generation Z (Gen Z) pupils. Born between 1997 and 2012, Gen Z is a generation that is accustomed to technology and better prepared to handle the future's more complicated problems. Globally, participants in the research carried out between 2022 and 2024 come from a variety of cultural and geographic backgrounds, and they are spread throughout 16 nations on multiple continents.

The primary objective of this study is to assess how self-efficacy, developed through entrepreneurship education, impacts entrepreneurial intentions among Gen Z students. By examining aspects such as the educational environment, experience-based curricula, and social support, the study reveals that the level of self-efficacy among Gen Z students varies depending on their access to resources, training opportunities, and institutional support.

Furthermore, the study identifies key factors, such as social support from family and the community, and access to mentors and business resources, as significant contributors to enhancing self-efficacy among Gen Z students. These findings highlight the importance of entrepreneurship education that is adaptive to local cultures and individual needs in fostering strong entrepreneurial intentions among Gen Z across different world regions., several grand theories are often employed to elucidate the relationships between the key variables. One of the most widely adopted theoretical frameworks in this context is Social Cognitive Theory (SCT), developed by Albert Bandura in 1986.

Social Cognitive Theory (SCT) is a prominent framework due to its relevance in explaining how self-efficacy impacts entrepreneurial intentions, particularly among Gen Z students. SCT posits that self-confidence, or self-efficacy, plays a critical role in shaping an individual's motivation and decisions to engage in entrepreneurial activities.

In this study, self-efficacy is identified as a pivotal factor influencing how Gen Z students respond to entrepreneurship education. High levels of self-efficacy enable individuals to believe in their ability to manage risks, navigate challenges, and handle uncertainty within the business environment. Moreover, SCT underscores the importance of learning experiences, mentorship, and environmental support in fostering self-efficacy, which ultimately enhances entrepreneurial intention.

Research highlights that entrepreneurship education programs focused on enhancing self-efficacy—such as business simulations, practical training, and mentorship—are effective in building Gen Z students' confidence in their business capabilities. Consequently, SCT offers a comprehensive framework for understanding how entrepreneurship education can cultivate self-efficacy, encouraging students to develop stronger entrepreneurial intentions.

Table 4. Analyzed Articles
Theory

No	Name	Theory	Year
1	Icek Ajzen	Theory of Planned Behavior (TPB)	1991
2	Albert Bandura	Social Cognitive Theory (Self-Efficacy)	1986
3	Shapero & Sokol	Entrepreneurial Event Model	1982
4	Schumpeter	Innovation Theory of Entrepreneurship	1934
5	Deci & Ryan	Self-Determination Theory	1985
6	Krueger et al.	Entrepreneurial Intention Framework	2000
7	Carol Dweck	Growth Mindset Theory	1986
8	Bandura & Locke	Goal-Setting Theory	1991
9	Vroom	Expectancy Theory of Motivation	1964
10	Fredrickson	Broaden-and-Build Theory of Positive Emotions	1998
11	Kotter	Leadership and Change Management Framework	1996
12	Rogers	Diffusion of Innovations	1962

SCT is frequently used because of its more focused approach to the development of self-confidence and its relationship to social and educational contexts, even though other theories, such as the Theories of Planned Behavior (TPB) and Goal-Setting Theory, are also pertinent. According to the article analysis (Figure 8), the Theory of Planned Behavior (TPB), which was created by Icek Ajzen in 1991, serves as the primary source of information for studies on entrepreneurial intention and associated elements like self-efficacy and entrepreneurship education.

1. Focus on Intention as a Predictor of Behavior: TPB emphasizes that intention serves as the primary determinant of behavior, including entrepreneurial behavior. This perspective aligns with the Sustainable Development Goals (SDGs), which view intention as a critical factor influencing individual actions, particularly in the context of entrepreneurship.
2. Relevant Theoretical Components: TPB identifies three key elements—attitude toward behavior, subjective norms, and perceived behavioral control—that are integral to understanding entrepreneurial intentions. These components are closely linked to self-efficacy and the entrepreneurial environment, offering a comprehensive
3. framework for examining how external (e.g., self-efficacy) and external (e.g., entrepreneurial education, social norms) factors contribute to the formation of entrepreneurial intentions.
4. Entrepreneurial Context: In various studies, TPB has proven effective in explaining how both internal and external factors impact entrepreneurial intention. By integrating self-efficacy and contextual elements such as entrepreneurial education and social norms, TPB provides a holistic approach to understanding the complexities of entrepreneurship, facilitating insights into how intentions are transformed into entrepreneurial actions.

In exploring the influence of entrepreneurial self-efficacy and entrepreneurship education on entrepreneurial intentions, several theories highlight the significant relationships between independent and dependent variables. The author summarizes these relationships in (Table 4) as follows:

The Effect of Self-Efficacy on Entrepreneurial Intention

Research consistently demonstrates that entrepreneurial self-efficacy plays a crucial role in shaping individuals' entrepreneurial intentions. Studies such as those by (Wardana et al, 2024), (Chahal et al, 2024), and (Munir et al, 2024) underscore the positive relationship

between self-efficacy and entrepreneurial intentions. Higher levels of confidence in entrepreneurial ability are associated with stronger intentions to engage in business activities. Additionally, other variables such as attitude (Munir et al., 2024) and post-pandemic factors (Chahal et al, 2024) further enhance this relationship, reinforcing the impact of self-efficacy on entrepreneurial intentions.

Entrepreneurship and Self-Efficacy Education

Numerous studies emphasize the role of entrepreneurship education in fostering self-efficacy, which subsequently boosts entrepreneurial intentions. Research conducted by (Zhang & Chen, 2014), (Wang et al, 2023), and (Kent et al, 2022) highlights how entrepreneurship education shapes individuals' confidence in their ability to pursue entrepreneurial activities. Furthermore, entrepreneurship education interacts with other factors such as competition experience (Wu et al, 2022) and grit (Zhang & Chen, 2014), further influencing entrepreneurial intentions.

The Role of Environmental Factors and External Support

Environmental factors and external support systems also play a significant role in the development of entrepreneurial intentions. Studies by (Gonzalez-Tamayo et al, 2024) and (Nguyen & Phan, 2024) demonstrate that entrepreneurial environments and institutional support contribute to creating opportunities and motivating individuals to pursue entrepreneurial activities. Additionally, role models (Gonzalez-Tamayo et al, 2024) and social/educational support (Yesmin et al, 2024) synergistically interact with self-efficacy to encourage stronger entrepreneurial intentions.

The Role of Cultural Factors and Social Values

Numerous studies, such as (Hussain et al, 2024) and (Le et al, 2023), highlight the significant impact of cultural values on shaping entrepreneurial intentions. These cultural values interact with entrepreneurship education and self-efficacy, fostering a motivating environment for individuals to develop a strong desire to engage in entrepreneurial activities. Additionally, social factors such as supportive social norms contribute to creating a positive perception of business opportunities, further influencing entrepreneurial intentions.

Special Factors in Green Entrepreneurship

In the context of green entrepreneurship, research by (Mambali et al, 2024) demonstrates that entrepreneurship education, green entrepreneurial self-efficacy, and environmental awareness collectively enhance green entrepreneurial intentions. This highlights the crucial role that individual confidence in sustainable entrepreneurship and environmental consciousness play in promoting environmentally sustainable business practices. As sustainability becomes increasingly vital, green entrepreneurship is gaining prominence in contemporary research.

Financial Factors and Success Expectations

Studies conducted by (Svotwa et al, 2022) and (Romero-Galisteo et al, 2022) reveal that access to financial resources and expectations of success significantly contribute to strengthening self-efficacy, which positively impacts entrepreneurial intentions. Access to finance provides crucial opportunities for business initiation, while high expectations of success serve to boost individual motivation in pursuing entrepreneurial goals. This is particularly important in developing countries, where limited financial resources can act as a major barrier to entrepreneurship.

Table 5 Search Results for Articles That Meet the Criteria

No	Independent	Dependent	Total	Author(s)
1	Entrepreneurial self-efficacy, attitude, environmental factor	Business creation	3	(Sahid et al,2024)
2	Entrepreneurship education, green entrepreneurial self-efficacy, environmental awareness	Green entrepreneurial intentions	3	(Mambali et al. 2024)
3	Entrepreneurial self-efficacy	Entrepreneurial intention	7	(Wardana et al., 2024)
4	Post-pandemic factors, entrepreneurial self-efficacy	Entrepreneurial intentions	4	(Chahal et al, 2024)
5	Creative self-efficacy, creative process engagement	Entrepreneurial intention	5	(Alhadihaq et al, 2024)
6	Attitude towards entrepreneurship education, entrepreneurial self-efficacy, social norms	Entrepreneurial intentions	4	(Munir et al, 2024)
7	Institutional support, parental role models, entrepreneurial self-efficacy	Entrepreneurial intentions	4	(Gonzalez-Tamayo et al, 2024)
8	Passion, self-efficacy	Entrepreneurial intentions	5	(Gregori et al, 2024)
9	Educational support, social support, self-efficacy	Entrepreneurial intentions	6	(Yesmin et al, 2024)
10	Entrepreneurship environments, role models, self-efficacy	Entrepreneurial intention	2	(Nguyen & Phan, 2024)
11	Entrepreneurship education, entrepreneurial self-efficacy, grit	Entrepreneurial intention	2	(Zhang & Chen, 2014)
12	Emotional intelligence, self-efficacy	Entrepreneurial intention	2	(Nwibe & Ogbuanya, 2024)
13	Imaginativeness (creative, social, practical), self-efficacy	Entrepreneurial intention	3	(Katyal et al, 2024)
14	Entrepreneurial leadership, cultural values, self-efficacy	Entrepreneurial intentions	5	(Hussain et al, 2024)
15	Cultural values, entrepreneurial education, self-efficacy	Entrepreneurial intentions	3	(Le et al, 2023)
16	Extra-curricular support, self-efficacy	Entrepreneurial intentions	4	(Subhadrammal et al, 2023)
17	Curricular/extracurricular activities, attitude, self-efficacy	Entrepreneurial intention	2	Sharma & Jamwal (2024)
18	Antecedents (varied), entrepreneurial self-efficacy	Women entrepreneurial intention	3	(Sharma et al, 2024)
19	Self-efficacy, entrepreneurial characteristics	Entrepreneurial intention	4	(Rocha et al, 2023)
20	Institutional factors, self-efficacy	Entrepreneurial intentions	4	(Al-Qadasi et al, 2023)
21	Passion, creativity, self-efficacy	Entrepreneurial intentions	4	(Ferreira-Neto et al, 2023)
22	Narcissistic personality, self-efficacy	Entrepreneurial intention	2	(Gao & Huang, 2023)
23	Entrepreneurship education, psychological capital, self-efficacy	Entrepreneurial intention	6	(Wang et al, 2023)
24	Entrepreneurship learning models, self-efficacy	Entrepreneurial intention	3	(Hutasuhut et a, 2023)
25	Access to finance, self-efficacy, attitude	Entrepreneurial intentions	4	(Svotwa et al, 2022)
26	Expectations of success, self-efficacy	Entrepreneurial intentions	6	(Romero-Galisteo et al, 2022)
27	Entrepreneurial education, self-efficacy	Entrepreneurial intentions	3	(Kent et al, 2022)
28	Entrepreneurship education, self-efficacy, competition experience	Entrepreneurial intentions	6	(Wu et al, 2022)
29	Narcissistic personality, self-efficacy	Entrepreneurial intention	2	(Gao & Huang, 2022)

Source: processed by the author, 2024

The authors categorize the influence of entrepreneurial self-efficacy and entrepreneurship education on entrepreneurial intention into antecedent variables and consequential variables, as depicted in Table 6. An antecedent variable represents a factor that precedes and may serve as a causal element in a relationship. Conversely, a consequential variable is influenced and impacted by the presence of independent variables, serving as a result of these factors.

Table 6. Antecedent Models and Consequences

No.	Antecedent	Consequences
1	Entrepreneurial self-efficacy, attitude, environmental factor	Business creation
2	Entrepreneurship education, green entrepreneurial self-efficacy, environmental awareness	Green entrepreneurial intentions
3	Entrepreneurial self-efficacy	Entrepreneurial intention
4	Post-pandemic factors, entrepreneurial self-efficacy	Entrepreneurial intentions
5	Creative self-efficacy, creative process engagement	Entrepreneurial intention

6	Attitude towards entrepreneurship education, entrepreneurial self-efficacy, social norms	Entrepreneurial intentions
7	Institutional support, parental role models, entrepreneurial self-efficacy	Entrepreneurial intentions
8	Passion, self-efficacy	Entrepreneurial intentions
9	Educational support, social support, self-efficacy	Entrepreneurial intentions
10	Entrepreneurship environments, role models, self-efficacy	Entrepreneurial intention
11	Entrepreneurship education, entrepreneurial self-efficacy, grit	Entrepreneurial intention
12	Emotional intelligence, self-efficacy	Entrepreneurial intention
13	Imaginativeness (creative, social, practical), self-efficacy	Entrepreneurial intention
14	Entrepreneurial leadership, cultural values, self-efficacy	Entrepreneurial intentions
15	Cultural values, entrepreneurial education, self-efficacy	Entrepreneurial intentions
16	Extra-curricular support, self-efficacy	Entrepreneurial intentions
17	Curricular/extracurricular activities, attitude, self-efficacy	Entrepreneurial intention
18	Antecedents (varied), entrepreneurial self-efficacy	Women entrepreneurial intention
19	Self-efficacy, entrepreneurial characteristics	Entrepreneurial intention
20	Institutional factors, self-efficacy	Entrepreneurial intentions
21	Passion, creativity, self-efficacy	Entrepreneurial intentions
22	Narcissistic personality, self-efficacy	Entrepreneurial intention
23	Entrepreneurship education, psychological capital, self-efficacy	Entrepreneurial intention
24	Entrepreneurship learning models, self-efficacy	Entrepreneurial intention
25	Access to finance, self-efficacy, attitude	Entrepreneurial intentions
26	Expectations of success, self-efficacy	Entrepreneurial intentions
27	Entrepreneurial education, self-efficacy	Entrepreneurial intentions
28	Entrepreneurship education, self-efficacy, competition experience	Entrepreneurial intentions
29	Narcissistic personality, self-efficacy	Entrepreneurial intention

Source: processed by the author, 2024

Antecedent Variables

a. Self-Efficacy

In this article, *self-efficacy* is defined as an individual's belief in his or her ability to organize and execute the actions necessary to achieve a particular performance. (Hartini & Wardhana**,** 2022) *Self-efficacy* is defined as a person's belief or confidence about his or her ability to exert the motivation, cognitive resources, and actions necessary to meet the demands of a particular task (Bandura et al, 2018)

b. Entrepreneurial Self-Efficacy

Entrepreneurial self-efficacy refers to an individual's confidence in their ability to perform entrepreneurial tasks and manage roles related to opportunity recognition, resource acquisition, and venture management. This psychological construct plays a crucial role in shaping entrepreneurial intentions by influencing an individual's belief in their capacity to handle entrepreneurial challenges effectively. As highlighted by (Wardana et al, 2024), self-efficacy is a critical antecedent to both business creation and entrepreneurial success.

c. Attitude

In the context of entrepreneurship, attitude represents an individual's positive or negative evaluation of entrepreneurial activities, reflecting their predisposition to engage in entrepreneurial behavior Attitude serves as a significant determinant of entrepreneurial intentions, influenced by personal values, cultural norms, and exposure to entrepreneurial experiences. A positive attitude toward entrepreneurship enhances the likelihood of pursuing entrepreneurial ventures, as emphasized by (Munir et al, 2024).

d. Entrepreneurship Education

Entrepreneurship education refers to formal and informal learning experiences aimed at developing entrepreneurial skills, knowledge, and attitudes necessary for managing new ventures. This structured approach enhances entrepreneurial competencies by equipping individuals with essential tools and perspectives, as demonstrated by (Mambali et al, 2024).

Their research highlights how entrepreneurship education contributes to green entrepreneurial self-efficacy and intentions by fostering sustainable business practices.

Consequences Variable

a. Business Creation

Business creation is a multifaceted process that encompasses various stages, from idea generation to establishing a fully functional business. (Sahid et al, 2024) emphasize that business creation is influenced by entrepreneurial self-efficacy, which impacts an individual's confidence in their ability to successfully start and manage a business. This process is shaped by a combination of environmental factors, personal attitudes, and motivations that drive the decision to create a business.

b. Green Entrepreneurial Intentions

Green entrepreneurial intentions reflect an entrepreneur's commitment to integrating environmental sustainability into business practices. (Mambali et al, 2024) highlight how entrepreneurial self-efficacy, in conjunction with environmental education, shapes an entrepreneur's willingness to adopt green initiatives. This demonstrates a growing trend toward sustainable business creation, responding to increasing awareness of environmental challenges.

c. Entrepreneurial Intention

Entrepreneurial intention is a critical determinant of an individual's likelihood of pursuing entrepreneurial activities. (Wardana et al, 2024) describe entrepreneurial intention as being significantly influenced by self-efficacy, emphasizing that confidence in managing and growing a business drives entrepreneurial behavior. This intention is shaped by individual attitudes, perceived opportunities, and external support systems.

Managerial implication

The findings from this systematic review provide critical insights for managers and educators involved in entrepreneurship education and student development. Given the significant role of entrepreneurial self-efficacy in shaping entrepreneurial intentions, it is essential for educational institutions and policymakers to prioritize initiatives that build students' confidence in their ability to engage in entrepreneurial activities. Managers should focus on creating supportive environments that nurture self-efficacy by offering experiential learning opportunities, mentorship programs, and access to real-world business challenges.
Furthermore, incorporating technology-driven approaches can enhance the educational experience, enabling students to develop essential skills needed to thrive in a rapidly evolving entrepreneurial landscape. Managers should adopt a holistic approach to designing entrepreneurship programs, balancing theoretical knowledge with practical insights. This approach will enable students to apply their skills in dynamic business environments, preparing them to navigate the complexities of the modern business world.

CONCLUSION

The importance of these elements in promoting the growth of entrepreneurial behavior is highlighted by the systematic evaluation of research looking at the impact of entrepreneurial self-efficacy and entrepreneurship education on entrepreneurial intentions. The results show that people are far more confident and motivated to undertake entrepreneurial endeavors when they have higher levels of self-efficacy and have received specialized entrepreneurship education. Additionally, social factors, experiential learning, and institutional support strengthen the link between self-efficacy and entrepreneurial goals. A thorough grasp of the ways that self-efficacy and education influence entrepreneurial aspirations is offered by this synthesis, which also identifies areas for future study and useful implementation in improving entrepreneurial education initiatives.

Recommendation

1. All-inclusive Entrepreneurship Curriculum: Academic institutions ought to provide a more comprehensive curriculum for entrepreneurship that incorporates experiential learning in addition to academic understanding. Business simulations, hands-on training, and group projects are a few examples of how to improve the practical application of entrepreneurial abilities.
2. In order to assist students and prospective company owners, educational institutions ought to make mentorship programs, business incubators, and networking opportunities available. This makes it possible for students to receive advice and real-world insights from seasoned business owners and professionals in the field.
3. Collaboration Across Disciplines: Promoting cooperation between various academic fields can result in unique solutions and a more imaginative and multidisciplinary approach to entrepreneurship. This strategy can enhance the influence of education and self-efficacy on entrepreneurial intentions.
4. Policy Implications: Since entrepreneurship is crucial for addressing economic development and job creation, policymakers should take it into account as a fundamental element of educational reforms. Resources and financial assistance for entrepreneurial endeavors should be the goal of policy, especially for underrepresented or underprivileged populations.
5. Future research should investigate the long-term effects of entrepreneurial education and self-efficacy on business outcomes and entrepreneurial success in various socioeconomic and cultural contexts. This will offer a more sophisticated comprehension of the ways in which these elements impact entrepreneurial aspirations worldwide.
6. Evaluation and Ongoing Improvement: To make sure that entrepreneurship education programs successfully meet the changing demands of students and the business environment, regular evaluation should be put into place. This will assist in improving courses and adjusting them to new entrepreneurship trends.

REFERENCES

Sahid, S., Norhisham, N. S., & Narmaditya, B. S. (2024). Interconnectedness between entrepreneurial self-efficacy, attitude, and business creation: A serial mediation of entrepreneurial intention and environmental factor. Heliyon, 10(9). DOI: 10.1016/j.heliyon.2024.e30478 [2024-12-06 17:29:07]

Mambali, E. R., Kapipi, M. S., & Changalima, I. A. (2024). Entrepreneurship education and business and science students' green entrepreneurial intentions: The role of green entrepreneurial self-efficacy and environmental awareness. The International Journal of Management Education, 22(2), 100987. DOI: 10.1016/j.ijme.2024.100987 [2024-12-07 03:19:01]

Wardana, L. W., Martha, J. A., Wati, A. P., Narmaditya, B. S., Setyawati, A., Maula, F. I., ... & Suparno. (2024). Does entrepreneurial self-efficacy really matter for entrepreneurial intention? Lesson from covid-19. Cogent Education, 11(1), 2317231. DOI: 10.1080/2331186X.2024.2317231 [2024-12-07 03:19:01]

Chahal, J., Shoukat, M. H., Massoud, H. K., & Ayoubi, R. M. (2024). Analysing the impact of post-pandemic factors on entrepreneurial intentions: the enduring significance of self-efficacy in student planned behaviour. Cogent Business & Management, 11(1), 2302796. DOI: 10.1080/23311975.2024.2302796 [2024-12-07 03:19:01]

Alhadihaq, M. Y., Zakiah, S., Sudjatmoko, A., Winarno, A., & Hermana, D. (2024). How creative self-efficacy foster entrepreneurial intention through creative process engagement in entrepreneurial higher education ecosystem. Cogent Economics & Finance, 12(1), 2370910. DOI: 10.1080/23322039.2024.2370910 [2024-12-07 03:19:01]

Munir, H., Nauman, S., Ali Shah, F., & Zahid, U. (2024). Attitude towards entrepreneurship education and entrepreneurial intentions among generation Z: unleashing the roles of entrepreneurial self-efficacy and social norms in Pakistani context. Journal of Entrepreneurship and Public Policy, 13(2), 255-277. DOI: 10.1108/JEPP-07-2023-0065 [2024-12-06 17:37:44]

Gonzalez-Tamayo, L. A., Olarewaju, A. D., Bonomo-Odizzio, A., & Krauss-Delorme, C. (2024). University student entrepreneurial intentions: the effects of perceived institutional support, parental role models, and entrepreneurial self-efficacy. Journal of Small Business and Enterprise Development, 31(8), 205-227. DOI: 10.1108/JSBED-09-2022-0408 [2024-12-07 03:19:01]

Gregori, P., Holzmann, P., Krajger, I., Schwarz, E. J., & Harms, R. (2024). Entrepreneurship and environmental sustainability: the effects of passion and self-efficacy on entrepreneurial intentions. Journal of Small Business and Enterprise Development, (ahead-of-print). DOI: 10.1108/JSBED-10-2023-0488 [2024-12-07 03:19:01]

Yesmin, M. N., Hossain, M. A., Islam, M. S., Rahman, M. M., Jahan, N., & Kim, M. (2024). Entrepreneurial intentions and the role of educational and social support: do the self-efficacy and the theory of planned behavior variables matte? RAUSP Management Journal. DOI: 10.1108/RAUSP-03-2024-0053 [2024-12-07 03:19:01]

Nguyen, T. T., & Phan, H. T. T. (2024). Entrepreneurship environments and entrepreneurial intention-the role of self-efficacy and role model. International Journal of Engineering Business Management, 16, 18479790241275925. DOI: 10.1177/18479790241275925 [2024-12-06 17:30:29]

Zhang, H. X., & Chen, H. (2024). Entrepreneurship Education and Entrepreneurial Intention Among Tourism and Hotel Management Students: The Mediating Role of Entrepreneurial Self-Efficacy and the Moderating Role of Grit. SAGE Open, 14(2), 21582440241249119. DOI: 10.1177/21582440241249119 [2024-12-07 03:19:01]

Nwibe, K. J., & Ogbuanya, T. C. (2024). Emotional intelligence and entrepreneurial intention among university undergraduates in Nigeria: exploring the mediating roles of self-efficacy domains. Journal of Innovation and Entrepreneurship, 13(1), 13. DOI: 10.1186/s13731-024-00367-7 [2024-12-06 17:31:33]

Katyal, S., Lingappa, A. K., & Mathew, A. O. (2024). Influence of creative, social, and practical imaginativeness on self-efficacy and entrepreneurial intention of engineering students. Creativity Studies, 17(2), 362-378. DOI: 10.3846/cs.2024.17079 [2024-12-07 03:19:01]

Hussain, G., Samreen, F., Riaz, A., Wan Ismail, W. K., & Sultan, M. (2024). A cross-level relationship between entrepreneurial leadership and followers' entrepreneurial intentions through entrepreneurial self-efficacy and identification with the leader under moderating role of cultural values. Current Psychology, 43(8), 7478-7496. DOI: 10.1007/s12144-023-04935-0 [2024-12-06 17:48:30]

Le, T. T., Doan, X. H., & Duong, C. D. (2023). A serial mediation model of the relation between cultural values, entrepreneurial self-efficacy, intentions and behaviors: Does entrepreneurial education matter? A multi-group analysis. Journal of Open Innovation: Technology, Market, and Complexity, 9(2), 100064. DOI: 10.1016/j.joitmc.2023.100064 [2024-12-07 03:19:01]

Subhadrammal, D., Bliemel, M., Bressan, A., & de Burgh-Woodman, H. (2023). Extra-curricular support for entrepreneurship among engineering students: development of entrepreneurial self-efficacy and intentions. Humanities and Social Sciences Communications, 10(1), 1-10. DOI: 10.1057/s41599-023-02171-2 [2024-12-07 03:19:01]

Sharma, M. K., & Jamwal, M. (2024). Do curricular and extracurricular activities impact entrepreneurial intention and implementation among hospitality and tourism students? The role of attitude, self-efficacy and uncertainty avoidance. Journal of Teaching in

Travel & Tourism, 24(1), 71-95. DOI: 10.1080/15313220.2023.2292278 [2024-12-07 03:19:01]

Sharma, N., Sinha, E., & Shalender, K. (2024). Espoused model of women entrepreneurship: antecedents to women entrepreneurial intention and moderating role of entrepreneurial self-efficacy. Journal of Enterprising Communities: People and Places in the Global Economy, 18(5), 881-901. DOI: 10.1108/JEC-01-2023-0011 [2024-12-07 03:19:01]

Rocha, A. K. L., Moraes, G. H. S., Voda, A. I., & Quadros, R. (2023). Comparative analysis of entrepreneurial intention models: Self-efficacy versus entrepreneurial characteristics. RAM. Revista de Administração Mackenzie, 24(4), eRAMG230209. DOI: 10.1590/1678-6971/eRAMG230209.en [2024-12-06 17:33:03]

Al-Qadasi, N., Zhang, G., Al-Awlaqi, M. A., Alshebami, A. S., & Aamer, A. (2023). Factors influencing entrepreneurial intention of university students in Yemen: The mediating role of entrepreneurial self-efficacy. Frontiers in Psychology, 14, 1111934. DOI: 10.3389/fpsyg.2023.1111934 [2024-12-07 03:19:01]

Ferreira-Neto, M. N., de Carvalho Castro, J. L., de Sousa-Filho, J. M., & de Souza Lessa, B. (2023). The role of self-efficacy, entrepreneurial passion, and creativity in developing entrepreneurial intentions. Frontiers in Psychology, 14, 1134618. OI: 10.3389/fpsyg.2023.1134618 [2024-12-07 03:19:01]

Gao, S. Y., & Huang, J. (2023). Corrigendum: Effect of narcissistic personality on entrepreneurial intention among college students: mediation role of entrepreneurial self-efficacy. Frontiers in Psychology, 14, 1206340. DOI: 10.3389/fpsyg.2023.1206340 [2024-12-07 03:19:01]

Wang, X. H., You, X., Wang, H. P., Wang, B., Lai, W. Y., & Su, N. (2023). The effect of entrepreneurship education on entrepreneurial intention: mediation of entrepreneurial self-efficacy and moderating model of psychological capital. Sustainability, 15(3), 2562. DOI: 10.3390/su15032562 [2024-12-06 17:35:23]

Hutasuhut, S., Thamrin, T., & Ridwan, M. (2023). A creative model of entrepreneurship learning to improve self-efficacy, entrepreneurial intention, and student achievement. Creativity Studies, 16(2), 578-592. DOI: 10.3846/cs.2023.13468

Svotwa, T. D., Jaiyeoba, O., Roberts-Lombard, M., & Makanyeza, C. (2022). Perceived access to finance, entrepreneurial self-efficacy, attitude toward entrepreneurship, entrepreneurial ability, and entrepreneurial intentions: A Botswana youth perspective. Sage Open, 12(2), 21582440221096437. DOI: 10.1177/21582440221096437 [2024-12-06 17:23:04]

Romero-Galisteo, R. P., González-Sánchez, M., Gálvez-Ruiz, P., Palomo-Carrión, R., Casuso-Holgado, M. J., & Pinero-Pinto, E. (2022). Entrepreneurial intention, expectations of success and self-efficacy in undergraduate students of health sciences. BMC Medical Education, 22(1), 679. DOI: 10.1186/s12909-022-03731-x [2024-12-06 17:35:53]

Kent, C. D., Adigun, O. T., & Mosia, P. A. (2022). Implications of entrepreneurial education, self-efficacy and personality traits on the entrepreneurial intentions of deaf/hard of hearing students post COVID-19 lockdown. Work, 73(2), 393-404. DOI: 10.3233/WOR-220133 [2024-12-07 03:19:01]

Wu, L., Jiang, S., Wang, X., Yu, L., Wang, Y., & Pan, H. (2022). Entrepreneurship education and entrepreneurial intentions of college students: The mediating role of entrepreneurial self-efficacy and the moderating role of entrepreneurial competition experience. Frontiers in psychology, 12, 727826. DOI: 10.3389/fpsyg.2021.727826 [2024-12-07 03:19:01]

Gao, S. Y., & Huang, J. (2022). Effect of narcissistic personality on entrepreneurial intention among college students: mediation role of entrepreneurial self-efficacy. Frontiers in Psychology, 12, 774510. DOI: 10.3389/fpsyg.2021.774510 [2024-12-07 03:19:01]

Indonesia.Go.Id , Portal Informasi Indonsia. Klasifikasi Terkini Kelas Ekonomi., (2023) Source https://indonesia.go.id/kategori/indonesia-dalam-angka/7277/klasifikasi-terkini-kelas-ekonomi-negara?lang=1