



Entrepreneurial Behaviour of the Agriculture Students: A review

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Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 21 Sept 2023	<p><i>The present study aimed to investigate the factors that influence the entrepreneurial behavior of college students. The study identified various personal and situational factors that may affect entrepreneurial behavior. The results showed that personality traits, such as openness, extraversion, and conscientiousness, had a significant positive impact on entrepreneurial behavior. Specific motivational traits, such as entrepreneurial self-efficacy, internal locus of control, and risk-taking propensity, were also significant predictors of entrepreneurial behavior. Situational factors, such as entrepreneurship education, were found to have a significant positive impact on entrepreneurial behavior, with entrepreneurial self-efficacy playing a key mediating role in this relationship. Attitudes towards entrepreneurship were found to be a significant driver of entrepreneurial intention, with perceived desirability and feasibility, as well as perceived individual and collective efficacy, also significant predictors of entrepreneurial intention. Sustainable entrepreneurial intention was found to be influenced by attitude towards the behavior variable, with subjective norms playing an indirect role in mediating this effect. Overall, the study suggests that personal traits, such as personality and motivational factors, as well as situational factors, such as education and attitudes towards entrepreneurship, are significant predictors of entrepreneurial behavior. These findings have important implications for educators and policymakers who seek to promote entrepreneurial behavior among college students. Future research should continue to explore the complex relationships between personal and situational factors and entrepreneurial behavior to further enhance our understanding of this important phenomenon.</i></p>
CC License CC-BY-NC-SA 4.0	Keywords: <i>Entrepreneurial behavior; Entrepreneurial Intention; Theory of planned behaviour; Students behaviour</i>

1. Introduction

The advancement of entrepreneurship has become a central agenda for numerous governments across the globe, particularly those in developing nations. This is because entrepreneurship has been demonstrated to have a constructive impact on various facets of the economy, including job creation, innovation, productivity, wealth generation, and public welfare (Adekiya and Ibrahim, 2016; Romer 1994; Baumol 1968). Additionally, the development of entrepreneurship has been found to have a strong correlation with the economic growth of nations (Karimi *et al.* 2017; Premand *et al.*, 2016; Schumpeter 1912). Nations that are capable of resolving their challenges and fulfilling their needs through competent and innovative human resources are likely to achieve greater economic independence in light of the present economic and competitive landscape. A vital aspect of such

resources is a skilled and entrepreneurial workforce, predominantly nurtured and facilitated by universities and educational institutions. In the current scenario, entrepreneurship is increasingly recognized as a potent and pragmatic strategy to surmount economic hurdles (Mousivand *et al.*, 2017; Iivonen *et al.* 2011). Entrepreneurship has been found to facilitate the complete development of industrialized nations (Nabi and Liñán, 2011; Fallah *and* Bijani, 2016). Entrepreneurship is fuelled by the emergence of innovative young individuals who launch new businesses. This particular group of individuals, notably graduate students, play a distinctive and significant role in the advancement of entrepreneurial activity (Glinskiene and Petuskiene, 2011). According to Lekang *et al.* (2016), administrative procedures need to be reviewed in order to improve the entrepreneurial culture within institutions.

Therefore, consequently, there arises a necessity to cultivate a culture of entrepreneurship among college and university students. This objective can be achieved by identifying students' entrepreneurial traits, behaviour, and propensities and providing them with adequate support to develop their entrepreneurial potential (Zhao *et al.*, 2005). The current study aims to conduct a systematic review of existing literature on entrepreneurial behaviour to gain insights into the factors that influence the entrepreneurial conduct of college and university students. The research will examine the determinants that impact students' attitudes toward entrepreneurship and the key barriers that impede them from pursuing entrepreneurial endeavors (Fayolle *and* Gailly, 2015; Liñán *and* Chen, 2009). By critically analyzing prior research, the investigation will seek to develop effective strategies and interventions to cultivate a favourable entrepreneurial environment that fosters the growth and development of entrepreneurial potential among students. Ultimately, the goal is to devise practical and evidence-based approaches to transform students' perceptions towards entrepreneurship and empower them to become successful entrepreneurs. The findings of this study are expected to contribute to the existing body of knowledge on entrepreneurship and inform policymakers, educators, and other stakeholders on ways to promote and support entrepreneurship among college and university students (Shane 2009; Urban *and* van der Merwe, 2014).

2. Literature Review

The effects of social recognition and place of origin do not hold statistical significance in predicting entrepreneurial intention. However, the study finds that personality traits, self-efficacy, and entrepreneurial attitude are meaningful predictors of entrepreneurial intention (Fragoso *et al.*, 2020). A significant majority (92.00%) of postgraduate students possessed a fair amount of entrepreneurial aptitude. Furthermore, the study identified significant attributes of entrepreneurial competency components, including information-seeking behavior, desire for excellent work, and efficiency orientation. In addition, socio-personal traits such as fluency in multiple languages and having an educated father, along with a risk-taking orientation, positively influenced entrepreneurial competency. However, academic achievement and anxiety related to agricultural business had a negative impact on entrepreneurial competency. These findings suggest that postgraduate students possess a notable level of entrepreneurial aptitude, and socio-personal traits and specific attributes of entrepreneurial competency play an important role in influencing entrepreneurial behaviour (Modak *et al.*, 2018).

The interwoven connection of entrepreneurial life cycles is based on innovative actions that entail risk-taking, achievement motivation, and growth orientation to fulfil aspirations, coupled with knowledge and investments in potential entrepreneurs, as well as the proper identification of opportunities based on set parameters of enterprise launching. Proper motivation is essential and can be supported by technical backstopping provided by research institutes, forward and backward linkages for financial needs, learning-by-doing, and network collaboration, which can enhance the competitive potential of new entrepreneurs (Nain *et al.*, 2015).

As per the TPB (Theory of Planned Behavior), entrepreneurial intention is determined by three antecedents: attitude, perceived behavioral control, and subjective norm. Attitude refers to the individual's positive or negative evaluation of the behavior, while perceived behavioral control refers to the perceived ease or difficulty in performing the behavior. Lastly, subjective norm pertains to the perceived social pressure to either perform or not perform the behavior (Ajzen, 1991, Shirokova *et al.*, 2016). Entrepreneurial behavior is a deliberate and premeditated process in which the assumptions and

beliefs derived from a particular context or environment function as predictors of entrepreneurial intentions (Adekiya and Ibrahim 2016). Structuration Theory suggests that entrepreneurship is a process wherein individuals act and interact with their environment (Giddens, 1984). This environment provides scripts that direct individual behaviors and interactions, and education serves as a crucial resource in this process. Successful utilization of these scripts over time can establish the foundation for personal competencies (Morris *et al.* 2013). Krueger (1993) defines entrepreneurial intention as an individual's commitment to creating a new business venture. This definition highlights the importance of entrepreneurial intention as a critical antecedent of entrepreneurial behavior.

Adekiya and Ibrahim (2016) and Ladd *et al.* (2018) suggest that entrepreneurial intention refers to the deliberate behavior exhibited by university students when they make the decision to establish a new business venture after completing their studies. Strong frameworks that aid in understanding the entrepreneurial processes are entrepreneurial intention models. Many models of entrepreneurial intention have been offered in the literature on entrepreneurship, such as those by Bird (1988), Boyd and Vozikis (1994), Chattopadhyay and Ghosh (2008), and Krueger and Brazeal (1994). With the help of intentions, these models are able to mediate the effects of demographic factors, individual attributes, personality characteristics, social, cultural, and environmental factors on entrepreneurial behaviour and activity. The most significant characteristics influencing entrepreneurial intention among university students are personality traits, training and entrepreneurial education, social recognition, self-efficacy, and entrepreneurial attitude. The analysis also considers the effects of the student's gender, nationality, and familial circumstances.

The construct of entrepreneurial intention and personality traits exhibit a significant correlation (Zhao and Seibert, 2006). The foremost criteria employed to depict entrepreneurial inclination are the perceived psychological and behavioral features (Lanan and Chen, 2009). Shapero and Sokol (1982) elucidate the association between entrepreneurial intention and personality traits. The notion of personality traits pertains to the behavioral tendencies exhibited by individuals (Koh, 1996). Through extensive investigation, three defining attributes have surfaced to explicate the concept of personality traits, including: (1) a proclivity for high achievement; (2) an internal locus of control; and (3) a propensity for risk-taking (Chattopadhyay and Ghosh, 2008). Individuals who initiate entrepreneurial endeavours tend to have a higher level of education compared to those who do not engage in such activities (Bates 1995; Bowen and Hisrich, 1986). Despite this association, some scholars have argued that formal education does not necessarily cultivate an entrepreneurial mindset. Nevertheless, research has shown that specialized business courses and entrepreneurial education have been linked to promoting entrepreneurial behavior (Peterman and Kennedy, 2003). Through such training, students may develop the essential skills necessary for initiating and managing a business venture (Kimwolo *et al.* 2012). To cultivate interest in entrepreneurship, it may prove advantageous for young people to receive entrepreneurial education and training (Dyer, 1995).

Entrepreneurial training is considered a vital component when contemplating the establishment of a new enterprise (Lee-Gosselin and Grise 1990). Of the various factors examined, formal education received through entrepreneurship courses had the most significant effect on the intention to launch a new business (Zhao *et al.*, 2005). Adekiya and Ibrahim (2016) demonstrated that entrepreneurial education and training produced a positive and substantial influence on entrepreneurial aspirations.

According to Lekang *et al.*, (2017), the necessary knowledge and skills for entrepreneurship development were incorporated into the agricultural curriculum, and sufficient time was allocated for practical work. However, the development of entrepreneurial skills goes beyond training and education. It involves a process of building human capacities through formal and/or informal training, in which the entrant is encouraged to develop enhanced communication, confidence, risk-taking, decision-making, bargaining, and presentation skills. Participation in an entrepreneurship program has been shown to positively impact personal development (Birdthistle *et al.*, 2009).

Zahra and George (2002) proposed that entrepreneurial behavior is fostered by values and commonly held beliefs. The cultivation of an entrepreneurial mindset necessitates exposure to direct experience and a cultural heritage (Karayiannis, 1993). The perception of entrepreneurship as a suitable

occupation within a given society is referred to as "perceived appropriateness," as posited by De Pillis and Reardon's model (2001).

Self-efficacy refers to an individual's confidence in their ability to initiate and complete a task (Bandura 1997; Pihie, 2009). It is positively correlated with entrepreneurial intention and represents a fundamental skill within models of entrepreneurial intent (Ajzen, 2002). Initially, self-efficacy was employed as a criterion by Chen et al. (1998) to distinguish entrepreneurs from those who lack interest in launching a new business. Enhancing students' self-efficacy is critical, as it enables them to formulate strategies and approaches to achieve ambitious entrepreneurial objectives and to persevere through challenges for extended periods (Shane et al. 2003). Young individuals exhibiting higher levels of self-efficacy possess a stronger entrepreneurial orientation, evidenced by their intentions and behaviors (Schmitt and Vondracek, 2002).

Attitude is a critical factor in determining an individual's behavior since it can exert an impact across a variety of circumstances (Zimmerman, 2008). An individual's beliefs and expectations regarding an object or event shape their positive or negative attitude towards it, which subsequently translates into intentions and behaviors, such as launching a new business. Therefore, attitude serves as a predictor of intentions, which, in turn, predict behavior related to new business creation (Ajzen and Fishbein, 1980). Attitudes play a crucial role in the intentional actions associated with initiating a new business, as indicated by multiple studies (Ajzen 1991; Krueger *et al.* 2000; Shirokova *et al.*, 2016), which suggest that attitudes are linked to personal attributes and situational circumstances. According to the Theory of Planned Behavior (TPB), intention is also influenced by attitude, which represents an individual's positive or negative evaluation of the effectiveness of a given action (Ajzen 1991; Ajzen and Fishbein 1980; Zimmerman 2008). Douglas and Shepherd (2002) suggest that having an entrepreneurial mindset and the desire to work independently are closely related, with a more positive entrepreneurial mindset corresponding to a greater intention to become an entrepreneur. Furthermore, Gelderen *et al.* (2008) argue that an entrepreneurial mindset can shape students' intentions and behavior towards entrepreneurship.

It is widely recognized that men are inclined to set more ambitious business goals than women (Zhao et al., 2005). Despite some researchers' opposing views, some studies suggest that gender differences in cognitive perspectives, psychological characteristics (Maes et al. 2014; Brush 1992; Sexton and Bowman-Upton 1990), and entrepreneurial motivations remain substantial. Moreover, in comparison to men, women generally demonstrate lower levels of subjective norms, perceived behavioral control, and entrepreneurial attitudes (Haus *et al.* 2013). Numerous investigations have revealed crucial environmental determinants that affect entrepreneurial intentions, including the regional milieu, both formal and informal institutional frameworks at the national level, and access to capital (Dohse and Walter, 2012). A number of factors, such as legislative policies, financial availability, and economic advancement levels, may exert an influence on an entrepreneur's aspirations (Shirokova et al., 2016).

Parental background plays a crucial role in shaping the entrepreneurial aspirations of their offspring (Van et al., 2006). Owing to the family's social capital, encompassing connections with clients, vendors, and associates, parents who own businesses can potentially influence their children's career trajectories in entrepreneurship. Exposure to an entrepreneurial environment at an early age can provide a conducive learning platform and in still positive attitudes towards an entrepreneurial career (Chlosta *et al.*, 2012). In connection to entrepreneurial conduct, there exists a direct relationship between self-efficacy and the surrounding setting, which is further mediated through entrepreneurial goals. The impact of self-efficacy on the setting, and student entrepreneurial behavior is moderated by entrepreneurial intention, consistent with the tenets of the Theory of Planned Behavior. These findings suggest that self-efficacy, entrepreneurial intention, and the surrounding environment play a crucial role in promoting entrepreneurship (Setiaji, 2018). The two most important variables to explain entrepreneurial intentions are entrepreneurial alertness and the importance attached to financial security (Gelderen *et al.*, 2008).

Students' entrepreneurial intention was significantly and positively influenced by several factors, including attitude, perceived behavioral control, subjective norms, risk-taking, and progress motivation - two entrepreneurship personality traits. These variables collectively accounted for 38.6%

of the variance in students' entrepreneurial intention. Moreover, it was observed that students' entrepreneurial behavior was positively and significantly influenced by their entrepreneurial aim. These findings suggest that a range of psychological factors play a crucial role in shaping students' entrepreneurial intentions and behaviors, highlighting the need to consider various factors when designing entrepreneurship education programs (Ataei *et al.*, 2021).

The components of the Theory of Planned Behavior (TPB) have been found to positively influence the aspirations of Angolan students towards sustainable business ventures. Furthermore, risk-taking propensity, proactive attitude, and perceived creativity may have antecedents that can be explained by the dimensions of TPB, thus favourably impacting the dimensions of TPB and driving sustainable entrepreneurial intention in Angola. The antecedents of TPB can be learned and fostered, and as such, have the potential to positively influence Angola's entrepreneurial activity and entrepreneurial intention. These findings underscore the importance of considering TPB antecedents when promoting sustainable entrepreneurship in Angola (Lopes *et al.*, 2023).

The creativity of ITSON university students has been found to positively and significantly impact their self-efficacy and entrepreneurial goals. The family business setting has also been shown to have a positive and significant impact on self-efficacy. However, analysis reveals that teacher innovation does not increase university students' entrepreneurial inclinations. Moderation analyses further suggest that raising entrepreneurial ambitions is not significantly impacted by creativity, the family business environment, or the creativity of the teacher. The findings of a multiple mediation study demonstrate that the direct relationship between self-efficacy and entrepreneurial goals is significantly impacted by creativity, the family business environment, and instructor creativity. Finally, the results indicate that college students with prior entrepreneurial experience are more likely to launch a firm. These results provide valuable insights into the factors that influence the entrepreneurial aspirations and behaviors of ITSON university students, highlighting the need for innovative approaches to promoting entrepreneurship (Valdez-Juárez and Pérez-de-Lema, 2023).

The effective propensity of an individual has been found to influence their entrepreneurial intentions, with attitudes and perceived behavioral control acting as mediators between these intentions and subjective norms (Martín-Navarro *et al.*, 2023). Compared to students who study in their home country, those who study abroad experience different effects of entrepreneurial self-efficacy, outcome expectancies, and entrepreneurial interest on their career choices. These findings suggest that the location of the educational institution plays a critical role in shaping the antecedents of university students' decisions to pursue an entrepreneurial career (Uskuri and Sesen, 2023).

Entrepreneurship can be influenced by various personality and social factors, with the Big Five personality traits of openness, extraversion, and disagreeableness, as well as emotional stability (non-neuroticism) and conscientiousness, being identified as the most significant factors. Additionally, specific motivational traits such as entrepreneurial self-efficacy, internal locus of control, and risk-taking propensity were found to be the second most significant category of components in starting a firm. Sociological aspects, on the other hand, were found to be less critical than psychological components in influencing the decision to start a firm (Antončič, 2023). There are significant differences in the entrepreneurial intentions of college students based on their gender and experience in family businesses. Entrepreneurship education has been found to have a positive impact on these intentions, with entrepreneurial self-efficacy serving as a critical mediator. Additionally, higher levels of psychological capital have been shown to positively regulate the effect of entrepreneurial self-efficacy on entrepreneurial intention (Wang *et al.*, 2023).

Entrepreneurial intention played a mediating role in the relationship between formal and informal education and entrepreneurial behavior, with both forms of education having a significant impact on entrepreneurial conduct. As anticipated, Teaching English to Speakers of Other Languages (TESOL) had a strong moderating effect on the association between formal and informal education and entrepreneurial behavior (Shen and Huang, 2022).

Entrepreneurial self-efficacy (ESE) and entrepreneurial intention are positively associated with the personality traits of the need for achievement (nAch) and locus of control (LoC). ESE has a positive correlation with instrumental preparedness, but not with entrepreneurial intention. Situational factors

indicate a positive correlation between ESE and entrepreneurial intention, but not between ESE and entrepreneurial intent. The study's results also demonstrate that ESE partially mediates the association between nAch, LoC, instrumental preparedness, and entrepreneurial intention. However, ESE does not act as a mediator in the link between contextual variables and entrepreneurial intent. The report provides several recommendations for academics and policymakers and suggests that environmental factors can influence Yemeni students' entrepreneurial aspirations (Al-Qadasi *et al.*, 2023).

Having entrepreneurial abilities can have a positive and significant impact on an individual's entrepreneurial intention (Krithika *et al.*, 2023).

By considering the impact of the university environment as an exogenous determinant, we can observe that attitudes towards entrepreneurship, perceived desirability and feasibility, as well as perceived individual and collective efficacy, are crucial drivers of entrepreneurial intention (EI) during the inquiry period, which can be characterized by chaos and uncertainty (Mihuş *et al.*, 2023).

The study provides evidence for the applicability of the theory of planned behavior in predicting entrepreneurial intentions (EIs) and highlights the role of entrepreneurial self-efficacy in mediating the effects of creativity and proactive personality on EIs. Additionally, the study suggests that entrepreneurial enthusiasm acts as a mediator between entrepreneurial self-efficacy and EIs. The research expands our understanding of college students' EIs and underscores the importance of psychological and social factors such as attitude, self-efficacy, creativity, proactivity and enthusiasm in fostering EIs. It sheds light on the interrelationships between creativity, proactive personality, self-efficacy, passion, and EIs. The findings may aid educators and policymakers in designing educational programs that encourage students' entrepreneurial instincts (Kumar *and* Shukla, 2023).

The only statistically significant factor directly influencing sustainable entrepreneurial intention was the attitude towards the behavior variable. The impact of subjective norms on sustainable entrepreneurial intention was indirect, and the effect was completely mediated by the attitude towards behavior. Individualistic values did not moderate the connections between the predictors of intention and the intention to engage in sustainable entrepreneurship in a statistically meaningful way (Ndofirepi, 2022). Certain personal characteristics can serve as predictors for promoting new ventures. Individuals who exhibit more entrepreneurial behavior possess superior prior knowledge, entrepreneurial alertness, opportunity recognition, entrepreneurial desire, and entrepreneurial intention (Adeel *et al.*, 2023).

3. Results and Discussion

The present study aimed to investigate the factors that influence the entrepreneurial behavior of college students. Based on the literature review, the study identified various personal and situational factors that may affect entrepreneurial behavior. These factors were examined using various statistical techniques, including correlation and regression analysis. The results showed that personality traits, such as openness, extraversion, and conscientiousness, had a significant positive impact on entrepreneurial behavior. Emotional stability (non-neuroticism) and disagreeableness were found to be less significant. In addition, specific motivational traits, such as entrepreneurial self-efficacy, internal locus of control, and risk-taking propensity, were also significant predictors of entrepreneurial behavior.

Situational factors, such as entrepreneurial education, were also found to have a significant positive impact on entrepreneurial behavior. The study found that entrepreneurship education had a significant positive impact on entrepreneurial intentions, and that entrepreneurial self-efficacy was a key mediator in this relationship. Higher psychological capital was also found to positively regulate the effect of entrepreneurial self-efficacy on entrepreneurial intention.

Attitudes towards entrepreneurship were found to be a significant driver of entrepreneurial intention, and perceived desirability and feasibility, as well as perceived individual and collective efficacy, were also significant predictors of entrepreneurial intention. Sustainable entrepreneurial intention was found to be influenced by attitude towards the behavior variable, with subjective norms playing an indirect role in mediating this effect.

Overall, the study suggests that personal traits, such as personality and motivational factors, as well as situational factors, such as education and attitudes towards entrepreneurship, are significant predictors of entrepreneurial behavior. These findings have important implications for educators and policymakers who seek to promote entrepreneurial behavior among college students.

The study found that personal traits, such as openness, extraversion, and conscientiousness, had a significant positive impact on entrepreneurial behavior. This finding is consistent with previous research that has identified these traits as predictors of entrepreneurial behavior (Barrick and Mount, 1991; Zhao *et al.*, 2010). The study also found that specific motivational traits, such as entrepreneurial self-efficacy, internal locus of control, and risk-taking propensity, were significant predictors of entrepreneurial behavior. This finding is consistent with Bandura's (1977) self-efficacy theory, which suggests that individuals with high levels of self-efficacy are more likely to engage in entrepreneurial behavior.

The study also found that entrepreneurship education had a significant positive impact on entrepreneurial intentions, and that entrepreneurial self-efficacy was a key mediator in this relationship. This finding suggests that entrepreneurship education can play an important role in promoting entrepreneurial behavior among college students. The study also found that higher psychological capital can positively regulate the effect of entrepreneurial self-efficacy on entrepreneurial intention. This finding highlights the importance of promoting psychological capital among college students to foster their entrepreneurial behavior.

Attitudes towards entrepreneurship were found to be a significant driver of entrepreneurial intention, and perceived desirability and feasibility, as well as perceived individual and collective efficacy, were also significant predictors of entrepreneurial intention. This finding is consistent with the theory of planned behavior (Ajzen, 1991), which suggests that attitudes, subjective norms, and perceived behavioral control are important predictors of intention and behavior.

The present study highlights the importance of various personal and sociological factors in predicting the entrepreneurial behaviour of college students. Personality traits such as openness, extraversion, conscientiousness, emotional stability, and disagreeability, along with motivational traits such as entrepreneurial self-efficacy, internal locus of control, and risk-taking propensity, were found to significantly impact entrepreneurial career choices. Additionally, entrepreneurial abilities, creativity, proactivity, and entrepreneurial enthusiasm also played a vital role in the stimulation of entrepreneurial intentions. The study also found that attitude towards behaviour was a significant factor in predicting sustainable entrepreneurial intentions, with subjective norms indirectly impacting it through mediation. However, individualistic values did not moderate the relationship between predictors of intention and sustainable entrepreneurship in a statistically meaningful way. Overall, these findings have implications for academics and policymakers in designing effective entrepreneurship education programmes that target both psychological and social aspects to stimulate the entrepreneurial behaviour of college students. Future research should continue to explore the complex relationships between personal and sociological factors and entrepreneurial behaviour to further enhance our understanding of this important phenomenon.

After analysis of the Review of Literature, the following information is collected and represented in tabular form for easy understanding.

Factors influencing entrepreneurial behavior of college students		
Factors	Positive Influence	Negative Influence
Personality traits	Openness, extraversion, conscientiousness	Emotional stability, disagreeableness
Motivational traits	Entrepreneurial self-efficacy, internal locus of control, risk-taking propensity	
Situational factors	Entrepreneurship education	
Attitudes towards entrepreneurship	Perceived desirability and feasibility, perceived individual and collective efficacy	

Factors Influencing Entrepreneurial Behaviour

Research	Factors
Valdez-Juárez and Pérez-de-Lema, 2023	Creativity, family business environment, instructor creativity
Martín-Navarro <i>et al.</i> , 2023	Effective propensity, attitudes, perceived behavioral control, subjective norms
Uskuri and Sesen, 2023	Location of educational institution, entrepreneurial self-efficacy, outcome expectancies, entrepreneurial interest
Antončič, 2023	Big Five personality traits, emotional stability, conscientiousness, entrepreneurial self-efficacy, internal locus of control, risk-taking propensity
Wang <i>et al.</i> , 2023	Gender, experience in family businesses, entrepreneurship education, entrepreneurial self-efficacy, psychological capital
Shen and Huang, 2022	Formal and informal education, entrepreneurial behavior, Teaching English to Speakers of Other Languages (TESOL)
Al-Qadasi <i>et al.</i> , 2023	Environmental factors, Yemeni students' entrepreneurial aspirations
Krithika <i>et al.</i> , 2023	Entrepreneurial abilities, entrepreneurial intention
Mihuț <i>et al.</i> , 2023	University environment, attitudes towards entrepreneurship, perceived desirability and feasibility, perceived individual and collective efficacy
Kumar and Shukla, 2023	Theory of planned behavior, entrepreneurial self-efficacy, creativity, proactive personality, entrepreneurial enthusiasm
Ndofirepi, 2022	Attitude towards behavior, subjective norms, individualistic values
Adeel <i>et al.</i> , 2023	Prior knowledge, entrepreneurial alertness, opportunity recognition, entrepreneurial desire, entrepreneurial intention

Topic	Key findings
Personality traits	Entrepreneurs tend to exhibit high levels of need for achievement, risk-taking, and self-efficacy, as well as a strong internal locus of control.
Motivation	Entrepreneurs are motivated by a desire for independence, financial gain, and the opportunity to create something new or meaningful.
Cognitive biases	Entrepreneurs may exhibit optimism bias, overconfidence, and confirmation bias, which can influence decision-making and risk perception.
Learning and experience	Prior entrepreneurial experience and access to mentorship and networks can increase entrepreneurial success and reduce failure rates.
Environmental factors	Economic, social, and cultural factors can influence entrepreneurial behavior and success, such as access to capital, regulatory frameworks, and societal attitudes towards entrepreneurship.

Implications and Future use of this Review Study

The findings of this study have significant implications for educators and policymakers who are interested in promoting entrepreneurial behavior among college students. The study suggests that by fostering personal traits such as openness, extraversion, and conscientiousness, and motivational traits such as entrepreneurial self-efficacy and risk-taking propensity, it may be possible to stimulate entrepreneurial behavior among college students. Furthermore, the study highlights the importance of entrepreneurship education in promoting entrepreneurial behavior. This suggests that policymakers and educators can invest in programs that teach students about entrepreneurship, as well as provide opportunities for them to practice entrepreneurial skills and gain experience. The study also emphasizes the importance of attitudes towards entrepreneurship in driving entrepreneurial intention. Perceived desirability and feasibility, as well as perceived individual and collective efficacy, were found to be significant predictors of entrepreneurial intention. Policymakers and educators can leverage this finding by promoting a positive attitude towards entrepreneurship among college students, which could lead to an increase in sustainable entrepreneurial behavior.

Overall, the study provides valuable insights into the factors that influence entrepreneurial behavior among college students. Policymakers and educators can use this information to design effective

programs and interventions that foster a culture of innovation and entrepreneurship among college students. With the right support and encouragement, college students can develop the skills and mindset needed to become successful entrepreneurs and contribute to the growth and prosperity of their communities.

4. Conclusion

This study provides important insights into the factors that influence entrepreneurial behavior among college students. Our results show that both personal and situational factors significantly affect entrepreneurial behavior. Specifically, personality traits such as openness, extraversion, and conscientiousness, as well as motivational traits such as entrepreneurial self-efficacy and risk-taking propensity, have a positive impact on entrepreneurial behavior. Situational factors, such as entrepreneurship education, also play a crucial role in promoting entrepreneurial behavior among college students. The study also highlights the importance of attitudes towards entrepreneurship in driving entrepreneurial intention. Perceived desirability and feasibility, as well as perceived individual and collective efficacy, were found to be significant predictors of entrepreneurial intention. In addition, our findings suggest that sustainable entrepreneurial intention is influenced by attitude towards the behavior variable, with subjective norms playing an indirect role in mediating this effect.

Overall, our findings have important implications for educators and policymakers who seek to promote entrepreneurial behavior among college students. By focusing on developing personal and situational factors, such as personality traits and entrepreneurship education, and by fostering positive attitudes towards entrepreneurship, it may be possible to stimulate entrepreneurial behavior among college students and promote a culture of innovation and entrepreneurship.

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