



A Bibliometric Analysis Entrepreneur Intention of University Students

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Abstract:

Research on university students' entrepreneurial intention has grown significantly in recent years, reflecting increasing academic interest in understanding factors that encourage entrepreneurship among young people. This study provides a bibliometric analysis of research on entrepreneurial intention among university students published between 2019 and 2024. A total of 48 documents indexed in the Scopus database were analyzed using Biblioshiny and VOSviewer to examine publication trends, influential sources, collaboration patterns, and thematic developments within the field.

The findings reveal a fluctuating yet generally increasing publication trend during the study period, indicating sustained scholarly attention to the topic. The analysis identifies the most influential journals, productive authors, institutions, and countries contributing to this research area. Co-authorship analysis demonstrates the existence of international research collaborations, while keyword co-occurrence analysis highlights dominant themes related to entrepreneurial intention, entrepreneurship education, self-efficacy, innovation, and entrepreneurial behavior. The results also indicate the emergence of new research directions that integrate psychological, educational, and contextual factors in explaining students' entrepreneurial intentions.

This study contributes to the literature by providing a comprehensive overview of the intellectual structure and evolution of research on university students' entrepreneurial intention over the last six years. Unlike previous studies that focused primarily on determinants of entrepreneurial intention, this research maps publication patterns, collaboration networks, and thematic trends simultaneously, offering a clearer understanding of research developments and potential gaps. The findings serve as a valuable reference for researchers, educators, and policymakers in identifying future research opportunities and designing strategies to foster entrepreneurial intention among university students.

Keywords: Entrepreneur Intention, University Student, Bibliometric Analysis

Entrepreneurship has become a strategic driver of economic growth, innovation, and job creation in both developed and developing countries. Entrepreneurial activities contribute significantly to economic competitiveness by fostering innovation, generating employment opportunities, and supporting sustainable development. Consequently, governments, educational institutions, and policymakers increasingly emphasize entrepreneurship as a key mechanism for addressing unemployment and promoting economic resilience (Barba-Sánchez et al., 2022; Youssef et al., 2021).

In this context, university students represent an important target group for entrepreneurship development because they possess the knowledge, creativity, and innovation potential required to create new business ventures. Higher education institutions are expected not only to prepare graduates for employment but also to encourage them to become job creators. Entrepreneurship education has therefore been widely integrated into university curricula to develop entrepreneurial competencies, attitudes, and intentions among students (Suryowati et al., 2022; Ahmed et al., 2024).

Despite these efforts, entrepreneurial intention among university students remains relatively low in many countries. Students often perceive entrepreneurship as a high-risk career option due to limited business experience, financial constraints, fear of failure, and lack of self-confidence. As a result, many graduates continue to prioritize traditional employment rather than pursuing entrepreneurial careers. This situation may contribute to increasing graduate unemployment and underutilization of entrepreneurial potential (Nurhayati & Lestari, 2022; Nguyen et al., 2023).

Given the importance of entrepreneurial intention as a predictor of future entrepreneurial behavior, numerous studies have investigated its determinants from various perspectives. Previous research has examined the influence of entrepreneurship education, entrepreneurial self-efficacy, personality traits, social support, innovation capability, digital competence, and contextual factors on students' entrepreneurial intention (Liu et al., 2021; Hassan et al., 2024; Rahman et al., 2025). The growing volume of publications demonstrates the increasing academic interest in understanding how entrepreneurial intention is formed and strengthened among university students.

However, although empirical studies on entrepreneurial intention have expanded considerably, there remains limited research that systematically maps the intellectual structure, publication trends, collaboration networks, and thematic evolution of this field through a bibliometric approach. Existing studies primarily focus on testing causal relationships among variables, while comprehensive analyses of research development, influential contributors, international collaborations, and emerging research themes remain scarce. This limitation creates a gap in understanding the overall landscape of entrepreneurial intention research and identifying future research directions.

To address this gap, the present study conducts a bibliometric analysis of research on entrepreneurial intention among university students indexed in the Scopus database during the period 2019–2024. Specifically, this study aims to identify publication trends, influential journals, productive authors, institutions, and countries, as well as collaboration patterns and dominant research themes. Furthermore, the study provides a visualization of co-authorship networks and keyword co-occurrence networks to reveal the intellectual structure of the field.

The contribution of this study is threefold. First, it offers a comprehensive overview of the development of entrepreneurial intention research among university students over the last six years. Second, it identifies key actors and collaboration networks that shape knowledge production in this area. Third, it highlights dominant and emerging research themes, thereby providing valuable insights for researchers, educators, and policymakers in designing future studies and entrepreneurship development programs. By mapping the current state of knowledge, this study contributes to a deeper understanding of research trends and potential opportunities for advancing entrepreneurial intention research in higher education contexts.

Literature Review

Entrepreneurial Intention and the Theory of Planned Behavior

Entrepreneurial intention has become one of the most widely studied constructs in entrepreneurship research because it is considered the strongest predictor of entrepreneurial behavior. The concept is primarily grounded in the Theory of Planned Behavior (TPB), which posits that intention is determined by three key factors: attitude toward the behavior, subjective norms, and perceived behavioral control (Ajzen, 1991; Ajzen, 2005). According to TPB, individuals are more likely to engage in entrepreneurial activities when they perceive entrepreneurship positively, receive social support, and believe they possess the necessary capabilities to succeed.

Within the entrepreneurship context, entrepreneurial intention refers to an individual's conscious state of mind that directs attention, experience, and effort toward creating a new venture in the future. It reflects a person's commitment and willingness to pursue entrepreneurial activities as a career option (Mahfud et al., 2020; Kong & Choo, 2022; Martins et al., 2023). Entrepreneurial intention is therefore not merely a desire to start a business but also a planned and deliberate process that precedes entrepreneurial action.

Recent studies suggest that entrepreneurial intention is influenced by various personal, social, and contextual factors. Personal factors include personality traits, entrepreneurial self-efficacy, creativity,

risk-taking propensity, and achievement motivation. Social factors involve family support, peer influence, and cultural values, while contextual factors include entrepreneurship education, institutional support, access to resources, and economic conditions (Shahzad et al., 2021; Hassan et al., 2024). These factors shape individuals' perceptions and ultimately influence their entrepreneurial intentions.

Entrepreneurship Education and University Environment

Higher education institutions play a critical role in fostering entrepreneurial intention among students. Universities are increasingly expected to develop graduates who are not only job seekers but also job creators capable of contributing to economic growth and innovation. Entrepreneurship education is therefore designed to enhance entrepreneurial knowledge, skills, attitudes, and competencies that encourage students to recognize and exploit business opportunities (Hutasuhut et al., 2023).

Previous studies have demonstrated that entrepreneurship education positively influences students' entrepreneurial intentions by increasing entrepreneurial knowledge, self-confidence, opportunity recognition, and business planning skills. In addition, the university environment, including entrepreneurial culture, institutional support, incubation programs, and networking opportunities, significantly contributes to shaping entrepreneurial attitudes and behaviors (Bergmann et al., 2018; Karyaningsih et al., 2020). Students who actively participate in entrepreneurship courses and entrepreneurial activities are more likely to perceive entrepreneurship as a feasible and attractive career path.

Furthermore, entrepreneurial knowledge serves as an important mechanism linking entrepreneurship education and entrepreneurial intention. Through formal learning experiences, students acquire the concepts, skills, and mindsets necessary to identify opportunities, manage risks, and create innovative business solutions (Tshikovhi & Shambare, 2015). Consequently, entrepreneurship education has become a strategic tool for developing future entrepreneurs and supporting sustainable economic development.

Entrepreneurial Intention and Sustainable Development Goals (SDGs)

The growing interest in entrepreneurial intention is closely related to the global Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 9 (Industry, Innovation, and Infrastructure). Entrepreneurship education contributes to SDG 4 by equipping students with relevant skills and competencies for employment and self-employment. At the same time, the development of entrepreneurial intention supports SDG 8 by promoting productive employment and job creation, while innovative entrepreneurial activities contribute to SDG 9 through the development of new products, services, and technologies.

Given these contributions, understanding the factors that shape entrepreneurial intention among university students has become increasingly important for researchers, educators, and policymakers. Strengthening entrepreneurial intention can help universities produce graduates who contribute not only to economic growth but also to broader sustainable development objectives.

Research Gap and Need for Bibliometric Analysis

Research on entrepreneurial intention among university students has expanded substantially over the last decade. Existing studies have examined diverse antecedents, including entrepreneurship education, self-efficacy, innovation capability, personality traits, digital competence, social support, and institutional factors. While these studies have provided valuable empirical evidence regarding determinants of entrepreneurial intention, the literature remains fragmented across different disciplines, countries, and theoretical perspectives.

Moreover, most previous studies have focused on hypothesis testing and causal relationships, whereas limited attention has been given to systematically mapping the intellectual structure and evolution of the field. There is still insufficient understanding regarding publication trends, influential authors, productive institutions, international collaboration networks, and emerging research themes. As the volume of publications continues to grow, a comprehensive bibliometric analysis becomes necessary to synthesize existing knowledge and identify future research directions.

Therefore, this study employs a bibliometric approach to analyze research on entrepreneurial intention among university students. By examining publication patterns, citation structures, collaboration networks, and thematic developments, this study provides a comprehensive overview of the field and identifies potential research opportunities for future scholars. Such insights are expected to contribute to the advancement of entrepreneurship research and support evidence-based policymaking in entrepreneurship education and sustainable development.

Research Methodology

This study adopted a bibliometric approach to systematically map and analyze scientific publications related to university students' entrepreneurial intention. Bibliometric analysis enables the identification of publication patterns, collaboration networks, and thematic developments in a specific research field. The Scopus database was selected because of its comprehensive coverage of peer-reviewed journals and compatibility with bibliometric software.

A structured search strategy was designed to ensure accuracy and reproducibility. The Boolean query used in the Scopus search was:

TITLE-ABS-KEY ("entrepreneurial intention" AND (university OR college OR "higher education" OR student*)) AND PUBYEAR > 2018 AND PUBYEAR < 2025 AND (LIMIT-TO(DOCTYPE,"ar")) AND (LIMIT-TO(LANGUAGE,"English")) AND (LIMIT-TO(SRCTYPE,"j")).

This search was conducted on [insert date], and the results were refined by removing duplicates and screening titles and abstracts to ensure relevance. Only English-language journal articles published between 2019 and 2024 focusing on entrepreneurial intention among university students were included. After screening, a total of 48 articles were retained for analysis.

The bibliometric data were exported in CSV format, containing full metadata such as author names, affiliations, publication sources, keywords, and citation counts. The analysis was carried out using Biblioshiny (an R-based interface of Bibliometrix) for descriptive statistics and VOSviewer for network visualization. Biblioshiny was used to examine publication trends, author productivity, citation metrics, and international collaboration rates, while VOSviewer produced visual maps showing co-authorship, co-citation, and keyword co-occurrence networks. Normalization by association strength was applied to ensure comparability across networks, with a minimum keyword occurrence threshold of three to highlight dominant research themes.

Overlay and density visualizations were also generated to trace the temporal evolution of topics and identify emerging areas of study. The integration of both tools provided a comprehensive understanding of the structural and conceptual landscape of research on entrepreneurial intention among university students.

Although the exclusive reliance on Scopus and English-language documents may limit the inclusion of relevant non-indexed or non-English studies, the methodology ensures high data quality and analytical reproducibility. Overall, this bibliometric framework offers a reliable and transparent foundation for assessing global research trends, identifying knowledge gaps, and guiding future investigations in entrepreneurial intention studies.

Results and Discussions

This study investigates the mapping of current and future research on the topic of entrepreneurial intention of university students so that the research findings will provide an overview and direction for academics in exploring the entrepreneurial intention of university students. The publications used in this study are 2019 to 2024. From the Biblioshiny report, analyse by scopus and vos view-er Table 1.1, based on the scopus data set there are 48 documents.

Tabel.1 Main Data Information

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	2019:2024
Sources (Journals, Books, etc)	35
Documents	48
Annual Growth Rate %	9.46
Document Average Age	2.02
Average citations per doc	13.23
References	3476
DOCUMENT CONTENTS	
Keywords Plus (ID)	136
Author's Keywords (DE)	165
AUTHORS	
Authors	152
Authors of single-authored docs	4
AUTHORS COLLABORATION	
Single-authored docs	4
Co-Authors per Doc	3.48
International co-authorships %	16,67
DOCUMENT TYPES	
article	48

Source: Biblioshiny Analysis.

The development of research on 'entrepreneur intention of university students' experienced fluctuations in 2019 the number of applications was 7 articles, in 2020 it decreased by only 2 articles, in 2021 the number of articles increased to 7 articles, in 2022 it increased to 12 articles, in 2023 it decreased again to 9 articles and in 2024 publications were 11 articles. As shown in the picture below.

Documents by year

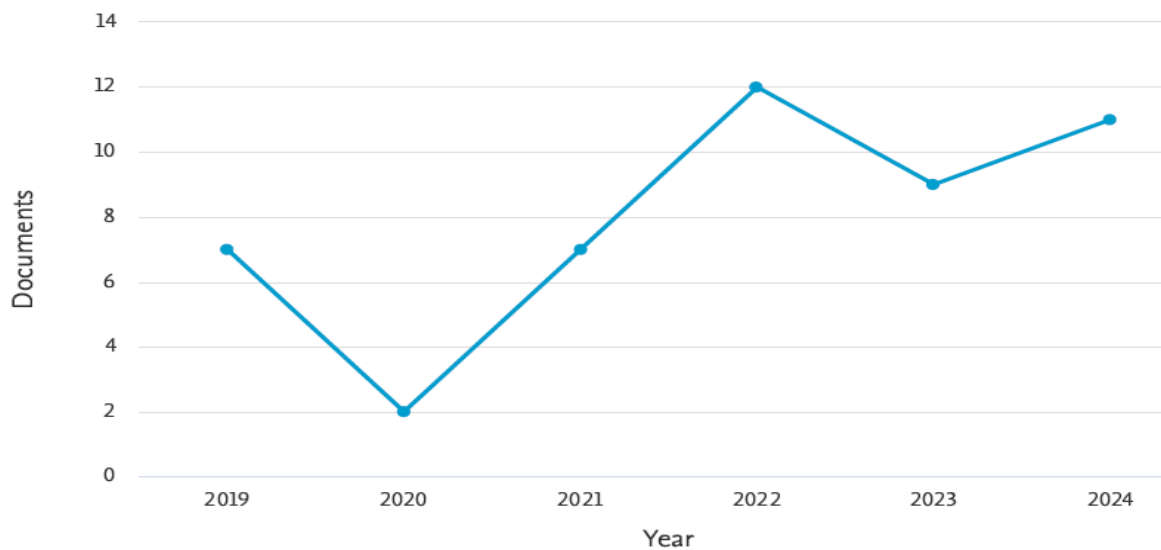


Figure 1. Document by year analysis by scopus

Source: Analysis By Scopus

Furthermore, the country that produces the most research on entrepreneurial intention of student universities is China with 15 articles. In second place is India with 7 articles, the same as Saudi Arabia with 7 articles. Meanwhile, Indonesia is in third place with the number of documents 4. In fourth place are Egypt, Taiwan, Thailand, United States, Vietnam with a total of 3 articles. In the last place is Malaysia with a total of 2 articles.

The ten most productive countries in producing entrepreneurial intention of student university articles can be seen in the graph below:

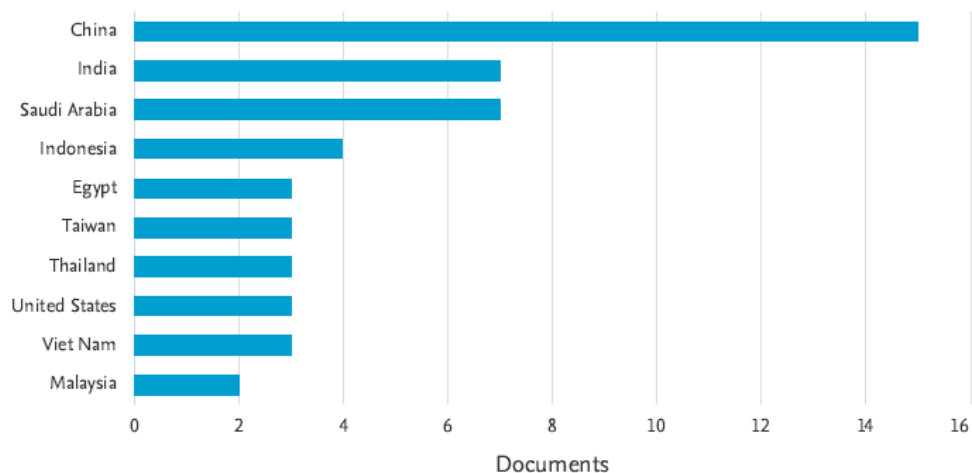


Figure. 2 Document by country or territory analysis by scopus

Source: Analysis By Scopus

Based on Figure 2 above, the country that produces the highest number of articles is China with 15 articles, which is a significant difference compared to India, and Saudi Arabia comes second with 7 articles, followed by Indonesia with 4 articles, while Egypt, Taiwan, Thailand, the United States and Vietnam each produce 3 articles, and lastly Malaysia produces 2 articles.

Furthermore, China has the highest number of citations with 329, Saudi Arabia ranks second with 90 citations and is followed by the USA with 47 citations, Thailand ranks fourth with 34 citations, Spain ranks fifth with 25 citations, Italy ranks sixth with 22 citations, India ranks seventh with 20 citations, Indonesia ranks eighth with 6 citations, Bangladesh ranks ninth with 4 citations, and Bahrain ranks tenth with 2 citations:

Table. 2 Most Cites Countries

Country	TC	Average Article Citations
China	329	21.9
Saudi Arabia	90	15
USA	47	23.5
Thailand	34	34
Spain	25	12.5
Italy	22	22
India	20	5
Indonesia	6	2
Bangladesh	4	4
Bahrain	2	2
Brazil	0	0
Malaysia	0	0
Nigeria	0	0

Source: Biblioshiny Analysis

In addition, to see the most relevant affiliations, the first order is King Faisal University, Ningbo University, Wenzhou Medical University, Standford University, University of Nigeria for more details can be seen in the picture below.

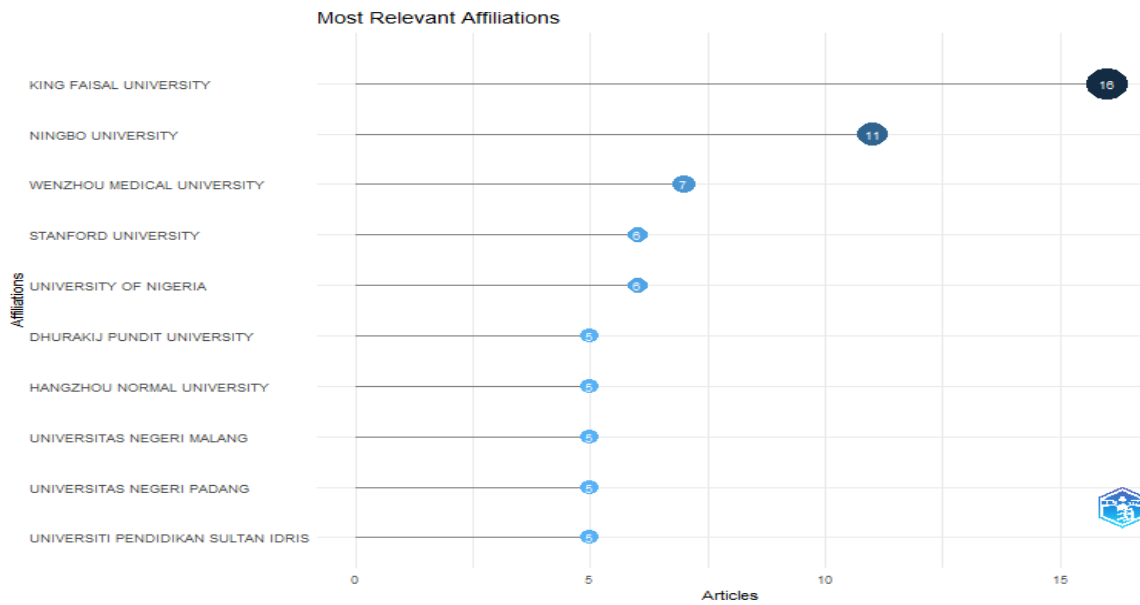


Figure 3. Most Relevant Affiliation used biblioshini analysis

Source: Biblioshiny Analysis

Next, to see the co-occurrence network, you can see the image below.

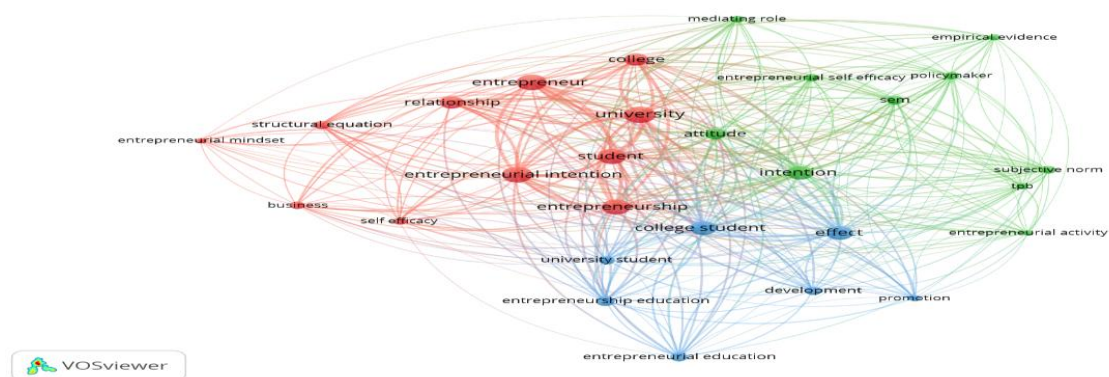


Figure 4. Visualization topic area using VOS Viewer using Network Visualization about Entrepreneur Intention of University Students

Source: Vos Viewer

The results of the co-occurrence analysis resulted in three clusters, which are shown in different colors. The first cluster is marked in red, where in the first cluster, which is the main theme in the research of entrepreneurial intention of university business, college, entrepreneur, entrepreneurial intention, entrepreneurial mindset, entrepreneurship, self-efficacy, structural equation, student, and university.

The second cluster is shown in green, where in the second cluster several themes that are the focus consist of attitude, empirical evidence, entrepreneurial activity, entrepreneurial self-efficacy, intention, mediating role, policy maker, sem, subjective norm, tpb. The third cluster is shown in blue with

several topics of focus including college student, development, effect, entrepreneurial education, entrepreneurship education, promotion, university student. In addition, from the results of the overlay visualization analysis, the most recent topics are shown in yellow, light yellow, light blue to dark blue, indicating research in older years.

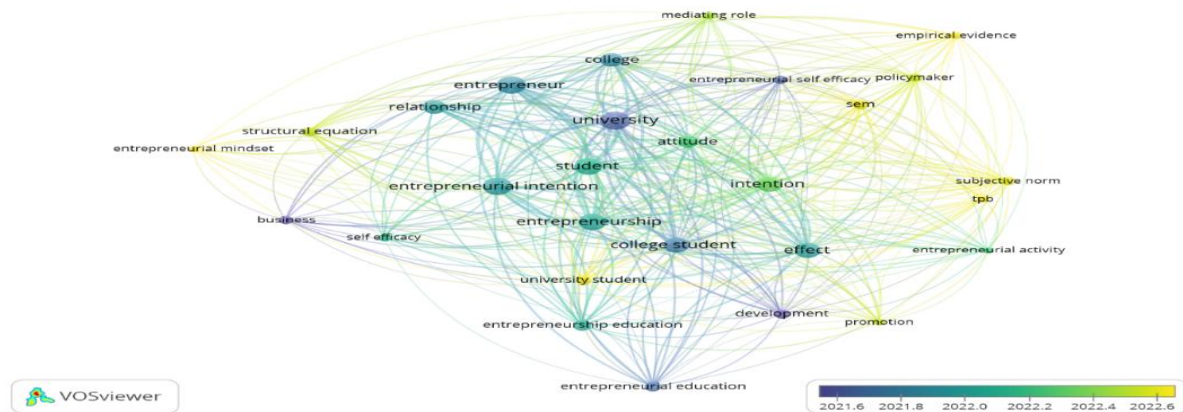


Figure 5. Visualization topic area using VOS Viewer using Overlay Visualization about Entrepreneur Intention of University Students

Source: Vos Viewer

Based on the Overlay Visualization image “Entrepreneur Intention of University Students” it can be seen that the topics in yellow are the latest research related to the topic of Entrepreneur intention of university students such as subjective norm tpb, entrepreneurial mindset, promotion, policy maker, student university, mediating role etc. while the darker ones indicate that the research was conducted in a longer period. This shows that there are still many research opportunities related to Entrepreneur intention of university students that can still be continued in the future.

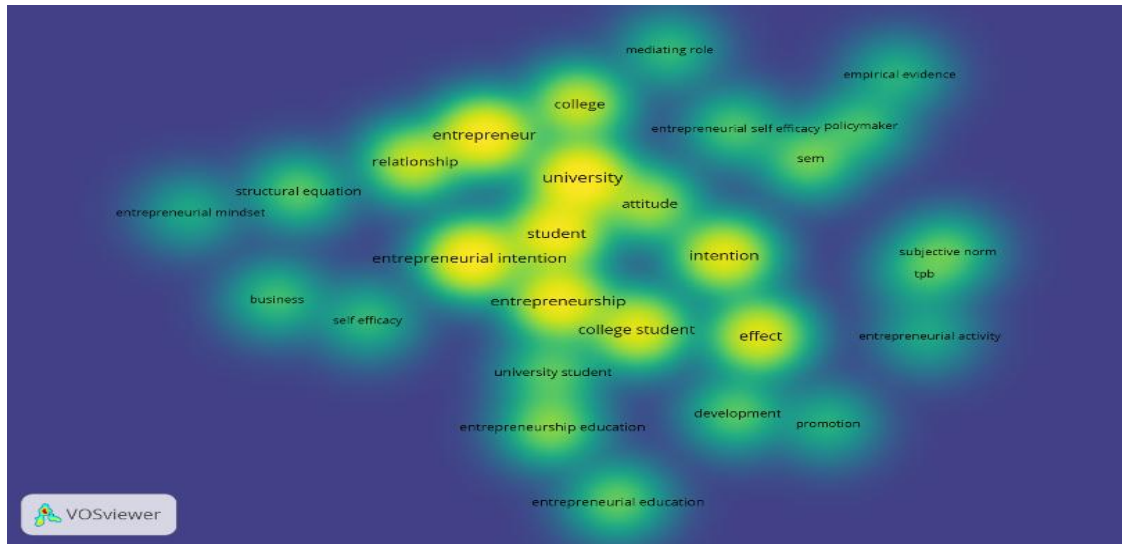


Figure 6. Visualization topic area using VOS Viewer using Density Visualization about Entrepreneur Intention of University students

Source: Vos Viewer

Documents by subject area

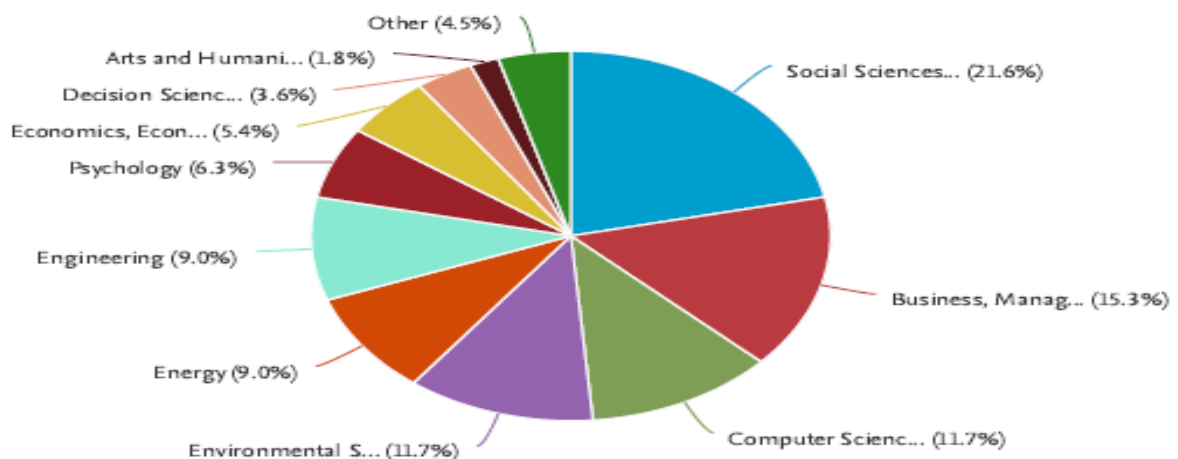


Figure 7. Visualization of subject area from scopus analysis

Source: Analysis By Scopus

Analysis data from scopus (see fig.7) closely related to entrepreneur intention of university students in Social Sciences 21.6%, Business Management and Accounting 15.3%, Computer Science 11.7%, Environmental Science 11.7% artikel, Energy 9.06%, Engineering 9.0%, Psychology 6.3%, Economics Econometrics and finance 5.4%, Decision Science 3.6% and Art Humanities 1.8%. These results also confirm the effectiveness of bibliometric analysis in exploring and visualising the current literature that can be used to decide whether further research needs to be conducted.

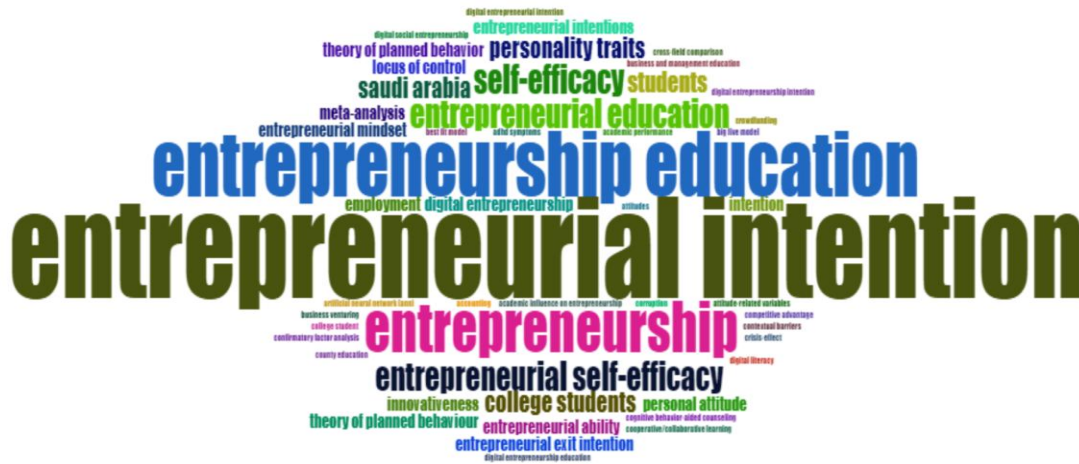


Figure 8. Word cloud from biblioshiny analysis
Source: Biblioshiny Analysis

The word cloud generated from term plus in displayed in figure 8 more prominent words are those found in literature that are used frequently, words that often appear are entrepreneur intention, entrepreneurship education, , entrepreneurship, entrepreneurial education, entrepreneurial self-efficacy, self-efficacy, college students, personality traits, students, digital entrepreneurship, employment, entrepreneurial ability, entrepreneurial exit intention, entrepreneurial mindset, innovativeness, intention, locus of control, meta analysis, personal attitude, teori of planed behaviour etc.

Based on the word cloud in the image above, there are no words innovation capability and entrepreneur knowledge to discuss the entrepreneurial intention of university students, so it is important to conduct further research related to other variables that are indicated to have an influence on the entrepreneurial intention of university variable.

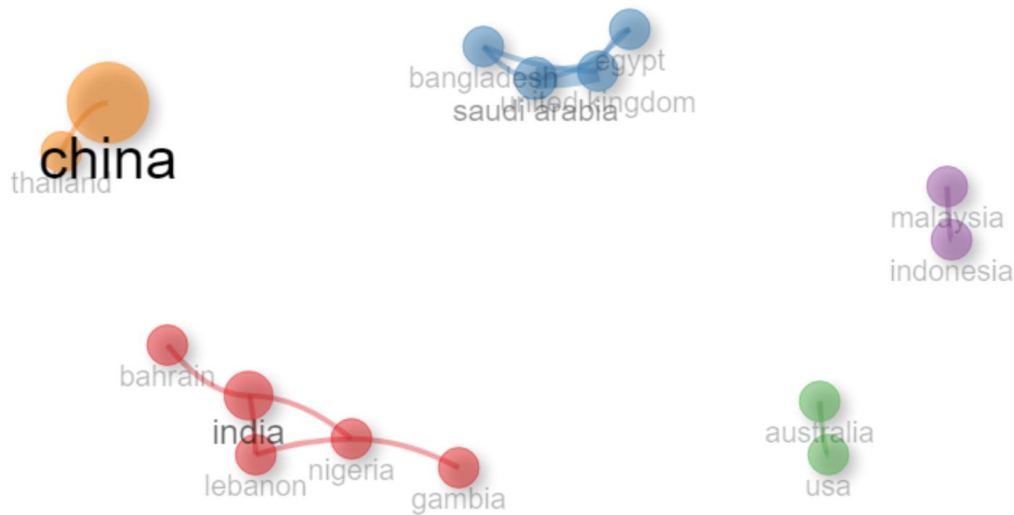


Figure 9. CollabNet Used Biblioshiny

Source: Biblioshiny Analysis

Saudi Arabia to the United Kingdom has the highest frequency (2 times), indicating a more intensive relationship or more collaboration between the two countries, compared to the other countries listed in the data. Other countries, such as China, Egypt, India, Nigeria, Indonesia, Saudi Arabia, USA, United Kingdom, have a relatively low frequency of contact (1 time), indicating that these relationships may be more sporadic or less intensive. This allows for joint research between countries to examine the entrepreneurial intention of university students in different countries by considering various factors of cultural differences between countries.

The bibliometric analysis reveals several important patterns in the development of research on entrepreneurial intention among university students. First, the increasing number of publications between 2019 and 2024 indicates growing scholarly interest in understanding how entrepreneurial intention can be fostered among university students. This trend is consistent with previous bibliometric studies in entrepreneurship research, which reported a significant increase in publications due to the growing importance of entrepreneurship in addressing unemployment, innovation, and sustainable economic development. The findings suggest that entrepreneurial intention remains a central topic in entrepreneurship education and higher education research.

One notable finding is the dominance of China in terms of both publication output and citation impact. China contributed the highest number of publications (15 articles) and accumulated the largest number of citations (329 citations). This dominance may be explained by several factors. First, the Chinese government has strongly promoted innovation-driven development and entrepreneurship through

national policies supporting entrepreneurial ecosystems and university-based entrepreneurship programs. Second, Chinese universities have increasingly integrated entrepreneurship education into their curricula, resulting in substantial research output. Similar patterns have been observed in previous entrepreneurship studies, which identified China as one of the leading contributors to entrepreneurship and innovation research globally.

In contrast, the level of international collaboration remains relatively low, as indicated by the international co-authorship rate of only 16.67%. Although collaboration networks exist, most studies appear to be conducted within national contexts. This finding may reflect differences in educational systems, cultural values, economic conditions, and policy environments that influence entrepreneurial intention across countries. Since entrepreneurial intention is highly context-dependent, researchers may focus on local settings rather than conducting cross-country comparative studies. However, greater international collaboration would enrich the field by providing comparative evidence and enhancing the generalizability of findings across different cultural and institutional environments.

The keyword co-occurrence analysis demonstrates that the dominant themes remain closely associated with the Theory of Planned Behavior (TPB), particularly through keywords such as attitude, subjective norm, perceived behavioral control, entrepreneurial self-efficacy, and entrepreneurial intention. This finding confirms that TPB continues to be the most influential theoretical framework for explaining entrepreneurial intention among university students. Nevertheless, the dominance of TPB-related keywords also highlights a potential theoretical limitation. Most studies focus on individual cognitive factors while paying less attention to broader contextual variables, such as digital transformation, innovation capability, entrepreneurial ecosystems, institutional support, and sustainability-oriented entrepreneurship. Therefore, future research may benefit from integrating TPB with other theoretical perspectives to provide a more comprehensive explanation of entrepreneurial intention.

Another important finding is the emergence of keywords related to policy makers, entrepreneurial mindset, and sustainable development. This trend reflects the increasing alignment of entrepreneurial intention research with the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 9 (Industry, Innovation, and Infrastructure). The prominence of these themes suggests that entrepreneurship is increasingly viewed not only as an economic activity but also as a mechanism for achieving sustainable development through job creation, innovation, and social impact. Consequently, universities are expected to play a strategic role in developing entrepreneurial competencies that contribute to broader sustainability objectives.

The analysis also identifies several underexplored topics that represent promising directions for future research. Although entrepreneurship education, entrepreneurial self-efficacy, and TPB variables dominate the literature, concepts such as innovation capability, entrepreneurial knowledge, digital entrepreneurship competence, entrepreneurial resilience, and sustainability-oriented entrepreneurship appear less frequently. This indicates the existence of research gaps that deserve further investigation. Future studies should examine how these factors influence entrepreneurial intention among university students, particularly in the context of rapid technological change and the digital economy.

From a policy perspective, universities and governments should strengthen entrepreneurship programs that not only develop entrepreneurial intentions but also enhance innovation capabilities and practical entrepreneurial competencies. Future research may also explore how university support systems, innovation ecosystems, and public policies interact to shape entrepreneurial intention. Such studies would provide valuable insights for designing evidence-based interventions that encourage students to become future entrepreneurs and contributors to sustainable economic development.

Conclusion

This study provides a comprehensive bibliometric overview of research on entrepreneurial intention among university students published in the Scopus database between 2019 and 2024. The findings indicate that scholarly interest in this field has continued to grow, reflecting the increasing importance of entrepreneurship in higher education and sustainable economic development. The analysis identified China as the leading contributor in terms of both publication output and citation impact, while international collaboration among researchers remains relatively limited. Furthermore, keyword co-occurrence analysis revealed that the literature is predominantly grounded in the Theory of Planned Behavior (TPB), with entrepreneurship education, entrepreneurial self-efficacy, subjective norms, and entrepreneurial mindset emerging as the most influential themes.

The main scientific contribution of this study lies in its ability to systematically map the intellectual structure, collaboration patterns, and thematic evolution of entrepreneurial intention research among university students. By integrating publication trends, citation analysis, co-authorship networks, and keyword analysis, this study provides a clearer understanding of how the field has evolved and where future research opportunities exist.

From a theoretical perspective, the findings confirm the continued dominance of TPB as the primary framework for explaining entrepreneurial intention. However, the results also suggest the need to extend beyond individual cognitive factors by incorporating contextual and innovation-related variables, such as innovation capability, entrepreneurial knowledge, digital entrepreneurship competence, and sustainability-oriented entrepreneurship. These emerging themes offer promising directions for future theoretical development.

From a practical and policy perspective, the findings highlight the important role of universities in strengthening entrepreneurship education and creating supportive entrepreneurial ecosystems. Universities should not only focus on increasing entrepreneurial intentions but also develop students' innovation capabilities, entrepreneurial competencies, and practical business experience. Policymakers can utilize these findings to design programs that encourage entrepreneurship among young people, thereby contributing to job creation, innovation, and the achievement of Sustainable Development Goals (SDGs), particularly SDG 4, SDG 8, and SDG 9.

Despite its contributions, this study has several limitations. First, the analysis was limited to documents indexed in the Scopus database, which may exclude relevant publications from other databases such as Web of Science, Dimensions, or Google Scholar. Second, only English-language journal articles were included, potentially overlooking valuable studies published in other languages. Third, the analysis covered publications from 2019 to 2024, which may not fully capture the historical development of the field. Future bibliometric studies are therefore encouraged to incorporate multiple databases, broader publication sources, and longer time spans to provide a more comprehensive understanding of entrepreneurial intention research among university students.

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