



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

FACTORS INFLUENCING ENTREPRENEURIAL ORIENTATION OF THE STUDENTS: A REVIEW

Dr. Anu Kohli, Harendra Pal Singh

ABSTRACT:

University education is an essential pillar for developing the country's business environment. Entrepreneurial education affects entrepreneurial proclivity, innovativeness, and risk-taking capability, which is essential for developing entrepreneurship. The present study reviews the existing literature to determine the factors influencing the Entrepreneurial Orientation of students. The researcher searched the Web of Science database to find papers published on the EO of the students. The search was done using two keywords i.e. 'Entrepreneurial Orientation' + 'Students'. Overall, 246 papers with these keywords were extracted. Out of 246 papers, the top 50 papers, based on their citation, were analyzed to explore the relevant study in the field of EO in the context of students. Entrepreneurship Education in universities is a profound reform of the higher education paradigm. It is necessary for universities to break through the traditional educational model. It is an essential demand of the time that universities cultivate students' entrepreneurial consciousness, entrepreneurship, and entrepreneurial ability to explore and rapidly development of entrepreneurship in the country.

Keywords: Entrepreneurial Orientation, Entrepreneurship, Review, Factors, Students

Introduction:

Entrepreneurship promotion plays a vital role in society, and there is a direct relationship between entrepreneurship and the country's economic progress. Now societies are positively expecting entrepreneurship, as a career option, and business owners are getting respect in Indian society. Indians are considered entrepreneurs by birth (Gopinathan,

2007), and India has been an entrepreneurial society for several hundred years. Entrepreneurship directly contributes to the increase in national income and economic growth. Nowadays, one of the colleges' duties is to promote entrepreneurship, particularly among students. Individual-level entrepreneurship research focuses on the personal attributes and entrepreneurial mentality that promote its development. University education is one of the pillars of developing the business environment. Entrepreneurial education enhances entrepreneurial orientation among the student, which leads to the enhancement of economic activities in the country. Apart from some well-known factors, it is essential to know other prominent factors that positively affect students' entrepreneurial orientation to inculcate and foster entrepreneurial activities for the country's economic development. Unfortunately, most graduates do not choose self-employment as a primary career option (Rajendran, 2011). Therefore, the current study is essential to explore new insight regarding the EO of the students in a different context. Thus, the primary purpose of the study is to find out the relevant work concerning students in the field of EO.

Methodology:

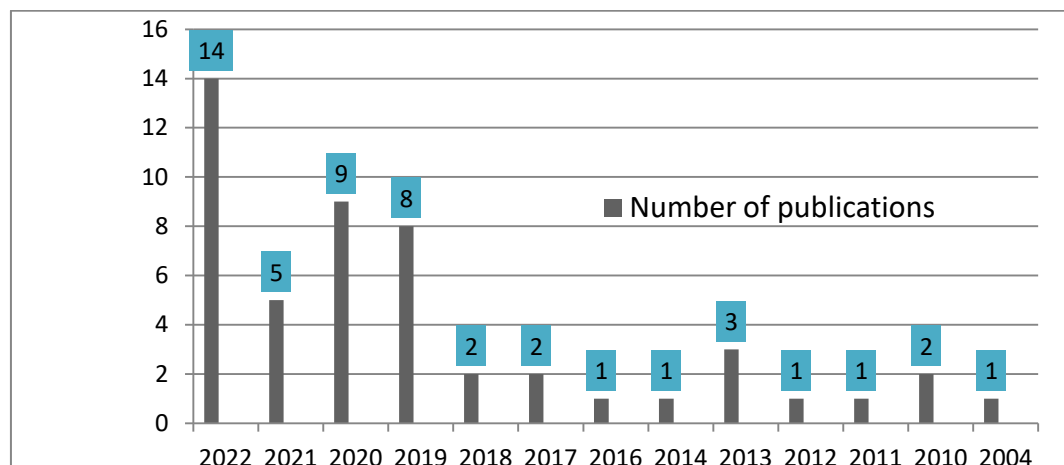
The researcher searched the Web of Science database to find papers published on the EO of the students. The search was done with two keywords, Entrepreneurial orientation + Students. Overall, 246 papers with these keywords were extracted. Out of these 246 papers, the top 50 papers, based on their citation, were analyzed to explore the relevant studies in the field of EO in the context of students.

Factors Influencing Entrepreneurial Orientation:

The details of the papers year-wise extracted from the Web of Science database are depicted in the Table 1.1 & Figure 1.2.

Year	Number	Year	Number
2022	14	2014	1
2021	5	2013	3
2020	9	2012	1
2019	8	2011	1
2018	2	2010	2
2017	2	2004	1
2016	1		

Source: Author's compilation

Figure 1.2 Number of Publications: Year wise

Source: Author's compilation

Various factors were discussed in several studies concerning entrepreneurial orientation of students. Table 1.3 discusses the details of the '50' papers from Web of Science database along with their citation records.

Table 1.3 Details of the papers fetched from Web of Science database along with their citation records.

Authors	Title of the Paper	Number of Citations	Year
Kuckertz, A; Wagner	The influence of sustainability orientation on entrepreneurial intentions-Investigating the role of business experience.	355	2010
Lee, SM; Lim, SB; Pathak, RD	Culture and entrepreneurial orientation: a multi-country study	95	2011
De Clercq, D; Honig, B; Martin, B	The roles of learning orientation and passion for work in the formation of entrepreneurial intention.	73	2013
Lim, S; Envick, BR	Gender and entrepreneurial orientation: a multi-country study.	61	2013
Mahfud, T; Triyono, MB; Sudira, P; Mulyani, Y	The influence of social capital and entrepreneurial attitude orientation on entrepreneurial intentions: the mediating	53	2020

	role of psychological capital.		
Padilla-Melendez, A; Fernandez-Gamez, MA; Molina-Gomez, J	Feeling the risks: Effects of the development of emotional competences with outdoor training on the entrepreneurial intent of university study.	48	2014
Lanero, A; Vazquez, JL; Aza, CL	Social cognitive determinants of entrepreneurial career choice in university students.	44	2016
Hoang, G; Le, TTT; Tran, AKT; Du, T	Entrepreneurship education and entrepreneurial intentions of university students in Vietnam: the mediating roles of self-efficacy and learning orientation.	30	2021
Al-Mamary, YHS; Abdulrab, M; Alwaheeb, MA; Alshammari, NGM	Factors impacting entrepreneurial intentions among university students in Saudi Arabia: testing an integrated model of TPB and EO. <i>Education+ Training</i> .	30	2020
Martins, I; Perez, JP	Testing mediating effects of individual entrepreneurial orientation on the relation between close environmental factors and entrepreneurial intention.	28	2020
Hermansen- Kobulnicky, CJ; Moss, CL	Pharmacy student entrepreneurial orientation: a measure to identify potential pharmacist entrepreneurs.	23	2004
Garcia, JCS	Evaluación de la personalidad emprendedora: validez factorial del cuestionario de orientación emprendedora (COE).	22	2010
Martins, I; Monsalve, JPP; Martinez, AV	Testing mediating effects of individual entrepreneurial orientation on the relation between close environmental factors and entrepreneurial intention.	19	2018
Alvarez-Torres, FJ; Lopez-Torres, GC; Schiuma, G	Linking entrepreneurial orientation to SMEs' performance: Implications for entrepreneurship universities.	19	2019
Wu, WQ; Wang, HX;	Major advances in studies of the physical	18	2019

Lee, HY; Lin, YT; Guo, F	geography and living environment of China during the past 70 years and future prospects.		
Dvorsky, J; Petrakova, Z; Zapletalikova, E; Rozsa, Z	Entrepreneurial propensity index of university students. The case study is from the Czech Republic, Slovakia, and Poland.	18	2019
Turk, S; Zapkau, FB; Schwens, C	Prior entrepreneurial exposure and the emergence of entrepreneurial passion: the moderating role of learning orientation.	17	2020
Jiang, H; Xiong, W; Cao, YH	The relationship between emotional intelligence and entrepreneurial self-efficacy of Chinese vocational college students.	17	2017
Elenurm, T	Entrepreneurial orientations of business students and entrepreneurs.	15	2012
Sahoo, S; Panda, RK	Exploring entrepreneurial orientation and intentions among technical university students: role of contextual antecedents.	14	2019
Lindberg, E; Bohman, H; Hulten, P; Wilson, T	Enhancing students' entrepreneurial mindset: a Swedish experience.	13	2017
Boldureanu, G; Lache, C; Boldureanu, D; Paduraru, T; Niculescu, N	Students' Entrepreneurial Competencies And Orientation: Current Status And Perspectives.	11	2013
Chang, SH; Shu, Y; Wang, CL; Chen, MY; Ho, WS	Cyber-entrepreneurship as an innovative orientation: Does positive thinking moderate the relationship between cyber-entrepreneurial self-efficacy and cyber-entrepreneurial intentions in Non-IT students?	11	2020

Kiani, A; Liu, JJ; Ghani, U; Popelnukha, A	How do students become good workers? Investigating the impact of gender and school on the relationship between career decision-making self-efficacy and career exploration.	10	2020
Popov, B; Varga, S; Jelic, D; Dinic, B	Psychometric evaluation of the Serbian adaptation of the individual entrepreneurial orientation scale.	9	2019
Gorostiaga, A; Aliri, J; Ulacia, I; Soroa, G; Balluerka, N; Aritzeta, A; Muela, A	Assessment of entrepreneurial orientation in vocational training students: Development of a new scale and relationships with self-efficacy and personal initiative.	8	2019
Khalid, N	Artificial intelligence learning and entrepreneurial performance among university students: evidence from Malaysian higher educational institutions.	8	2020
Frunzaru, V; Cismaru, DM	The impact of individual entrepreneurial orientation and education on generation Z's intention towards entrepreneurship.	7	2021
Al-Mamary, YH; Alshallaqi, M	Impact of autonomy, innovativeness, risk-taking, proactiveness, and competitive aggressiveness on students' intention to start a new venture.	7	2022
Rubin, A; Callaghan, CW	Entrepreneurial orientation, technological propensity, and academic research productivity.	7	2019
Xiao, ZX; Chen, XY; Dong, MC; Gao, SX	A study on the impact of institutional support on the servitization transformation performance of manufacturing firms—Based on a dual mediation model of business model innovation and technological innovation.	7	2022
Rajkovic, J; Nikolic,	The enterprise potential, individual	6	2020

M; Cockalo, DZ; Stojanovic, ET; Kovacic, S	entrepreneurial orientation, and entrepreneurial intentions of students in Serbia.		
Otache, I; Edopkolor, JE; Okolie, UC	Entrepreneurial self-confidence, perceived desirability and feasibility of hospitality business and entrepreneurial intentions of hospitality management technology students.	6	2021
da Cruz, MDP; Ferreira, JJ; Kraus, S	Entrepreneurial orientation at higher education institutions: State-of-the-art and future directions.	6	2021
Zabelina, E; Deyneka, O; Tsiring, D	Entrepreneurial attitudes in the structure of students' economic minds.	5	2019
Martins, I; Perez, JP; Novoa, S	Developing orientation to achieve entrepreneurial intention: A pretest-post-test analysis of entrepreneurship education programs.	5	2022
Saadat, S; Aliakbari, A; Majd, AA; Bell, R	The effect of entrepreneurship education on graduate students' entrepreneurial alertness and the mediating role of entrepreneurial mindset.	2	2022
Yi, R; Lyu, B; Wang, HJ; Huang, WX	Entrepreneurial passion, entrepreneurial expectation, and entrepreneurial decision-making among college students.	1	2020
Modak, S; Patel, MC; Pal, PK; Das, L; Nain, MS	A study of entrepreneurial competencies of postgraduate students in agriculture.	1	2018
Shahid, S; Reynaud, E	Individuals' sustainability orientation and entrepreneurial intentions: the mediating role of perceived attributes of the green market.	1	2022

The most cited paper, which was cited by 355 times, pertains to a study on sustainability orientation & the intention of the students. The study was carried out on Engineering and business students, especially to know and understand whether the students who are

concerned by sustainability issues also exhibit stronger entrepreneurial intentions. The study found that the favorable impact of sustainability focus fades with the corporate experience of the students (Kuckertz & Wagner, 2010).

The second most cited article was published in 2011 and got 95 citations. The study was empirical and based on university students in the United States, Korea, Fiji, India, and Malaysia, representing countries with vastly varied cultural settings. The main aim of this study was to evaluate the effect of culture by discovering the difference in EO characteristics among the selected nations. In most EO aspects, significant variances were observed between these nations. The study also suggests that for college students to acquire EO, personalized teaching approaches based on their unique cultural context are required (Lee et al., 2011). A similar comparative study also conducted by Lim & Envick, (2013) has 61 citations and found significant differences in most EO dimensions between genders and among the nations (Lim & Envick, 2013).

The third most cited was by De Clercq et. al, (2013) with 73 citations. The study was conducted on 946 students to understand the role of personal qualities in improving entrepreneurial intention. This article analyses the unexplored roles of people's learning orientation and love for work, in the formation of entrepreneurial intention, further the study addresses how these personal qualities may moderate the usefulness of their projected potential to become successful entrepreneurs. The study found the moderating effects of learning orientation and love for work on the perceived attractiveness of entrepreneurial intention. However, moderating effects of learning orientation are remains in the case of the extrinsic goal of financial rewards (De Clercq et. al., 2013).

The study conducted by Mahfud et al., (2020) got attention from researchers with 53 citations. It was conducted on 215 Indonesian polytechnic students. The structure model of developing entrepreneurial intentions was examined using SEM. The purpose of this study was to create a structural model to build polytechnic students' entrepreneurial intentions, which involves the interaction of entrepreneurial attitude orientation, social capital, and psychological capital. The findings show that entrepreneurial mindset orientation, social capital, and psychological capital all have a significant impact on polytechnic students' entrepreneurial intentions. Moreover, it was revealed by the study that psychological capital fully mediates the impact of social capital on entrepreneurial inclination (Mahfud et al., 2020).

Nowadays, one of the colleges' duties is to promote entrepreneurship, particularly among students. The study conducted by Padilla-Melendez et al., (2014) was cited by 48 researchers. The study was conducted on university students last year based on an individual's psychological qualities and the enhancement of their entrepreneurial

intention. It was found that effective experiential learning strategies, such as outdoor training, have also influenced the emotional competencies of individuals. The study concludes that changes research that changes in emotional competencies such as self-management, social awareness, and relationship management influence an individual's entrepreneurial orientation (Padilla-Melendez et al., 2014).

Another study conducted by Lanero et al, (2016) with 44 citations, was carried out on 400 students from entrepreneurship- and non-entrepreneurship-related disciplines at a Spanish institution. This study examined a model of entrepreneurial career choice in university students based on Social Cognitive Career theory. The study examined that the student's interest influence professional choice, perceived self-efficacy influences outcome expectations, and both constructs influence interests and career choice. Multivariate analysis findings show that self-efficacy favors outcome expectations, entrepreneurial interests, and job choices in students of all disciplines. It also suggested that interest does not have any relationship with professional choice, but the effects of outcome expectations are dependent on extrinsic/intrinsic rewards (Lanero et al, 2016).

The article by Hoang et al., (2021) was cited 30 times. In this article, research was conducted on 1,021 Vietnamese university students to examine the relationship between entrepreneurship education and entrepreneurial goals of university students. According to the findings, entrepreneurship education benefits entrepreneurial inclinations, and both learning orientation and self-efficacy mediate this link. The study confirms the usefulness of entrepreneurship education in fostering entrepreneurial inclinations among university students. It is one of the first studies to empirically investigate the idea of entrepreneurship education and entrepreneurial intentions in the Asia-Pacific region (Hoang et al., 2021)

This study conducted by Al-Mamary et al., (2020) on students' entrepreneurial ambitions was cited by various researchers 30 times. This study investigated the characteristics related to entrepreneurial ambitions that influence entrepreneurial inclinations. A total of 261 students of the University of Hail in Saudi Arabia took part in this study. Structured equations modeling (SEM) was used to analyze attitudes toward conduct, self-efficacy, autonomy, risk-taking, pro-activity, and competitive aggressiveness and there were found to be significantly connected to entrepreneurial intention (Al-Mamary et al., 2020).

Since 2020, there have been 28 citations of the study conducted by Martins & Perez, (2020). The study included 1,155 undergraduate students taking into account the valuing of entrepreneurship and the stigmatization of venture failure through direct and indirect effects. This study was one of the first to employ IEO as a moderating variable and it

conclude that the increased stigma of entrepreneurial failure reduces students' EI (Martins & Perez, 2020).

A study on pharmacy students conducted by Hermansen-Kobulnicky & Moss, (2004) was cited 23 scholars. In this study, a scale was developed and tested to measure pharmacy students' proclivity toward becoming entrepreneurs. Based on EO's three factors scale for Pharmacy Student Entrepreneurial Orientation (PSEO) was developed and found valid and reliable. The scale may help to measure the entrepreneurial orientation of the students & to identify students who may be future entrepreneurs (Hermansen-Kobulnicky & Moss, 2004).

An international study on entrepreneurial orientation was conducted by Garcia, (2010) was cited by 22 scholars. This research was designed to assess the factorial validity of the entrepreneurial orientation questionnaire (COL). The study was based on a sample of 1,810 university students from Spain, Portugal, Mexico, Brazil, and Argentina. A psychometric investigation found high internal consistency & reliability. The findings of this study suggest that the COL scales have good construct validity and internal consistency features (Garcia, 2010).

Martins et al, (2018) study on the impact of personality traits on entrepreneurial orientation (EO) was cited by 19 scholars. The study determined the impact of personality traits such as self-confidence and fear of failure on entrepreneurial orientation (EO). Risk-taking, innovativeness, pro-activeness, self-confidence, and fear of failure, factors were considered. Linear regression was conducted to determine the impact of these factors of EO and it was found that both self-confidence and fear of failure are drivers of university students' EO. Fear of failure has a detrimental effect on the three aspects of EO, whereas self-confidence had a favorable and consistent impact on EO (Martins et al, 2018).

A study conducted by Alvarez-Torres et al., (2019) to assess the association between entrepreneurial orientation (EO) and small and medium-sized businesses (SMEs) success got 19 citations. As a sample, 170 Mexican SMEs from the leather-footwear sector were chosen. The study revealed that Mexican enterprises demonstrated EO had a beneficial impact on firm performance. Furthermore, taking risks and being inventive are the critical pillars of EO. It was suggested that universities participate in the development of students' EO. Academic staff should concentrate on knowledge-based initiatives that can help in enhancement of some specific aspects of the EO (Alvarez-Torres et al., 2019).

The study conducted by Wu et al., (2019) on Chinese management students were cited by 18 scholars. 328 MBA students of Tianjin University in China were surveyed to investigate the impact of personality on entrepreneurial orientation while taking both dark

and bright personality traits into account. The findings revealed that Machiavellianism and psychopathic had a detrimental impact on sustainable entrepreneurial orientation (SEO). Whereas narcissism had a good impact; psychological resilience and SEO had a substantial positive correlation. The association between these three parts of the dark triad and SEO was moderated by psychological resiliency (Wu et al., 2019).

Another study was conducted on 1,352 final-year students of economics economic studies students from 25 universities in different countries by Dvorsky et al., (2019) cited by 18 researchers. The primary goal was to identify and quantifying significant characteristics influencing university students' entrepreneurial proclivity. A comparison of defined factors in the Czech Republic (CR), Slovakia (SR), and Poland (PL) was part of this goal. A personalized Entrepreneurial Propensity Index was developed and executed separately for CR, SR, and PL to acquire the outcomes. The study discovered that the Czech Republic's summed Entrepreneurial Propensity Index was higher than Slovakia and Poland students. The most encouraging sign for all students was that establishment or running of a business allows them to apply their strengths (Dvorsky et al., 2019).

The study conducted on 928 students from diverse disciplines by Turk et al., (2020) to investigate how prior entrepreneurial exposure affects individuals' entrepreneurial passion was cited 17 times. Another aspect of the research was to investigate how an individual's learning orientation moderates the relationship using social learning theory. According to the findings, prior entrepreneurial exposure positively influence entrepreneurial ambition. Furthermore, these relationships are bolstered by medium to high levels of learning orientation (Turk et al., 2020).

The study conducted on social sciences, engineering, and science students by Jiang et al., (2017) was cited 17 times. The study aimed to investigate the relationship between the quality of entrepreneurship education, entrepreneurial orientation, entrepreneurial self-efficacy, and entrepreneurial ambition. The study found that the quality of entrepreneurship education favors entrepreneurial intention, with entrepreneurial self-efficacy acted as an intermediate. The study also found that the higher the level of entrepreneurial orientation, the stronger the positive relationship between the quality of entrepreneurship education and entrepreneurial self-efficacy (Jiang et al., 2017)

Another study was conducted on 1075 experienced entrepreneurs and entrepreneurship students in Estonia by Elenurm, (2012) and was cited 15 times by various researchers. The primary goal of the study was to understand the impact of various entrepreneurial orientations on firm startups and development issues. It has been found that combinations of co-creative and innovative entrepreneurial orientations are more common factors than

intimate entrepreneurial orientations. Through cross-border networking, potential entrepreneurs and their ideas should be analyzed more seriously while keeping in mind their existing core competencies (Elenurm, 2012).

Study conducted on 510 Indian Technical University students by Sahoo & Panda, (2019) cited was 15 times. The study explored the impact of contextual antecedents on university students' entrepreneurial orientation (IEO) and how it affects their entrepreneurial intentions (EIs). It was revealed that contextual antecedents significantly benefit students' entrepreneurial orientation (EO) and have a considerable positive impact on students' EIs. Moreover, EO is an essential perceptual driver at the individual level. The availability of resources such as startup funding, access to business information, social networks, and university support influences an individual's decision to start a business. This study takes a novel method to experimentally validate the EO construct at the individual level, which has previously been studied at the firm level in India (Sahoo & Panda, 2019).

The study conducted to report on the trial of a pedagogical intervention to improve the entrepreneurial mindset of business school students by Lindberg et al., (2017) was cited 13 times. The opportunity recognition (OR) and individual entrepreneurial orientation (IEO) tests are used to assess the impact of an intervention targeted at improving these abilities and the significant positive changes in the students' OR and IEO. The study proposed that the intervention approach could improve students' perspectives positively. Students OR and IEO talents is thus a prerequisite for the continued development of the innovativeness and creative thinking in the students. (Lindberg et al., 2017)

Another study conducted by Boldureanu et al., (2013) on three Romania's Northeast Development Region students received citation 11 times. The study examined students' entrepreneurship orientation and desire to become entrepreneurs. The study also evaluated the efficiency of special training programs for young entrepreneurs offered by institutions to encourage young students, graduates, and researchers to start their businesses (Boldureanu et al., 2013).

The citation of the study conducted on 364 Taiwanese non IT background college students by Chang et al., (2020) on Cyber-entrepreneurship was cited 11times. Cyber-entrepreneurship has emerged as a budding type of entrepreneurship in the current era. The study examined the issue of whether the lack of cyber-entrepreneurial self-efficacy (CESE) in non-IT background students obstructs their cyber-entrepreneurial intentions (CEIs). The study revealed that cyber-entrepreneurial self-efficacy has a significant positive effect on cyber-entrepreneurial intentions while positive thinking does not, and positive thinking indeed moderates the relationship between self-efficacy and cyber-entrepreneurial intentions (Chang et al., 2020).

Another study was conducted by Kiani et al., (2020) on 416 students of Chinese public sector university. The citation of this study was 10. The study found that future time perspective (FTP) enhanced learning orientation, which, in turn, stimulated entrepreneurial career intention. It was also stated that the generic use of a learning orientation approach mediates the effect of an extended FTP on individual entrepreneurial career intention (Kiani et al., 2020).

Popov et al., (2019) conducted study in two phases on 685 students of university students of Serbia in connection with individual entrepreneurial orientation (IEO) and it was cited 9 times. In the first phase participants were measured through Bolton's IEO scale and proactive personality scale and their scores were noted. In the second phase they were again approached through the IEO scale, with the removal of one item in the innovativeness scale's were found to be which led to a better model fit. The results of the scale were found to be concise with appropriate psychometric qualities. The modified scale study contributes to a more accurate assessment of EO (Popov et al., 2019).

A study conducted by Gorostiaga et al, (2019) to address and investigate the psychometric features of the Entrepreneurial Orientation Scale (EOS) was cited eight times. The study consisted of samples of 411 individuals who were enrolled in vocational training. The instrument was designed to evaluate one's inventiveness, risk-taking, pro-activeness, competitiveness, achievement orientation, and learning orientation. Studying also investigated links between entrepreneurial attitude and gender, self-efficacy, and personal initiatives. The study concluded that the Entrepreneurial Orientation Scale (EOS) can be utilized to measure entrepreneurial orientation in the educational setting to encourage an entrepreneurial spirit in educational institutions, colleges and universities (Gorostiaga et al, 2019).

Study conducted by Khalid, (2020) on Malaysian university student's was cited 8 times. A survey was administered to investigate the potential for artificial intelligence learning to enhance the performance of entrepreneurial endeavors based on 50 samples. SEM was applied, and it was found that learning about artificial intelligence is of the utmost significance to stimulating entrepreneurial performance in students. Moreover, it was also found that the government's attitude towards business ownership and its support also play a crucial role in developing and implementing the ventures (Khalid, 2020).

Yet another study conducted on Z-generation students of marketing and communication to ascertain role of entrepreneurial education (EE) in the formation of individual entrepreneurship orientation (IEO) and to know' levels of entrepreneurial traits and their intentions toward entrepreneurship (ITE) was cited seven times. The study found that IEO and ITE can both benefit significantly from EE. Moreover, Z-generation has a higher

demand for achievement, risk-taking, self-efficacy and a greater willingness to participate in the market. (Frunzaru & Cismaru, 2021)

The study conducted by Al-Mamary & Alshallaqi, (2022) to investigate the relationship between EO factors and Saudi Arabia universities students' intentions to launch a new venture was cited seven times. The findings indicated a significant connection between the intention to engage in entrepreneurial activity and increased levels of autonomy, innovativeness, risk-taking, and pro-activeness. It was also found that competitive and aggressive behavior is not highly associated with an ambition to engage in entrepreneurial activity. These findings are significant because they shed new light on the factors that shape future entrepreneurs (Al-Mamary & Alshallaqi, 2022).

Rubin & Rubin, (2019) conducted study on 292 South African university students which was cited 7 times. This study aimed to investigate the extent to which people who self-report higher levels of entrepreneurial orientation (EO) and the propensity to use novel technological methods have higher levels of research productivity. The study revealed that the students with more entrepreneurial attributes might be more research productive. It has been determined that a more remarkable synthesis between educational theory and entrepreneurial theory can offer helpful insights for improvement. However, it was also conducted that innovative technical methods are not capable to utilize full potential in the academic setting (Rubin & Rubin, 2019).

A study conducted to examine the relationship between institutional support and three specific dimensions of EO by Xiao et al., (2022) was cited 7 times. This study provided a holistic understanding of this impact by examining the relationship between institutional support and EO's. Study was conducted on 303 Chinese businesses it found that institutional support has a relationship with pro-activeness that is decreasing, a relationship with innovativeness that is increasing positively, and a relationship with risk-taking that is positive and linear. In (Xiao et al., 2022)

The study conducted by Rajkovic et al., (2022) in Serbia to investigate the impact of Serbian national culture on the enterprise potential, individual entrepreneurial orientation, and entrepreneurial intents of students cited was 6 times. The moderating and mediating effects of the variable "possession of finances for starting one's venture" were observed. It is also significant when young people continue to overcome problems and engage in entrepreneurship to make them self-autonomous, a positive influence on entrepreneurship can be observed in a nation's culture (Rajkovic et al., 2022).

A study conducted on 157 Hospitality Management Technology (HMT) students by Otache et al., (2021) was cited 6 times. The study was designed to investigate the effect that entrepreneurial self-confidence (ESC) has on the relationship between perceived

entrepreneurial desirability (PED), perceived entrepreneurial feasibility (PEF), and entrepreneurial intentions (EIs) among students. Findings showed a good correlation between PED and PEF and the ESC and EI scores among the students. ESC predicted students' EIs significantly and acted as a mediator between PED and EIs and PEF and EIs of students. The study found that positive and strong perceptions of the desirability and feasibility of a hospitality business activate high levels of ESC among students. The higher ESC may, in turn, enhance students' EIs (Otache et al., 2021).

The study conducted by da Cruz et al., (2021) focused on higher education institutions (HEI) and was accomplished by conducting a systematic literature review (SLR) on the Scopus database and was cited 6 times. This study intends to map and identify the characteristics, methodology, and outcomes of empirical studies on entrepreneurial orientation (EO) at higher education institutions. The data indicated fewer studies on EO in the context of HEI. This research posits an EO structure for the context of HEIs, laying out the dimensions, antecedents, moderators, and results of this construct (da Cruz et al., 2021).

Zabelina et al., 2019 conducted a study in Russia on student's attitudes toward entrepreneurship and this study was cited five times. The study aims to analyze how students' attitudes toward entrepreneurship are related to economic attitudes. The study used an economic attitudes questionnaire to investigate the qualities of the economic mind. The exploratory and confirmation factor analyses were used to verify the reliability and internal validity of the technique. Findings revealed that students could be prepared for a market economy in two primary ways: the first is tied to the concept of entrepreneurship, and the second is connected to the concept of rational investment and financial planning (Zabelina et al., 2019).

The study conducted by Novoa, et al., (2022) has 5 citation, this study employs a pretest-post test analysis on 1723 UG students from two developing countries, Colombia and Ecuador. The paper developed and tested a model that considers the effects of entrepreneurship education programs on an individual's entrepreneurial orientation (IEO) and the role of IEO as an antecedent of attitudes and entrepreneurial intention (EI). The model focuses on the relationship between

Conclusion:

Globally several studies have established that a high level of Entrepreneurial Orientation (EO) is essential to start a new business. However, the poor entrepreneurial orientation of today's youth is a significant hindrance in starting a new business. Unfortunately, most

graduates do not choose self-employment as a primary career option. Although students' inclination towards entrepreneurship is there but, very few students moved towards entrepreneurship. The concept of Miller (1983) for EO had three dimensions: 'innovativeness', 'pro-activeness', and 'risk-taking'. Miller's concept was popularized by Covin & Slevin who also added 'competitive aggressiveness' and 'autonomy'. Entrepreneurial sustainability orientation was found to be most cited in the context of EO of the students.

Personalized teaching approaches based on their unique cultural context and tailored approaches based on gender and cultural context, were the other highly cited research areas in EO. Other factors such as financial rewards, social capital, emotional competencies, self-management, social awareness, entrepreneurial interests, immediate environment, self-efficacy, learning orientation, autonomy, risk-taking, pro-activity, and competitive aggressiveness, achievement orientation, fear of failure & inventiveness were the most cited actors influencing EO of the students. It has been observed that entrepreneurship education in universities is a profound reform of the higher education paradigm. It must be necessary for the universities to break through the traditional educational model. It is an essential time demand that universities must cultivate students' entrepreneurial consciousness, entrepreneurship, and entrepreneurial ability to explore and rapidly develop the nation.

References:

- 1) Al-Mamary, Y. H. S., Abdulrab, M., Alwaheeb, M. A., & Alshammari, N. G. M. (2020). Factors impacting entrepreneurial intentions among university students in Saudi Arabia: testing an integrated model of TPB and EO. *Education+ Training*.
- 2) Al-Mamary, Y. H., & Alshallaqi, M. (2022). Impact of autonomy, innovativeness, risk-taking, proactiveness, and competitive aggressiveness on students' intention to start a new venture. *Journal of Innovation & Knowledge*, 7(4), 100239.
- 3) Alvarez-Torres, F. J., Lopez-Torres, G. C., & Schiuma, G. (2019). Linking entrepreneurial orientation to SMEs' performance: Implications for entrepreneurship universities. *Management Decision*.
- 4) Boldureanu, G., Lache, C., Boldureanu, D., Păduraru, T., & Niculescu, N. (2013). STUDENTS'ENTREPRENEURIAL COMPETENCIES AND ORIENTATION: CURRENT STATUS AND PERSPECTIVES. *Environmental Engineering & Management Journal (EEMJ)*, 12(11).

- 5) Cao, H., Fang, Y., & Sun, J. (2022). A study on the impact of institutional support on the servitization transformation performance of manufacturing firms—Based on a dual mediation model of business model innovation and technological innovation. *Sustainability*, *14*(21), 14349.
- 6) Chang, S. H., Shu, Y., Wang, C. L., Chen, M. Y., & Ho, W. S. (2020). Cyber-entrepreneurship as an innovative orientation: Does positive thinking moderate the relationship between cyber-entrepreneurial self-efficacy and cyber-entrepreneurial intentions in Non-IT students?. *Computers in Human Behavior*, *107*, 105975.
- 7) Chen, F., Fu, B., Xia, J., Wu, D., Wu, S., Zhang, Y., & Liu, X. (2019). Major advances in studies of the physical geography and living environment of China during the past 70 years and future prospects. *Science China Earth Sciences*, *62*(11), 1665-1701.
- 8) Chen, S., Chen, H., Ling, H., & Gu, X. (2021). How do students become good workers? Investigating the impact of gender and school on the relationship between career decision-making self-efficacy and career exploration. *Sustainability*, *13*(14), 7876.
- 9) da Cruz, M. D. F. P., Ferreira, J. J., & Kraus, S. (2021). Entrepreneurial orientation at higher education institutions: State-of-the-art and future directions. *The International Journal of Management Education*, *19*(2), 100502.
- 10) De Clercq, D., Honig, B., & Martin, B. (2013). The roles of learning orientation and passion for work in the formation of entrepreneurial intention. *International Small Business Journal*, *31*(6), 652-676.
- 11) Dvorský, J., Petráková, Z., Zapletalíková, E., & Rózsa, Z. (2019). Entrepreneurial propensity index of university students. The case study from the Czech Republic, Slovakia and Poland. *Oeconomia Copernicana*.
- 12) Elenurm, T. (2012). Entrepreneurial orientations of business students and entrepreneurs. *Baltic Journal of Management*.
- 13) Frunzaru, V., & Cismaru, D. M. (2018). The impact of individual entrepreneurial orientation and education on generation Z's intention towards entrepreneurship. *Kybernetes*.
- 14) García, J. C. S. (2010). Evaluación de la personalidad emprendedora: validez factorial del cuestionario de orientación emprendedora (COE). *Revista latinoamericana de Psicología*, *42*(1), 41-52.

- 15) Gopinathan, S. (2007). Globalization, the Singapore developmental state and education policy: A thesis revisited. *Globalization, societies and education*, 5(1), 53-70.
- 16) Gorostiaga, A., Aliri, J., Ulacia, I., Soroa, G., Balluerka, N., Aritzeta, A., & Muela, A. (2019). Assessment of entrepreneurial orientation in vocational training students: Development of a new scale and relationships with self-efficacy and personal initiative. *Frontiers in psychology*, 10, 1125.
- 17) Hermansen-Kobulnicky, C. J., & Moss, C. L. (2004). Pharmacy student entrepreneurial orientation: a measure to identify potential pharmacist entrepreneurs. *American Journal of Pharmaceutical Education*, 68(1-5), BM1.
- 18) Hoang, G., Le, T. T. T., Tran, A. K. T., & Du, T. (2020). Entrepreneurship education and entrepreneurial intentions of university students in Vietnam: the mediating roles of self-efficacy and learning orientation. *Education+ Training*.
- 19) Khalid, N. (2020). Artificial intelligence learning and entrepreneurial performance among university students: evidence from Malaysian higher educational institutions. *Journal of Intelligent & Fuzzy Systems*, 39(4), 5417-5435.
- 20) Kuckertz, A., & Wagner, M. (2010). The influence of sustainability orientation on entrepreneurial intentions—Investigating the role of business experience. *Journal of business venturing*, 25(5), 524-539.
- 21) Lanero, A., Vázquez, J. L., & Aza, C. L. (2016). Social cognitive determinants of entrepreneurial career choice in university students. *International Small Business Journal*, 34(8), 1053-1075.
- 22) Lee, S. M., Lim, S. B., & Pathak, R. D. (2011). Culture and entrepreneurial orientation: a multi-country study. *International Entrepreneurship and Management Journal*, 7(1), 1-15. Kuckertz, A., & Wagner, M. (2010). The influence of sustainability orientation on entrepreneurial intentions—Investigating the role of business experience. *Journal of business venturing*, 25(5), 524-539.
- 23) Lee, S. M., Lim, S. B., & Pathak, R. D. (2011). Culture and entrepreneurial orientation: a multi-country study. *International Entrepreneurship and Management Journal*, 7(1), 1-15.
- 24) Lim, S., & Envik, B. R. (2013). Gender and entrepreneurial orientation: a multi-country study. *International Entrepreneurship and Management Journal*, 9(3), 465-482.
- 25) Lindberg, E., Bohman, H., Hulten, P., & Wilson, T. (2017). Enhancing students' entrepreneurial mindset: a Swedish experience. *Education+ Training*, 59(7/8), 768-779.

- 26) Mahfud, T., Triyono, M. B., Sudira, P., & Mulyani, Y. (2020). The influence of social capital and entrepreneurial attitude orientation on entrepreneurial intentions: the mediating role of psychological capital. *European Research on Management and Business Economics*, 26(1), 33-39.
- 27) Martins, I., & Perez, J. P. (2020). Testing mediating effects of individual entrepreneurial orientation on the relation between close environmental factors and entrepreneurial intention. *International Journal of Entrepreneurial Behavior & Research*, 26(4), 771-791.
- 28) Martins, I., & Perez, J. P. (2020). Testing mediating effects of individual entrepreneurial orientation on the relation between close environmental factors and entrepreneurial intention. *International Journal of Entrepreneurial Behavior & Research*, 26(4), 771-791.
- 29) Martins, I., Perez, J. P., & Novoa, S. (2022). Developing orientation to achieve entrepreneurial intention: A pretest-post-test analysis of entrepreneurship education programs. *The International Journal of Management Education*, 100593.
- 30) Miller, D. (1983). The correlates of entrepreneurship in three types of firms. *Management Science*, 29(7), 770-791.
- 31) Otache, I., Edopkolor, J. E., & Okolie, U. C. (2021). Entrepreneurial self-confidence, perceived desirability and feasibility of hospitality business and entrepreneurial intentions of hospitality management technology students. *The International Journal of Management Education*, 19(2), 100507.
- 32) Padilla-Meléndez, A., Fernández-Gámez, M. A., & Molina-Gómez, J. (2014). Feeling the risks: Effects of the development of emotional competences with outdoor training on the entrepreneurial intent of university study. *International Entrepreneurship and Management Journal*, 10, 861–884
- 33) Popov, B., Varga, S., Jelić, D., & Dinić, B. (2019). Psychometric evaluation of the Serbian adaptation of the individual entrepreneurial orientation scale. *Education+ Training*.
- 34) Rajković, J., Poštin, J., Konjikušić, M., Rusić, A. J., Stojković, H. S., & Nikolić, M. (2021). The enterprise potential, individual entrepreneurial orientation and entrepreneurial intentions of students in Serbia. *The European Journal of Applied Economics*, 18(1).
- 35) Rubin, A., & Callaghan, C. W. (2019). Entrepreneurial orientation, technological propensity and academic research productivity. *Heliyon*, 5(8), e02328.

- 36) Sahoo, S., & Panda, R. K. (2019). Exploring entrepreneurial orientation and intentions among technical university students: role of contextual antecedents. *Education+ Training*.
- 37) Türk, S., Zapkau, F. B., & Schwens, C. (2020). Prior entrepreneurial exposure and the emergence of entrepreneurial passion: the moderating role of learning orientation. *Journal of Small Business Management*, 58(2), 225-258.
- 38) Wen, Y., Chen, H., Pang, L., & Gu, X. (2020). The relationship between emotional intelligence and entrepreneurial self-efficacy of Chinese vocational college students. *International Journal of Environmental Research and Public Health*, 17(12), 4511.
- 39) Zabelina, E., Deyneka, O., & Tsiring, D. (2019). Entrepreneurial attitudes in the structure of students' economic minds. *International Journal of Entrepreneurial Behavior & Research*.

