

# The Influence of Entrepreneurial Spirit on Students' Entrepreneurial Motivation and Intention: A Systematic Literature Review

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**Abstract:** Entrepreneurship has been widely recognized as a strategic instrument for addressing graduate unemployment and fostering sustainable economic development, particularly in emerging economies such as Indonesia. Despite the integration of entrepreneurship education into higher education curricula, students' entrepreneurial motivation and intention remain relatively low. This condition highlights the importance of entrepreneurial spirit as a fundamental psychological construct shaping entrepreneurial behavior. This study aims to systematically review and synthesize existing empirical literature on the influence of entrepreneurial spirit on students' entrepreneurial motivation and entrepreneurial intention. Employing a literature review approach, relevant studies were collected through academic databases such as Google Scholar, Mendeley, and other reputable online sources. The analysis focuses on identifying consistent patterns, dominant theoretical perspectives, and key findings related to the interrelationships among entrepreneurial spirit, motivation, and intention. The review reveals three main conclusions: (1) entrepreneurial spirit has a significant influence on entrepreneurial motivation; (2) entrepreneurial spirit directly affects students' entrepreneurial intention; and (3) entrepreneurial motivation plays a mediating role in strengthening entrepreneurial intention. In addition, several contextual factors—such as income expectations, entrepreneurial knowledge, personal independence, family environment, and creativity—are identified as complementary determinants influencing students' entrepreneurial motivation and intention. This study contributes theoretically by providing an integrated conceptual framework that consolidates fragmented findings in the entrepreneurship literature, particularly within the context of higher education. Practically, the findings offer insights for universities and policymakers in designing more effective entrepreneurship education programs aimed at cultivating entrepreneurial spirit and enhancing students' motivation and intention to engage in entrepreneurial activities.

**Keywords :** Entrepreneurial Spirit; Entrepreneurial Motivation; Entrepreneurial Intention; Students; Literature Review

## 1. Introduction

Entrepreneurship has long been recognized as a critical driver of economic growth, innovation, and job creation, particularly in developing economies facing structural labor market challenges. In the context of rapid technological advancement and global competition, entrepreneurial activity is no longer viewed merely as an alternative career path, but rather as a strategic solution to reduce unemployment, enhance economic resilience, and foster sustainable development. Universities, therefore, play a pivotal role in nurturing future entrepreneurs by cultivating not only technical skills but also entrepreneurial mindsets and psychological readiness among students. In Indonesia, the issue of graduate unemployment remains a persistent concern. Data from the national statistical authority indicate that the unemployment rate among university graduates continues to be relatively high, reflecting a mismatch between labor market demand and the supply of skilled graduates. While higher education institutions are expected to produce job-ready individuals, the limited absorption capacity of the formal sector has intensified competition for employment opportunities. Consequently, entrepreneurship has emerged as a viable and strategic alternative for graduates to create their own employment while contributing to broader economic development. Despite this potential, the proportion of students who seriously intend to pursue entrepreneurship as a career remains relatively low.

Previous reports and international surveys suggest that entrepreneurial participation among Indonesian youth and university students lags behind that of several neighboring countries. Although entrepreneurship education has been formally integrated into university curricula through compulsory courses, training programs, and government-supported initiatives, these efforts have not consistently translated into strong entrepreneurial motivation or sustained entrepreneurial intention among

students. This phenomenon indicates that entrepreneurship education alone may be insufficient if it is not accompanied by the development of deeper psychological and attitudinal foundations.

One of the most frequently cited determinants of entrepreneurial behavior is entrepreneurial spirit. Entrepreneurial spirit refers to a set of personal characteristics and internal dispositions, such as self-confidence, innovativeness, proactiveness, leadership orientation, resilience, and willingness to take calculated risks. These traits shape how individuals perceive opportunities, respond to uncertainty, and persist in the face of challenges. From a behavioral perspective, entrepreneurial spirit represents the psychological capital that enables individuals to transform ideas into entrepreneurial actions.

Within the framework of the Theory of Planned Behavior, entrepreneurial intention is understood as a key antecedent of actual entrepreneurial behavior. Intention itself is influenced by attitudes toward entrepreneurship, subjective norms, and perceived behavioral control. Entrepreneurial motivation functions as an important mediating factor that translates internal traits and external stimuli into intention. Motivation reflects the internal drive that energizes individuals to pursue entrepreneurial activities, sustain effort, and overcome obstacles. In this sense, entrepreneurial spirit is expected to influence entrepreneurial intention both directly and indirectly through entrepreneurial motivation. A growing body of empirical research has examined the relationships among entrepreneurial spirit, entrepreneurial motivation, and entrepreneurial intention, particularly within student populations. Numerous studies report positive associations between entrepreneurial spirit and entrepreneurial motivation, suggesting that students who possess strong entrepreneurial traits tend to exhibit higher enthusiasm and commitment toward entrepreneurial activities. Similarly, entrepreneurial spirit has been found to significantly influence students' entrepreneurial intention by shaping their attitudes and confidence in starting a business. Entrepreneurial motivation, in turn, has consistently emerged as a strong predictor of entrepreneurial intention, reinforcing its role as a key psychological mechanism.

However, despite the abundance of empirical studies, the existing literature remains fragmented. Many studies focus on specific institutions, regions, or single variables, resulting in findings that are context-dependent and difficult to generalize. Moreover, previous research often treats entrepreneurial spirit, motivation, and intention as isolated constructs rather than examining their interrelationships within an integrated framework. In addition, variations in measurement indicators and methodological approaches further complicate efforts to synthesize findings and draw comprehensive conclusions. Another limitation in the existing literature is the insufficient attention given to contextual and supporting factors that interact with entrepreneurial spirit and motivation. Variables such as income expectations, entrepreneurial knowledge, personal independence, family environment, and creativity have been shown to influence students' entrepreneurial motivation and intention. However, these factors are often examined separately, without a clear understanding of how they complement or strengthen the influence of entrepreneurial spirit. As a result, policymakers and educators lack a holistic perspective when designing entrepreneurship development programs.

Given these gaps, a comprehensive literature review is necessary to systematically map existing empirical evidence, identify consistent patterns, and highlight unresolved issues. A literature review approach allows for the integration of findings across different contexts and methodological designs, providing a more robust understanding of the relationships among entrepreneurial spirit, entrepreneurial motivation, and entrepreneurial intention among university students. Such synthesis is particularly important for developing countries, where entrepreneurship is expected to play a strategic role in addressing youth unemployment and fostering inclusive economic growth. This study aims to conduct a structured literature review on the influence of entrepreneurial spirit on entrepreneurial motivation and entrepreneurial intention among university students. Specifically, this review seeks to: (1) analyze empirical evidence regarding the effect of entrepreneurial spirit on entrepreneurial motivation; (2) examine the direct influence of entrepreneurial spirit on students' entrepreneurial intention; and (3) explore the role of entrepreneurial motivation as a determinant of entrepreneurial intention. In addition, this study identifies other contextual variables frequently associated with entrepreneurial motivation and intention, thereby offering a broader conceptual perspective.

The contribution of this study is twofold. From a theoretical standpoint, this literature review consolidates fragmented empirical findings into a coherent framework, enriching the entrepreneurship and human resource management literature by clarifying the psychological mechanisms underlying entrepreneurial intention among students. The synthesized relationships proposed in this study may

serve as a foundation for future empirical research and model development. From a practical standpoint, the findings provide insights for universities, educators, and policymakers in designing more effective entrepreneurship education programs that emphasize the development of entrepreneurial spirit and motivation, rather than focusing solely on technical skills. In summary, understanding how entrepreneurial spirit shapes entrepreneurial motivation and intention is crucial for fostering a sustainable entrepreneurial ecosystem among university students. By systematically reviewing existing studies, this article seeks to bridge theoretical gaps, inform educational practice, and support evidence-based policymaking in the field of entrepreneurship development.

## 2. Research Methodology

This study adopts a **qualitative research approach** using a **Systematic Literature Review (SLR)** to comprehensively examine the influence of **entrepreneurial spirit** on **entrepreneurial motivation** and **entrepreneurial intention among university students**. The SLR approach is employed to ensure methodological rigor, transparency, and replicability in synthesizing empirical and theoretical findings from prior studies, thereby supporting theory development and hypothesis formulation in the field of **Human Resource Management and Entrepreneurship**.

### Research Design

The research design follows a **systematic literature review framework**, consisting of several sequential stages: (1) formulation of research objectives and guiding questions; (2) development of a literature search strategy; (3) determination of inclusion and exclusion criteria; (4) article screening and selection; (5) data extraction and qualitative analysis; and (6) synthesis of findings and conceptual framework development.

### Literature Search Strategy

A systematic literature search was conducted using reputable academic databases and digital libraries, including **Google Scholar**, **Mendeley**, and other peer-reviewed national and international journal repositories. Keywords were selected and combined using Boolean operators, covering both English and Indonesian terms such as *entrepreneurial spirit*, *entrepreneurial motivation*, *entrepreneurial intention*, *entrepreneurial mindset*, *jiwa kewirausahaan*, and *student entrepreneurship*. The search focused on studies relevant to higher education and entrepreneurship contexts.

### Inclusion and Exclusion Criteria

Articles were included in the review based on the following criteria:

- (1) empirical or conceptual studies examining the relationships among entrepreneurial spirit, entrepreneurial motivation, and/or entrepreneurial intention;
- (2) publications in peer-reviewed national or international journals;
- (3) research subjects involving university students or individuals in educational or early-career entrepreneurial contexts; and
- (4) availability of full-text articles.

Articles were excluded if they:

- (1) were not aligned with the research objectives;
- (2) lacked sufficient methodological clarity; or
- (3) consisted of non-academic sources such as opinion articles or unpublished manuscripts.

### Article Selection and Data Analysis

The initial search results were screened through title and abstract review, followed by full-text assessment to ensure relevance and quality. Selected articles were analyzed using **thematic analysis**, whereby findings were categorized according to variable relationships, measurement indicators, research contexts, and theoretical foundations. This analytical process enabled the identification of dominant patterns, inconsistencies, and emerging themes across the literature.

## Literature Synthesis Technique

The synthesis was conducted using a **narrative and conceptual synthesis approach**, systematically comparing and integrating findings from prior studies. This process facilitated the development of a **conceptual framework** illustrating the relationships between entrepreneurial spirit, entrepreneurial motivation, and entrepreneurial intention. Additionally, the synthesis provided a basis for identifying research gaps and formulating testable hypotheses for future empirical studies.

### Methodological Rigor and Trustworthiness

To enhance methodological rigor, the review process was conducted systematically and consistently across all stages. The use of multiple data sources and transparent selection criteria contributed to the credibility and reliability of the findings. This approach ensures that the conclusions drawn are grounded in robust academic evidence and can be replicated or extended by future researchers.

## 3. Results and Discussion

### 3.1 Overview of the Literature Review Findings

This study systematically reviews and synthesizes prior empirical and conceptual research examining the relationships among entrepreneurial spirit, entrepreneurial motivation, and entrepreneurial intention among university students. Based on the reviewed literature, three robust and recurring patterns emerge. First, entrepreneurial spirit consistently demonstrates a positive and significant influence on entrepreneurial motivation. Second, entrepreneurial spirit directly affects entrepreneurial intention. Third, entrepreneurial motivation plays a crucial role in strengthening entrepreneurial intention and acts as an important mediating mechanism between entrepreneurial spirit and entrepreneurial intention.

In addition to these core relationships, the literature highlights several contextual variables—such as income expectations, entrepreneurial knowledge, personal independence, family environment, and creativity—that interact with psychological factors in shaping students' entrepreneurial outcomes. These findings collectively confirm that entrepreneurial intention is not a spontaneous phenomenon but the result of a structured psychological and contextual process.

### 3.2 Entrepreneurial Spirit as a Determinant of Entrepreneurial Motivation

The synthesis of previous studies clearly indicates that entrepreneurial spirit is a fundamental determinant of entrepreneurial motivation among students. Entrepreneurial spirit reflects a constellation of psychological attributes, including self-confidence, optimism, leadership orientation, risk-taking propensity, responsibility, discipline, and innovativeness. Students who possess these characteristics tend to exhibit stronger internal drives to engage in entrepreneurial activities. The literature suggests that entrepreneurial spirit enhances students' ability to interpret uncertainty as opportunity rather than threat. This cognitive framing strengthens intrinsic motivation, particularly in environments characterized by limited job availability and high competition in the formal labor market. Students with a strong entrepreneurial spirit are more resilient when facing failure, more persistent in pursuing business ideas, and more proactive in seeking learning opportunities. From a theoretical perspective, this finding aligns with motivational theories that emphasize the role of internal dispositions in shaping goal-oriented behavior. Entrepreneurial spirit functions as an internal psychological resource that stimulates motivation by fostering autonomy, achievement orientation, and self-efficacy. Consequently, entrepreneurial education that focuses on character formation and mindset development is likely to be more effective than approaches that rely solely on technical skill acquisition.

### 3.3 Entrepreneurial Spirit and Entrepreneurial Intention

Beyond its motivational role, the literature consistently demonstrates that entrepreneurial spirit has a direct and positive influence on entrepreneurial intention. Entrepreneurial intention reflects

an individual's conscious plan and willingness to start a business in the future. Students who exhibit a strong entrepreneurial spirit tend to show higher levels of awareness, interest, and emotional attachment to entrepreneurship as a career choice. This relationship can be explained through the Theory of Planned Behavior, which posits that intention is shaped by attitudes, subjective norms, and perceived behavioral control. Entrepreneurial spirit strengthens positive attitudes toward entrepreneurship and enhances perceived control by increasing confidence in one's ability to manage business risks. As a result, students with strong entrepreneurial spirit are more likely to form firm intentions to establish their own ventures. The literature further indicates that entrepreneurial spirit contributes to identity formation. Students begin to perceive themselves as potential entrepreneurs, which reinforces long-term commitment to entrepreneurial careers. This finding is particularly relevant in developing economies, where entrepreneurship often requires high levels of personal initiative and psychological endurance.

### 3.4 The Role of Entrepreneurial Motivation in Shaping Entrepreneurial Intention

The reviewed studies also provide strong evidence that entrepreneurial motivation significantly influences entrepreneurial intention. Motivation acts as a dynamic force that transforms entrepreneurial interest into deliberate and actionable intentions. Motivated students are more likely to explore business opportunities, participate in entrepreneurial programs, and engage in preparatory behaviors such as networking and skill development. Entrepreneurial motivation is driven by factors such as the need for achievement, desire for independence, creativity, and willingness to take risks. Students with high entrepreneurial motivation tend to perceive entrepreneurship as a meaningful and rewarding career path rather than merely an alternative to unemployment. This motivational state enhances persistence and reduces fear of failure, thereby strengthening entrepreneurial intention. Importantly, the literature positions entrepreneurial motivation as a mediating variable between entrepreneurial spirit and entrepreneurial intention. While entrepreneurial spirit provides the psychological foundation, motivation translates that foundation into intentional behavior. Without sufficient motivation, entrepreneurial spirit alone may not result in strong entrepreneurial intentions.

### 3.5 Integrative Discussion and Conceptual Implications

Overall, the findings of this literature review suggest a sequential and reinforcing relationship among entrepreneurial spirit, entrepreneurial motivation, and entrepreneurial intention. Entrepreneurial spirit functions as an antecedent psychological trait, entrepreneurial motivation acts as an internal driver, and entrepreneurial intention represents the behavioral outcome. This synthesis contributes to entrepreneurship and human resource management literature by clarifying the mechanism through which entrepreneurial intention is formed among university students. The results support integrative models that emphasize psychological capital and motivation as key components of entrepreneurial development. Moreover, the identification of additional contextual factors highlights the need for future research to adopt more comprehensive models that incorporate both individual and environmental dimensions. From a practical standpoint, the findings underscore the importance of designing entrepreneurship education programs that simultaneously cultivate entrepreneurial spirit and motivation. Universities should integrate experiential learning, mentoring, and real-world business exposure to strengthen students' psychological readiness for entrepreneurship.

## 4. Conclusion

### 4.1 Conclusions

This literature review concludes that entrepreneurial spirit plays a critical role in shaping entrepreneurial motivation and entrepreneurial intention among university students. Entrepreneurial

spirit directly influences both motivation and intention, while entrepreneurial motivation significantly enhances students' intention to engage in entrepreneurship. These relationships confirm that entrepreneurial intention is formed through an interaction between psychological traits and motivational processes.

#### 4.2 Theoretical Contributions

The study contributes theoretically by providing a structured synthesis of prior research and clarifying the role of entrepreneurial motivation as a mediating variable. The findings strengthen existing entrepreneurship theories by integrating psychological and behavioral perspectives and by emphasizing the importance of entrepreneurial spirit in intention formation.

#### 4.3 Practical and Policy Implications

From a practical perspective, the findings suggest that higher education institutions should prioritize entrepreneurship education models that focus on mindset development, motivation enhancement, and experiential learning. Policymakers are encouraged to support university-based entrepreneurship ecosystems that foster innovation, mentorship, and access to entrepreneurial resources.

#### 4.4 Limitations and Future Research Directions

This study is limited by its reliance on secondary data from existing literature and does not include empirical validation. Future research is encouraged to test the proposed relationships using quantitative or mixed-method approaches, incorporate moderating variables such as family environment and cultural context, and explore longitudinal designs to capture the dynamic nature of entrepreneurial intention development.

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