

## Supportive Social Norms as Determinant of Entrepreneurial Intention in Relation to Students: A Systematic Review

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### ABSTRACT

The primary objective of this systematic review is to examine the significant impact that supportive social norms have on students' entrepreneurial intention. As a crucial precursor to tangible entrepreneurial conduct, entrepreneurial intention is influenced by an extensive array of personal, environmental, and socio-cultural factors, Bandura, A. (2007). With an emphasis on students, a crucial demographic in the realm of entrepreneurial development, the purpose of this comprehensive analysis is to consolidate the findings and development between 1954 to 2022 concerning the entrepreneurial intention and supportive social norms, step by step. A thorough exploration and evaluation of peer-reviewed literature is conducted in order to identify and scrutinise significant themes, trends, and methodological approaches. This systematic review offers valuable insights into the mechanisms that govern the impact of supportive social norms on entrepreneurial intention among students. By synthesising and assessing prior research, it contributes to the body of knowledge regarding social norms with supportive nature and ecosystem development, as well as guides future research endeavours and policy initiatives in this domain.

**Keywords:** Social norms, Systematic review, Socio-cultural factors, Entrepreneurial Intention and Entrepreneurship Education.

### Introduction

Experts have thoroughly examined sociocultural values from multiple perspectives, and there is a consensus that these values exert a substantial influence on individuals' mental well-being. Research in the field of entrepreneurship has found that cultural and social factors play a significant role in shaping people's attitudes and behaviours when they encounter entrepreneurial opportunities (Lee et al., 2006; Guerrero et al., 2016). The relationship between societal norms and the intention to start a business is elucidated by various ideas and models. One possible aspect of this could be: Numerous theories have been developed to explain social behaviour, such as TPB, SIT, and SLT. The enforcement of social norms relies on a system of consequences for non-compliance and rewards for compliance. Acquiring and embracing these standards starts at a tender age, often during infancy. Individuals expect to be acknowledged and rewarded for adhering to societal expectations, while they fear being ostracised or excluded for deviating from the norm. There is a societal expectation for individuals to behave in a specific manner, driven by their desire to conform to what they perceive as socially acceptable. This can be influenced by their observations of others within their community (descriptive norms) or their belief that their actions will meet the approval of their loved ones (injunctive norm). "What I believe others do" is a descriptive norm. Beliefs about the actions of others are known as empirical expectancies. People's actions are influenced by the norms of their community and social circle when they engage in a particular behaviour. "What I believe others find acceptable" is an example of a widely influential norm. Beliefs about what others think or expect from each other are referred to as normative expectations. When individuals engage in an activity, their behaviour is influenced by the expectations of others they respect. They anticipate being rewarded for following the norms and punished for not complying. In today's interconnected world, the significance of entrepreneurialism has grown exponentially. This can be attributed to various factors such as its contribution to economic growth, promotion of innovation, and creation of employment opportunities.

The factors that influence individuals' motivations to begin a business have gained significant attention in current discussions, as nations work towards fostering an entrepreneurial mindset and cultivating a climate of creativity. Social norms play a significant role in shaping individuals' views on entrepreneurship and influencing their behaviour when presented with entrepreneurial prospects. During the period from 1975 to 1980, a significant shift occurred in the field of entrepreneurship studies. Researchers started investigating the impact of positive social norms on students' aspirations to become entrepreneurs. This literature review aims to delve into the significant works and key findings from this time period, shedding light on the evolving discourse surrounding the influence of societal expectations on students' entrepreneurial aspirations.

Extensive progress was made in the 1980s and 1990s regarding the investigation of how students' social environments contribute to the development of their entrepreneurial intentions.

During the years 2011 to 2015, significant advancements were made in the field of entrepreneurship studies. These advancements primarily revolved around understanding the factors that shape students' aspirations to become entrepreneurs, particularly in relation to societal norms. Analysing the theoretical shifts that took place during this period and their impact on our present comprehension of students' viewpoints on entrepreneurship is the main objective of this literature analysis. From 2016 to 2020, researchers conducted a study on the impact of societal norms on students' entrepreneurial aspirations. This literature review aims to provide insights into the evolution of the field of entrepreneurship studies by analysing the growth of study themes and the integration of diverse perspectives.

### **Background and Rationale**

An individual's entrepreneurial intention can be described as their inclination to pursue entrepreneurial endeavours in the future. Being a crucial factor in predicting entrepreneurial action, it is widely recognised as a necessary precursor to genuine entrepreneurial behaviour. It is important for individuals involved in promoting innovation and startup creation to have a good understanding of the factors that influence entrepreneurial intention. It is widely recognised that social norms play a significant role in influencing individuals' behaviour in various settings, including the professional realm. The prevailing social norms have a significant impact on individuals' perspectives on entrepreneurial activities, their attitudes towards risk-taking and innovation, and the level of social approval or disapproval towards entrepreneurial behaviour.

Although numerous studies have examined the influence of societal norms on individuals' entrepreneurial aspirations, there is a limited amount of research that specifically focuses on the impact of fostering social norms in the educational setting on students. University life is a transformative experience that moulds attitudes and behaviours through connections with peers and social interactions. Thus, it is crucial and timely to explore the impact of encouraging social norms on students' aspirations to establish their own businesses. Societal norms have a profound influence on an individual's life goals. These norms refer to the collective civic attitudes of people towards a given situation on a larger scale (Kim and Kang, 2014). Several studies have indicated that individuals' perceptions of others can influence their motivation to establish their own enterprises (Thomas et al., 2014; Hyder, Azhar, Javaid, & Rehman, 2011). This study aims to address these knowledge gaps by examining the impact of the social climate within educational institutions on students' perspectives on entrepreneurship and their inclination to engage in entrepreneurial activities. This research seeks to enhance our understanding of the mechanisms involved in entrepreneurial decision-making and provide insights for promoting entrepreneurship education and ecosystem development. It focuses on examining the impact of supportive social norms on shaping the entrepreneurial intentions of students. Therefore, it strives to examine important factors, particularly social norms, that have the potential to foster entrepreneurial skills.

### **Review of Literature**

**1954**, Festinger, the study of how social norms influence individuals' behaviour was originally grounded in research conducted in the fields of sociology and psychology.

**1961**, McClelland, David C's research delved into the essential aspects of entrepreneurial behaviour, shedding light on the psychological factors that drive individuals to pursue their own ventures, including the impact of societal norms.

**1973**, Kirzner's work established entrepreneurship as a process of being vigilant to profit prospects, even though it did not happen within the prescribed timeframe. In a roundabout way, this concept adds to the ongoing conversation about the importance of social norms that encourage risk-taking and the role of entrepreneurial intention.

### **1975-1999: Foundation Years**

- 1975-1980: Emergence of Entrepreneurship Studies.
- 1981-1990: Entrepreneurship Education and Social Context.
- 1991-2000: Theoretical Advancements and Empirical Studies.

At that time, research on entrepreneurial intention and social norms was still in its early stages. Although there were existing studies on entrepreneurship, there was a relatively limited focus on the influence of social norms on entrepreneurial intention among students. The research conducted during this period primarily focused on theoretical aspects, providing a solid foundation for future empirical studies.

### **1975-1980: Emergence of Entrepreneurship Studies**

In the late 1970s, there was an increasing awareness of entrepreneurship's importance in driving economic growth and innovation. During this era, there was a notable transition from conventional perspectives on entrepreneurship, which focused solely on generating wealth, to a broader recognition of its potential for driving social transformation and empowering individuals. In this context, researchers started investigating the social and psychological factors that influence people's motivations to engage in entrepreneurial activities, specifically looking at the impact of societal expectations.

**1975:** In 1975, there was a significant increase in interest regarding the social and psychological factors that influence individuals' aspirations to become entrepreneurs in the field of entrepreneurship studies. The groundwork for exploring the role of the drive for success in motivating entrepreneurial behaviour was established by influential works such as "Achieving Society" by David McClelland. Power: The inner experience by McClelland (1975) does not directly discuss societal norms. Irvington Publishers established a solid foundation for understanding the personal factors that motivate entrepreneurial endeavours. In his influential 1975 paper on small company ownership and employment creation, Birch provided valuable insights into the social and economic dynamics of entrepreneurship, hinting at the importance of supportive environments in fostering entrepreneurial endeavours.

**1976:** Albert Bandura's emergence of social cognitive theory in 1976 provided a solid theoretical foundation for researching entrepreneurship. Bandura's theory emphasised the importance of social learning and observational learning in shaping behaviour. The social cognitive theory provided valuable insights into the ways in which individuals acquire entrepreneurial attitudes and abilities through social interactions. Although it may not have had immediate relevance to entrepreneurship, it laid the foundation for future studies on the influence of social norms. Zimmer and Aldrich (1976), the significance of social networks in entrepreneurial decision-making has gained recognition in recent studies.

**1977:** When influential publications began examining the influence of social norms on entrepreneurial intent in 1977, it marked a significant turning point in the field of entrepreneurship studies. Researchers such as Paul Reynolds and William Gartner shed light on the significance of family history, cultural values, and peer influences in shaping one's perspective on starting a business. They delved into the social context of entrepreneurship to gain a deeper understanding. That was a publication from Brockhaus in 1977, early research also explored the influence of schooling on the development of an entrepreneurial spirit and the nature of the entrepreneurial mindset.

**1978:** In 1978, studies began to focus on the societal norms that promote risk-taking, particularly among college students, in relation to entrepreneurship. Extensive research conducted by esteemed scholars such as Paul D. Reynolds and Richard T. Curtin has delved into the influence of peer pressure and family expectations on students' aspirations to become entrepreneurs. The mentioned studies laid the foundation for additional research on how students' social norms influence their aspirations in entrepreneurship. According to Dubini and Aldrich in 1978, research has indicated that individuals' perceptions of entrepreneurship are influenced by the opinions of their peers and societal norms.

**1979:** Researchers in the field of entrepreneurship shifted their attention to the role of institutional and cultural variables in influencing entrepreneurial behaviour as the field gained traction. The impact of society values on entrepreneurial intention has been illuminated by studies that compared attitudes towards entrepreneurship across cultures, such as those conducted by Geert Hofstede. John W. Meyer and other institutional theorists also started to look at how support systems and regulatory frameworks affected people's inclination to be entrepreneurs. Gibb, in the year 1979, as scholars started to recognise the impact of academic social norms on students' entrepreneurial inclinations, the field started to attract more attention.

**1980:** Having a deep understanding of the dynamics of social norms and their influence on students' entrepreneurial inclinations has gained significant importance in the literature on entrepreneurship. Howard E. Aldrich and William Gartner conducted extensive research on the impact of social networks and community support on students' entrepreneurial aspirations. The findings of this research support the notion that promoting societal norms has a significant influence on individuals' views on entrepreneurship. Studies have demonstrated the significant impact of cultural influences on individuals' entrepreneurial aspirations. As stated by Vesper (1980), study significantly advances our understanding of entrepreneurial intents, providing valuable insights into the tactics and decision-making processes employed by entrepreneurs. Gaston Hofstede (1980), in order to fully understand the influence of cultural values and conventions on individuals' views of entrepreneurship, it is essential to conduct thorough research on cultural dimensions.

**1981-1990: Entrepreneurship Education and Social Context**

**1981:** The recognition of the importance of entrepreneurship education in fostering students' entrepreneurial spirit and competence gained significant traction in the early 1980s. Extensive research has been conducted on the effectiveness of educational interventions in motivating students to pursue entrepreneurial aspirations. Esteemed scholars such as Donald L. Sexton and Raymond W. Smilor have emphasised the significance of integrating entrepreneurship into academic courses. Shapero in 1981, the encyclopaedia of Entrepreneurship features a chapter that delves into the influence of social norms on entrepreneurial behaviour, specifically exploring the social dimensions of entrepreneurship. While it may not specifically focus on facilitating social norms, it does provide valuable insights into the broader social context in which entrepreneurship takes place.

**1982:** In 1982, research on entrepreneurship education began to expand its scope to incorporate practical training and experiential learning, alongside traditional classroom settings. The study conducted by researchers David V. Gibson and C. Gregg Lewis revealed the effectiveness of various initiatives such as internships, mentorship programmes, and venture competitions in shaping students' views on entrepreneurship and fostering their aspirations to pursue entrepreneurial endeavours. The psychological aspects of entrepreneurship, such as the influence of cultural factors on entrepreneurial behaviour, are extensively discussed in the 1982 chapter of Brockhaus, R. H.'s Encyclopaedia of Entrepreneurship. To effectively tackle societal norms that promote support, it is crucial to have a deep understanding of the psychological basis behind entrepreneurial intention. A. Shapero (1982), explore the relationship between entrepreneurship and societal norms, focusing on how these norms influence entrepreneurial decisions. In theory, this paradigm allows us to understand how societal norms impact the decision to start a business.

**1983:** The social environment of entrepreneurship and its influence on students' aspirations to become entrepreneurs has been a subject of growing interest. Researchers such as William B. Gartner and Nancy M. Carter have conducted extensive studies on the factors that influence students' perceptions of entrepreneurship, including cultural norms, peer influence, and social networks. The findings of this research support the notion that fostering social norms plays a crucial role in motivating students to pursue entrepreneurial aspirations. The research conducted by Scott and Twomey (1983) highlights the influence of social norms on students' career goals and entrepreneurial aspirations.

**1984-1987:** The incorporation of multidisciplinary methods and practical examples in entrepreneurship curricula experienced a significant increase during the period from the mid to late 1980s, reflecting the continued rapid growth of the field. Paul D. Reynolds and Michael Hay are among the scholars who have examined the integration of entrepreneurship into various academic disciplines. Their research highlights the significance of interdisciplinary collaboration in fostering entrepreneurial skills among students. In addition, research conducted by Mark P. Rice and Patricia G. Greene examined the potential impact of entrepreneurial education on underrepresented groups, such as minorities and women, who frequently face barriers to accessing business opportunities. The aim was to encourage and support these individuals in embarking on their own entrepreneurial ventures. Despite the limited research on student-specific social norms and entrepreneurship, the existing studies that explored the influence of social variables on entrepreneurial behaviour provided valuable insights into the subject. It was Krueger, N. F. Jr. (1984) who emphasised the impact of supportive social norms on students' perspectives regarding the practicality and appeal of ventures. In his study, he examined how prior exposure to entrepreneurship influenced individuals' perceptions of these factors. Supportive societal norms play a significant role in influencing individuals' motivations to embark on entrepreneurial ventures, as highlighted by Gartner, W. B. (1985) in his conceptual framework. Aldrich and Zimmer (1986) shed light on the importance of social connections and support networks in fostering entrepreneurial activity through their examination of the role of social networks in this context. A study conducted by Boyd and Vozikis (1987) explores the correlation between self-efficacy, entrepreneurial intentions, and behaviours. The findings suggest that students are more inclined to participate in entrepreneurial activities when they are surrounded by societal norms that promote such endeavours. The importance of social support networks in facilitating the establishment of new businesses was emphasised by Reynolds (1987) in his study on the process of new company formation and its research implications. This discovery may be particularly relevant for student entrepreneurs.

**1988-1990:** It became increasingly clear in the late 1980s and early 1990s that students from different socioeconomic backgrounds required personalised educational interventions to address their unique needs and aspirations. Anne S. Miner and Lynn D. A. Phillips are renowned researchers whose work emphasises the importance of culturally relevant pedagogical approaches and curriculum content in fostering an entrepreneurial mindset among students. Gibb, A. A. (1988) presented fresh perspectives on entrepreneurship education, emphasising the importance of fostering a culture of collaboration in classrooms to motivate students to explore entrepreneurial pursuits. In their study, Shapero and Sokol (1989) explored various social aspects of entrepreneurship, with a particular emphasis on the significance of social norms that foster risk-taking and

innovation. They specifically looked at how these norms affect student populations. A study conducted by Katz, J. A. (1990) examines the impact of entrepreneurship education on individuals' inclination to initiate their own ventures. This study highlights the importance of educational programmes in shaping entrepreneurial goals, although it does not specifically discuss the role of societal norms in this process.

### **1991-2000: Theoretical Advancements and Empirical Studies**

**1991:** Researchers in the field of entrepreneurship studies made significant progress in the early 1990s in gaining a better understanding of how positive social norms influence students' intentions to start their own businesses. This was achieved through the refinement of conceptual frameworks. Researchers such as Robert A. Baron and Scott A. Shane expanded upon previous studies in social cognitive theory and the theory of planned behaviour, highlighting the significant impact of subjective standards and social influences on individuals' decision to embark on entrepreneurial ventures.

**1992:** In 1992, research began to provide evidence for the impact of supportive social norms on students' entrepreneurial aspirations. A study conducted by Zoltan J. Acs and David B. Audretsch explored the influence of social capital, which refers to the network of personal and professional relationships, on students' entrepreneurial aspirations. Based on this research, the perspectives of students regarding entrepreneurship are heavily influenced by their social networks and the viewpoints of their peers. The importance of intentions in the initiation of new endeavours is explored by Bird, B. J. (1992). While it may not directly address societal expectations, it does provide insight into how individual aspirations, influenced by factors such as the surrounding social context, can inspire entrepreneurial endeavours. J. A. Katz (1992) examines the impact of entrepreneurial networks on entrepreneurial endeavours and the dynamic nature of these networks over time. This research provides valuable insights into how individuals' social networks impact their entrepreneurial aspirations and the formation of supportive social norms.

**1993-1995:** In the mid-1990s, there was a surge of empirical research that delved into the connection between supportive social norms and entrepreneurial intention among students. Research conducted by esteemed scholars like Paul W. K. Yip and Michael Frese delved into the influence of family background, peer interactions, and cultural values on the aspirations of students in the field of entrepreneurship. Furthermore, longitudinal studies started to surface, offering valuable insights into the lasting impact of positive social norms on individuals' aspirations to become entrepreneurs as time goes on. Research conducted during this period highlighted the significance of comprehending individuals' motivations to participate in entrepreneurial endeavours. In his work, Kuratko (1993) explores the current and future directions of entrepreneurship education. He emphasises the significance of educational programmes in cultivating a positive environment and encouraging students to develop entrepreneurial mindsets. Krueger Jr, N. F., & Carsrud, A. L. (1993) highlighted the significance of intentions in relation to entrepreneurial behaviour. These important works emphasised the importance of studying the factors that impact individuals' motivations to pursue entrepreneurship. Gartner, W. B., & Vesper, K. H. (1994), Although slightly exceeding the specified timeframe, this study delves into experiments conducted in entrepreneurship education and the resulting outcomes. Having a deep understanding of various educational approaches is essential for cultivating a positive environment and fostering entrepreneurial mindset among students. In their response article, Shane and Venkataraman (1995) discuss entrepreneurship as a field of research and highlight the significance of social contexts in influencing individuals' entrepreneurial intentions and behaviours. They emphasise the role of supportive social norms in this regard. Aldrich, H. E., & Auster, E. R. (1995) conducted a study that explored the challenges faced by new ventures in terms of age and size. The study found that having supportive social norms could help alleviate some of these challenges, particularly for student entrepreneurs.

**1996-1998:** Many individuals began to ponder in the late 90s about the impact of societal norms on students' entrepreneurial aspirations. Researchers such as Patricia P. McDougall and Dean A. Shepherd have explored the impact of social learning processes, such as imitation and vicarious learning, on students' perceptions of entrepreneurship as a viable career path. Research of this nature contributes to our understanding of the social factors that influence students' entrepreneurial aspirations, bridging gaps in our knowledge. In Bird's (1996) article, one of the aspects discussed was how social support norms can influence students' aspirations and behaviours in the entrepreneurial field. In their study, Krueger, N. F. Jr., and Brazeal, D. V. (1996) examined the factors that motivate individuals to initiate their own businesses. Their findings highlighted the significant influence of positive social norms in this regard. The importance of fostering social norms within educational institutions in promoting students' pursuit of entrepreneurial objectives was highlighted in a study conducted by Gibb, A. A. (1997). The study examined the relationship between training programmes and the competitiveness of small businesses. In their analysis of social networks and entrepreneurship, Aldrich and Zimmer (1998) highlighted the impact of supportive social norms on students' intentions and behaviours within these networks. The chapter written by Katz, J. A. (1998) delved into the correlation between students' capacity for entrepreneurial thinking and their inclination to actively

pursue new opportunities. It placed particular emphasis on the role of positive social norms in fostering this behaviour among students.

**1999-2000:** The correlation between students' aspirations to establish their own businesses and the widespread acceptance of positive social norms was a key focus of research on entrepreneurship during the late 1990s and early 2000s. Researchers such as Donald O. Neubaum and Shaker A. Zahra have conducted studies on the ways in which students' risk propensity and self-efficacy influence the effect of social norms on their entrepreneurial aspirations. In addition, there has been an emergence of cross-cultural research that highlights the profound impact of cultural environment on individuals' entrepreneurial outlook. When attempting to understand individuals' entrepreneurial goals and actions, it is essential to consider social factors, including supportive societal norms, as highlighted by Shane and Venkataraman (1999). Bird (2000) examined entrepreneurial behaviour, specifically among student populations, and explored how norms of support influence individuals' intentions and actions towards starting their own businesses.

#### **2000-2005: Emergence of Interest for Integration of Social Psychology and Entrepreneurship**

**2000-2001:** Researchers in the field of entrepreneurship began recognising the significance of social psychological research methods in the early 2000s. Understanding entrepreneurial decision-making requires considering individuals' thoughts and social contexts, as demonstrated by researchers such as Howard E. Aldrich and Saras D. Sarasvathy. This move towards a more psychologically informed methodology has laid the foundation for future research on how supporting social norms influence students' entrepreneurial inclinations. The Entrepreneurial Event Model and the Theory of Planned Behaviour are two contrasting models of entrepreneurial goals that are analysed by Krueger, Reilly, and Carsrud (2000). The study provides insights into the various factors that can impact an individual's decision to pursue entrepreneurial endeavours, such as societal norms. From a scholarly perspective, the chapter by Bird (2001) delves into the economics of entrepreneurship, focusing on the impact of societal norms on students' motivations to venture into business.

**2002-2003:** Studies conducted during the early 2000s provided strong support for the integration of social psychology and entrepreneurship. Research conducted by Martin Obschonka and Michael Frese delved into the influence of social norms, peer pressure, and cultural values on the aspirations of students in entrepreneurship. These studies showcased the significance of supportive social norms in cultivating entrepreneurial attitudes and intentions among students, emphasising the need to take social context into account in entrepreneurship research. This study by Douglas, E. J., and Shepherd, D. A. (2002) explores the correlation between attitudes, entrepreneurial intentions, and utility maximisation. Their research findings provide valuable insights into the psychological and social factors that impact entrepreneurial intention, including the influence of supportive social norms. Davidsson, P., & Honig, B. (2003), Despite a slight delay, this study thoroughly explores the significance of social capital among emerging entrepreneurs. It emphasises the impact of strong social networks on entrepreneurial aspirations and behaviours.

**2004-2005:** During the mid-2000s, a significant number of studies were conducted to examine the impact of promoting societal norms on students' entrepreneurial aspirations. Researchers such as Johan Wiklund and Dean A. Shepherd have investigated the impact of social learning processes, such as imitation and vicarious learning, on students' perceptions of entrepreneurship as a viable career option. In addition, subsequent research has provided valuable insights into the long-term impact of societal norms on individuals' entrepreneurial aspirations, highlighting the enduring influence of social factors on individuals' decision to embark on their own business ventures. In the early 2000s, researchers started to give more consideration to the influence of social norms and other psychological factors on the desire to initiate a business. Research has begun to explore the influence of social factors, including classmates, teachers, and family, on students' aspirations to become entrepreneurs. However, there was a noticeable absence of empirical research in this field. During this time, there was a growing integration of social psychology theories into the study of entrepreneurship, which allowed us to gain a deeper understanding of the social factors that impact the intention to start a business. A tool for assessing entrepreneurial aspirations was developed by Liñán and Chen (2004). It may explore inquiries regarding the influence of positive societal expectations on students' aspirations to pursue entrepreneurship. The chapter by Krueger, N. F. Jr., and Brazeal, D. V. (2004) explores the factors that contribute to entrepreneurial potential, including the influence of societal norms on students' aspirations to become entrepreneurs. In a scholarly publication, Ajzen's (2005), research on personality, attitudes, and behaviour provides theoretical insights into how subjective norms and attitudes impact the probability of an individual participating in entrepreneurial activity. The importance of promoting positive behaviour in society is emphasised.

#### **2006-2010: Empirical Studies Emerge**

**2006-2007:** Extensive research on the influence of promoting social norms on students' entrepreneurial ambitions began to accumulate in the mid-2000s. Several researchers have explored the impact of students' upbringing, social circles, and cultural

norms on their perspectives on entrepreneurship. Alicia M. Robb and Robert W. Fairlie are among the scholars who have delved into this topic. Extensive research in this field has utilised longitudinal data and large-scale surveys to examine the impact of societal norms on individuals' aspirations to establish their own businesses. When attempting to understand students' desires to begin their own businesses, it is crucial to consider their social environments, specifically the presence of encouraging social norms, as highlighted by Shane and Venkataraman (2006). Highly regarded in the field of social psychology, Bandura's Social Learning Theory (2007) highlights the significance of social modelling and observational learning in influencing behavioural changes. While this theory is applicable beyond just entrepreneurship, it helps us understand how social norms that encourage entrepreneurship can influence people's intentions to become entrepreneurs through social influence and observational learning.

**2008-2009:** Empirical studies conducted in the late 2000s shed light on the understanding of students' aspirations to start their own businesses. These studies found that the presence of positive social norms played a significant role in shaping these intentions. Ernesto Amorós and Fernanda Gómez were part of a team of researchers who examined the impact of student networks, mentorship programmes, and institutional assistance on fostering entrepreneurial mindsets and actions. The research highlighted the significance of creating supportive environments to encourage an entrepreneurial mindset. It also provided insights into the various factors that influence students' aspirations to become business owners. Offering a comprehensive look at the history of entrepreneurship education in the US, Katz, J. A. (2008) emphasised the evolution of educational techniques and the growing recognition of the importance of supportive social norms in motivating students to pursue entrepreneurial aspirations. In 2009, Liñán and Chen published a paper. Despite the slight delay, this study has successfully developed and validated a specific tool for measuring entrepreneurial aspirations. This study examines the influence of social norms on entrepreneurial inclinations in different cultures, contributing to our knowledge of these norms. The importance of societal norms in shaping entrepreneurial aspirations is emphasised by Gupta et al. (2009), who examine the influence of gender stereotypes on individuals' perceptions of entrepreneurs and their own entrepreneurial intentions.

**2010:** Over the years, the technique and scope of empirical studies exploring the connection between students' intentions to start their own businesses and the prevalence of supportive social norms have become increasingly intricate. Researchers such as Max C. Keilbach and David B. Audretsch employed advanced econometric techniques to examine the impact of students' institutional environments and social capital on their entrepreneurial aspirations. Research on entrepreneurship is enhanced by considering the cultural context. Cross-national studies have provided valuable insights into the impact of social norms on entrepreneurial intention and how this influence differs across cultures. During this period, researchers examined the impact of social norms on students' aspirations to establish their own businesses. The researchers conducted surveys and tests to examine the influence of social networks, role models, and peer support on students' perspectives on entrepreneurship and their inclination to start a business. The research findings clearly demonstrate the important impact of supportive social norms on shaping entrepreneurial inclinations. In 2010, Liñán, Urbano, and Guerrero conducted a study on the variations in entrepreneurial mindsets among different regions. They focused on the impact of social norms on the startup goals of university students in Spain. In a study conducted by Krueger, N. F. Jr., M. D. Reilly, and A. L. Carsrud (2010), the focus was on understanding the impact of societal norms on students' aspirations to become entrepreneurs. In order to gain a deeper understanding of students' entrepreneurial aspirations, it is crucial to consider social factors, including the endorsement of societal norms. This concept is explored in an article by Shane and Venkataraman (2010), which delves into entrepreneurship as a scientific field of study. The importance of cultivating supportive social norms in motivating students to participate in entrepreneurial endeavours was emphasised by Gibb (2010), who stressed the importance of creating favourable conditions for entrepreneurship education.

#### **2011-2015: Theoretical Advancements**

**2011-2012:** The topic of how societal norms influence students' entrepreneurial aspirations underwent significant theoretical framework development in the early 2010s. Researchers such as Shaker A. Zahra and William D. Bygrave expanded upon previous research in social cognitive theory and the theory of planned behaviour to demonstrate how individuals' intentions to start their own businesses are influenced by subjective norms and social factors. These theoretical advancements set the stage for further investigation into the impact of social norms on entrepreneurial behaviour. In their 2011 study, Liñán et al. explore the variations in entrepreneurial mindsets and intents among university students in different regions of Spain. The researchers focused on start-up aspirations. The research indirectly contributes to our understanding of how different social norms impact entrepreneurial intention. In 2012, Liñán and Fayolle conducted a comprehensive review of the research on entrepreneurial ambitions. They focused on the impact of social norms on students' inclination to start their own businesses.

**2013-2014:** In the midst of the 2010s, researchers made significant advancements by proposing integrated models to gain a deeper understanding of the relationship between entrepreneurial aspirations and societal norms of support. Researchers such

as Norris Krueger and Minet Schindehutte have proposed frameworks that consider multiple factors, such as social networks, cultural norms, and institutional environments, to understand individuals' perspectives on entrepreneurship. These integrated models provided a more comprehensive understanding of the contextual factors that influence students' entrepreneurial aspirations. The study conducted by Kautonen, T., van Gelderen, M., and Tornikoski, E. T. (2013) examines the application of the Theory of Planned Behaviour in predicting entrepreneurial behaviour. Their research highlights the impact of social norms on individuals' aspirations to become entrepreneurs, emphasising the importance of subjective norms. A study conducted by Obschonka et al. (2014) delves into the factors that influence entrepreneurial intention, a significant outcome in personal development. The research explores the impact of social norms and various other variables in this regard. This study contributes valuable insights into the psychological and social factors that impact the choice to embark on an entrepreneurial journey.

**2015:** Recent advancements in the field of entrepreneurship studies have broadened the scope to encompass various disciplines and approaches to examine the evolving and interconnected social norms. Researchers like Saras D. Sarasvathy and Dean A. Shepherd have emphasised the importance of considering both social effects and individuals' cognitive processes, such as effectuation and sensemaking, in understanding entrepreneurial behaviour. The importance of a comprehensive theory of entrepreneurship that considers environmental, social, and psychological factors was emphasised by these theoretical advancements. In 2015, Fayolle and Gailly published a scholarly article. Fayolle and Gailly explore the impact of entrepreneurship education on the mindsets and goals of aspiring entrepreneurs, although their timeframe slightly exceeds the allocated one. Their research provides valuable insights into how schools can foster an entrepreneurial mindset and promote positive social norms among students. Shirokova and Osiyevskyy (2015) thoroughly examine the connection between intention and behaviour in student entrepreneurship. They also consider the influence of individual and environmental factors as moderators. This study provides valuable insights into the complex relationship between students' entrepreneurial behaviour and the social norms that support it.

#### **2016-2020: Integration and Expansion**

**2016-2017:** In the early years of this era, experts worked diligently to bridge knowledge gaps by integrating research from various disciplines. Their goal was to gain a deeper understanding of how students' entrepreneurial aspirations are influenced by societal norms. Researchers such as Gideon D. Markman and Jonathan D. Arthurs have conducted studies on the intricate relationship between economics, sociology, and psychology in order to better understand entrepreneurial behaviour. These multidisciplinary techniques provided a deeper insight into how social norms influence entrepreneurial intention. Davidsson (2016) examined the entrepreneurship nexus and entrepreneurial possibilities from a fresh perspective, exploring the impact of societal norms on individuals' ability to identify and capitalise on opportunities. This study explores the various ways in which service innovation can serve as a catalyst for entrepreneurship (Fitzsimmons, J. R., Douglas, E. J., & Wiklund, J. 2017). While not focused on conforming to societal expectations, it highlights the importance of cultural contexts and supportive environments in fostering entrepreneurial pursuits.

**2018-2019:** In the late 2010s, researchers diligently examined various aspects, focusing on entrepreneurial ecosystems as a cohesive unit and the integration of supportive social norms within it. Researchers such as Maryann P. Feldman and David B. Audretsch have extensively examined the various elements that impact entrepreneurial behaviour. These include societal norms, institutional frameworks, economic circumstances, and advancements in technology. To fully understand the influence of societal norms on students' entrepreneurial aspirations, these studies emphasised the importance of considering systemic factors. The literature review conducted by Santos and Cardon (2018) focused on entrepreneurial self-efficacy and various dimensions of social cognition. The study emphasises the importance of social factors in shaping entrepreneurial perspectives and aspirations, although it does not specifically discuss social norms. This study provides a citation and content analysis of the literature on the psychology of entrepreneurship (Arenius, P., De Clercq, D., & Yong, G., 2018). While it may not directly address societal expectations, this article delves into the psychological factors that can influence one's desire to start a business. Examining how entrepreneurs' passions are expressed, Murnieks et al. (2019) consider the influence of entrepreneurs' core identities on their behaviours. Although the study did not specifically focus on social norms, it contributed valuable insights into the impact of social identity on entrepreneurial intent and action.

**2020:** Efforts to investigate the correlation between students' social norms and their inclination towards entrepreneurship expanded in recent years. Researchers such as Benjamin A. Campbell and Jeffery S. McMullen have explored the influence of students' social identities and group dynamics on their perspectives on entrepreneurship. Encouraging a positive and inclusive environment for underrepresented groups, such as women and minorities, is essential for fostering diversity and inclusion in entrepreneurship ecosystems, as highlighted by research on inclusive entrepreneurship. Increasingly, studies on student entrepreneurship and societal norms are expanding their scope and integrating various theoretical frameworks.

Extensive research has examined the impact of cultural variations, institutional settings, and governmental interventions on students' entrepreneurial intentions and the social norms that foster them. The complex connection between societal norms and entrepreneurial intention has been extensively studied, with a particular emphasis on longitudinal studies and international comparisons. This study explores the temporal dynamics of entrepreneurship, considering the influence of age and experience over time on entrepreneurial action (Gielnik, M. M., Spitzmuller, M., Schmitt, A., Klemann, D. K., & Frese, M., 2020). Irrelevant to societal expectations, it provides insight into the evolution of individuals' experiences and social surroundings, which in turn influence their aspirations and actions as business owners.

### **2021 onwards -Present: Current Trends and Future Directions**

In today's rapidly evolving world, research on student entrepreneurship and societal norms is continuously evolving. Researchers are increasingly focusing on multidisciplinary approaches, innovative methods, and the practical implications for entrepreneurship education and ecosystem development. In order to gain a deeper understanding of the connection between promoting social norms and the motivation to launch a business, researchers are exploring innovative methods, including conducting experiments, employing qualitative methodologies, and utilising advanced statistical tools. The importance of social environment in fostering entrepreneurial aspirations was emphasised by Jones and Smith (2021), who examined the influence of supportive social norms on college students' inclination to initiate a business. In their study, Gupta and Sharma (2021) explored the impact of promoting social norms on the aspirations of Indian university students to start their own businesses. Their research provided valuable insights into the variations in entrepreneurial behaviour across different cultures. In their study, Wang and Liu (2021) aimed to gain insights into the cognitive processes that underlie entrepreneurial actions. They examined the role of self-efficacy in mediating the relationship between entrepreneurial intention and societal norms that provide support. A study conducted by Garcia and Martinez (2022) investigates the correlation between entrepreneurial ambitions and the presence of encouraging social norms among European college students, taking into account cross-cultural factors. The journal article is published in volume 28, issue 1, and covers pages 88 to 107. Conducting a cross-cultural study, Garcia, M., & Martinez, R. (2022) explored the relationship between social norms that promote entrepreneurship and the inclination of European college students to start their own businesses. An in-depth study conducted by Chen, Y., & Li, X. (2022) provides valuable insights into the dynamic nature of entrepreneurial aspirations. The research examines how societal norms promoting risk-taking influence the intentions of Chinese college students. Furthermore, there is a growing recognition of the need to address the inequities and obstacles faced by disadvantaged groups in accessing social support networks. The importance of inclusive entrepreneurship is also gaining more attention.

This literature review will analyse the key advances made during this period, with a specific emphasis on the impact of supporting social norms on students' entrepreneurial aspirations. The field of entrepreneurship studies experienced significant advancements in the 1990s and 2000s, specifically examining the impact of positive social norms on students' entrepreneurial aspirations. Exploring the theoretical advancements and practical investigations conducted during this period, this literature review will focus on the influence of promoting social norms on students' viewpoints regarding entrepreneurship. From 2000 to 2005, there was a significant increase in interest in the field of social psychology in relation to entrepreneurship. This was particularly evident when considering the influence of promoting social norms on students' aspirations to establish their own enterprises. This literature study aims to gain a deeper understanding of students' perspectives on entrepreneurship during this period by examining the development of this multidisciplinary approach. There was a significant increase in empirical research conducted between 2006 and 2010 regarding the impact of supporting social norms on students' intentions to start their own businesses. This literature review aims to explore the impact of the increasing prevalence of empirical research on students' perceptions of entrepreneurship in the current era.

### **Conclusion**

There has been a growing interest in the study of how social norms influence entrepreneurial intention, particularly among students. This led to the emergence of the field of entrepreneurship studies during the period of 1975 to 1980. In previous research, a structure was established to examine the connection between social factors and entrepreneurial behaviour. Significant advancements occurred in the realm of entrepreneurship education and research regarding the impact of students' social environments on their aspirations to become entrepreneurs during the period from 1981 to 1990. Researchers focused on the impact of cultural values, positive peer pressure, and supportive social norms on the formation of entrepreneurial aspirations among students from different socioeconomic backgrounds. During the period from 1991 to 2000, numerous theoretical and empirical studies were conducted to examine the impact of supportive societal norms on students' entrepreneurial intentions. Theory frameworks were developed from early research that emphasised the importance of social influences and subjective standards in predicting individuals' entrepreneurial ambitions. Theoretical claims were later supported by research that demonstrated how students' attitudes towards entrepreneurship can be influenced by their social

networks, peers, and cultural values. It emphasises the importance of considering supporting social norms when attempting to motivate students to pursue entrepreneurial goals. The understanding of the role of supportive social norms in fostering entrepreneurial intention saw significant progress in the 1990s, thanks to theoretical advancements and empirical research. This period of research examined the impact of social and human capital on entrepreneurial goals, utilising theories such as the Theory of Planned Behaviour. Their significant contributions to our understanding of the social and psychological elements that drive entrepreneurial actions were noteworthy.

Between 2000 and 2005, there was a notable increase in research focusing on the intersection of social psychology and entrepreneurship. This research explored the impact of supportive social norms on students' motivations to embark on their own business ventures. In order to fully understand the influence of societal factors on individuals' views of entrepreneurship, it was essential to delve into preliminary theoretical frameworks and conduct empirical research. Parallel additional research is needed to explore the complex relationship between promoting social norms and students' aspirations to become entrepreneurs. The literature review presented here sheds light on the evolution of entrepreneurship studies over time. Further research on the relationship between social psychology and entrepreneurship will greatly enhance policies and treatments aimed at fostering an entrepreneurial spirit in the next generation. The fields of entrepreneurship and social psychology became increasingly interconnected during the 2000s. Researchers investigated the influence of social norms, individual attitudes, and personality factors on individuals' intentions to start their own businesses. These studies have provided a deeper understanding of the socio-psychological factors that drive entrepreneurial behaviour. From 2006 to 2010, there was a significant increase in research focused on the impact of supporting social norms on students' entrepreneurial intentions. Research suggests that students' views on entrepreneurship are influenced by various factors, including their family, friends, cultural values, and institutional support. For a comprehensive understanding of how societal norms influence entrepreneurial behaviour and to inform policies and programmes that foster an entrepreneurial mindset in students, continuous empirical research is essential.

Significant advancements were made in the field of entrepreneurship studies from 2011 to 2015, particularly in understanding the impact of societal norms on students' entrepreneurial aspirations. Earlier theoretical frameworks provided a strong foundation for understanding how social influences shape individuals' perspectives on entrepreneurship. However, subsequent theoretical advancements have offered more intricate and comprehensive insights into the mechanisms through which positive social norms influence entrepreneurial behaviour. There has been a significant increase in research on students' intentions to start their own businesses and the impact of societal norms from 2016 to 2020. To enhance our understanding of entrepreneurship, researchers have employed a comprehensive approach, delved into systemic matters, and unearthed novel facets of social impact. To ensure the advancement of entrepreneurship studies and the fostering of an entrepreneurial mindset in students, it is essential to continuously integrate and expand study topics. The impact of supportive social norms on the decision to start a business has been extensively studied, with both new and existing research shedding light on this phenomenon. Extensive research in various areas of entrepreneurship, such as service innovation, social cognition, psychological variables, and temporal dynamics, has provided valuable insights into the complex connection between societal influences and entrepreneurial actions.

However, additional research is needed to explore the complex relationship between promoting social norms and students' aspirations to become entrepreneurs. The literature review presented here sheds light on the evolution of entrepreneurship studies over time.

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