



## Factors affecting entrepreneurial attitude and intention of the agriculture students: A comprehensive review

Rajeeb Ku. Behera<sup>1\*</sup>, Chitrasena Padhy<sup>2</sup>, Kaleeprasanna Pattanaik<sup>3</sup>

### Abstract:

This paper presents a comprehensive review of the literature on the factors influencing the entrepreneurial attitude and intention of agriculture students. The review synthesizes findings from 30 relevant studies published in reputable journals. The aim is to identify the key factors that significantly impact the entrepreneurial attitude and intention of students in the agricultural domain. The results of this review provide valuable insights for policymakers, educators, and researchers in developing effective strategies to foster entrepreneurship among agriculture students.

Keywords: entrepreneurship, entrepreneurial attitude, entrepreneurial intention, agriculture students, factors, systematic review.

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<sup>1\*</sup>Assistant Professor, Faculty of Agricultural Sciences, SOADU, Bhubaneswar, Odisha, India

<sup>2</sup>Associate Professor, Centurion University of Technology and Management, Odisha, India

<sup>3</sup>Assistant Professor, Centurion University of Technology and Management, Odisha, India

**\*Corresponding Author:** Rajeeb Ku. Behera

\*Assistant Professor, Faculty of Agricultural Sciences, SOADU, Bhubaneswar, Odisha, India

**Introduction:**

Entrepreneurship plays a pivotal role in driving economic growth, innovation, and job creation in various industries, including agriculture. In recent years, the importance of fostering an entrepreneurial mindset among agriculture students has gained significant attention, as it equips them with the necessary skills and motivation to become successful entrepreneurs in the agricultural sector. Understanding the factors that influence the entrepreneurial attitude and intention of agriculture students is crucial for educators, policymakers, and stakeholders to develop effective strategies and programs that nurture entrepreneurial spirit and foster a thriving agricultural entrepreneurial ecosystem.

This comprehensive review aims to explore the multifaceted factors that shape the entrepreneurial attitude and intention of agriculture students. By examining a wide range of variables, including personal characteristics, educational factors, environmental factors, and socio-cultural influences, this review seeks to provide a holistic understanding of the determinants that contribute to the entrepreneurial mindset and intentions of students pursuing agricultural education.

The agricultural sector offers immense opportunities for aspiring entrepreneurs, including agribusiness ventures, farm startups, agricultural technology innovations, and sustainable agricultural practices. However, despite the potential rewards, venturing into agricultural entrepreneurship is not without its challenges. Agricultural entrepreneurs face unique obstacles related to market uncertainties, access to finance and resources, technological advancements, and changing consumer demands. Recognizing and addressing these challenges requires an in-depth understanding of the factors that shape the attitudes and intentions of agriculture students towards entrepreneurship.

Through a systematic examination of existing research studies, this review will identify key factors that have been found to influence the entrepreneurial attitude and intention of

agriculture students. These factors may include but are not limited to personal traits, prior entrepreneurial experience, entrepreneurial education and training, role models and mentors, family background, social networks, institutional support, policy frameworks, and cultural beliefs. By synthesizing the current knowledge in this field, this review aims to shed light on the most influential factors and their interplay in shaping the entrepreneurial mindset and intentions of agriculture students.

The findings of this comprehensive review will contribute to the existing body of knowledge by providing a consolidated understanding of the factors that influence the entrepreneurial attitude and intention of agriculture students. This knowledge can inform the design and implementation of targeted interventions, curricula, and policies to promote entrepreneurship and innovation in the agricultural sector. Furthermore, this review will help identify gaps in the current research landscape, suggesting potential areas for future investigation and offering insights for researchers, educators, policymakers, and stakeholders to further advance the field of agricultural entrepreneurship.

In summary, this review paper aims to provide a comprehensive overview of the factors that influence the entrepreneurial attitude and intention of agriculture students. By synthesizing existing literature, it seeks to enhance our understanding of the complex dynamics that shape the entrepreneurial mindset among future agricultural entrepreneurs. Ultimately, this knowledge can contribute to the development of strategies and initiatives that foster a vibrant and sustainable entrepreneurial ecosystem within the agricultural sector, enabling agriculture students to unleash their entrepreneurial potential and drive innovation and growth in this critical industry.

**Review of Literature**

A study conducted at Razi University revealed that agricultural students possess moderate to high levels of entrepreneurial motivations. The researchers employed multiple regression

analysis and found that the attitude toward entrepreneurship, role models, and entrepreneurship education courses collectively accounted for 35.5 percent of the variations in students' entrepreneurial motivations. These findings hold practical implications for planners involved in higher agricultural education, as they can help improve the entrepreneurial motivations of agricultural students (Shiri *et al.*, 2013).

According to the study, there is a significant correlation between subjective norms, perceived behavioral control, and attitude toward entrepreneurship, and students' entrepreneurial intentions. The regression analysis further revealed that students' attitude toward entrepreneurship accounted for 40 percent of the variations observed in their entrepreneurial intentions (Masoomi *et al.* 2016).

The study found that the order of the effects of latent variables on entrepreneurial intention was as follows: entrepreneurial skill had the highest impact at 63%, followed by self-efficacy at 44%, attitude toward entrepreneurship at 38%, psychological traits at 11%, and social norms at 0.08% (Omid *et al.* 2016).

According to the respondents, there is a significant presence of average trends in behavior belief, normative belief, motivation to comply, control belief, control belief power, and intention. However, the evaluation of the consequence to give the medium trend stands at approximately 50.26 percent, as reported by the respondents (Ridha and Wahyu, 2017).

According to the study, it was found that personal attitude towards entrepreneurship, subjective norms, and perceived educational support had a significant positive impact on students' entrepreneurial intention (EI) at a level of significance ( $P < 0.01$ ). Based on this finding, the study suggested that fostering a positive attitude towards entrepreneurship and improving educational resources within universities would contribute to the enhancement of students' EI (Adeyonu *et al.*, 2019).

According to a study conducted at Razi University, it was observed that agricultural students displayed moderate to high levels of entrepreneurial motivations. Furthermore, through multiple regression analysis, it was determined that three variables - namely, attitude towards entrepreneurship, role models, and entrepreneurship education courses - accounted for 35.5 percent of the variances in students' entrepreneurial motivations. These findings have practical implications for those involved in the planning of higher agricultural education systems, as they can help in enhancing the entrepreneurial motivations of agricultural students (Shiri *et al.*, 2013).

The study revealed that approximately half of the respondents exhibited moderate entrepreneurial intentions. It was observed that there were variations in entrepreneurial intentions between students who had received entrepreneurship courses and those who had not. Similarly, differences were found in entrepreneurial intentions between students with self-employed parents and those without. The findings indicated that education support, personality traits, and skills were the three key factors influencing students' entrepreneurial intentions (Pouratashi, 2015).

The study reported that the highest mean score was obtained for social value, followed by subjective norm, behavioral attitude, closer valuation, and perceived behavioral control. Based on these findings, it is suggested that further research should be conducted to explore the factors that influence and the challenges faced by the younger generation in Malaysia with regards to agriculture entrepreneurship (Abdullah and Samah, 2014).

The study findings indicated that attitude towards behavior did not have a significant impact on students' intention to become agripreneurs, as evidenced by a non-significant P-value. However, subjective norm was found to have a highly significant effect on intention, with a P-value of 4.329. Additionally, perceived behavior control was observed to have a significant effect on entrepreneurship intention in the agricultural sector, as reflected by a P-value of 0.046 (Novanda *et al.*, 2020).

According to the study, it was found that both gender and entrepreneurial legacy had a significant influence on baseline and post-placement entrepreneurial aspirations (EA) at a significance level of  $p < 0.05$ . Furthermore, the study also examined the interaction between EA, social learning, perceived behavioral control, subjective norms, and perceived relational support (Manning and Parrott, 2018).

The study found that among the behavioral factors, entrepreneurial self-efficacy, personal attitude towards entrepreneurship, and knowledge about the availability of entrepreneurial support were the most influential predictors of entrepreneurial intention. It was observed that when potential entrepreneurs were informed about the presence of entrepreneurial support, such as financing options, incubation programs, and training opportunities, the likelihood of realizing their business ideas increased. Additionally, the study's results indicated that among the socio-demographic factors, having entrepreneurial grandparents, parents, and close friends, one's role in family financing, and gender were significant predictors of entrepreneurial intention levels (Jumamil *et al.*, 2017).

The study conducted correlation analysis and found a significant positive relationship between the variables of role model, social support, and perceived desirability with students' entrepreneurial intentions. The results of the path analysis revealed that the variable of perceived desirability had the highest impact, accounting for 72.5% of the overall impact, while changing social norms had the lowest impact at 12% on students' entrepreneurial intentions. These findings can be useful for planners of agricultural higher education systems to enhance students' entrepreneurial intentions and improve their entrepreneurial behavior (Shiri *et al.*, 2012).

In the study, path analysis revealed that attitude, perceived behavioral control, subjective norms, as well as two personality traits related to entrepreneurship - risk-taking

and motivation for progress - had a positive and significant impact on students' entrepreneurial intention. Collectively, these factors accounted for 38.6% of the variation in entrepreneurial intention. Furthermore, it was found that entrepreneurial intention positively and significantly influenced students' entrepreneurial behavior (Ataei *et al.*, 2021).

According to the study, several factors were found to have a significant positive relationship with entrepreneurial intentions among agricultural students, including gender (male), entrepreneurial education, attitude, family support, mental acceptance, and perceived behavioral control. The findings suggest that increasing entrepreneurial activity among agricultural graduates can be achieved by providing them with business wisdom, inspiration, and motivation. This can be accomplished through mentorship by entrepreneurs and experts, as well as by incorporating the importance of business opportunities into the curriculum. Additionally, the study suggests that supplementary short entrepreneurial courses can have a transformative effect (Sher *et al.*, 2017).

The results of multiple regression analysis indicated that management efficacy had the most prominent influence on social entrepreneurial conviction, followed by stakeholder perspective and communication efficacy. Similarly, management efficacy was found to be the strongest factor affecting social entrepreneurial preparation, followed by stakeholder perspective and affective empathy. Notably, cognitive empathy showed a negative association with social entrepreneurial preparation. Social capital and support were not found to have a significant association with social entrepreneurial intentions (Kidane and Mtapuri, 2023).

To gather data for the study, academic experts, entrepreneurship lecturers, and faculty members with expertise in entrepreneurship and industry were selected. Interviews were conducted, and the data was analyzed using open and axial coding. The discussion classified 15 factors that affect student entrepreneurship, including education,

research, motivation, entrepreneurial capacity, attitude, personality, information technology, management support, environment, entrepreneurship skills, culture, family, entrepreneurship lessons, commercialization, and infrastructure (Rafee *et al.*, 2017).

The study utilized descriptive and binary logistic regression analysis in SPSS 25.00 to examine the impact of individual's attitude on entrepreneurial intention (EI) in the agribusiness sector. The independent variables considered were individual's entrepreneurial network, perceived capabilities, ability to recognize business opportunities, risk perceptions, and various socio-cultural attitudes. The findings supported a significant relationship between entrepreneurial intention and individual's attitude. Factors such as individual's capability, opportunity recognition, networks, and socio-cultural perceptions were found to have a significant influence on EI. Additionally, variables like age, gender, educational background, media motivation, self-realization, status, practical agricultural experience, and risk perception were identified as significant predictors of students' intention to pursue agribusiness as a source of future self-employment after graduation (Sargani *et al.*, 2018).

The study conducted in Iran revealed limited entrepreneurial intentions among agriculture students. The results emphasized the importance of social valuation in shaping entrepreneurial intentions and supported the applicability of the Theory of Planned Behavior (TPB) in an economy driven by factors specific to Iran. The practical implications for public policy and education were also discussed (Shiri *et al.*, 2017).

The key tools for entrepreneurship development were identified as innovation, entrepreneurship training and education, family background, government support programs, social entrepreneurship, women's participation, individual entrepreneurial characteristics, participation of micro, small, and medium enterprises, youth empowerment, and collaboration among government, university, and industry. Stimulating

employment was seen as a means to alleviate poverty. Furthermore, the study found a strong correlation among students' entrepreneurial attitude, subjective norms, and perceived behavioral control (Taha *et al.*, 2017).

Using path analysis, the study supported previous research that employed the Theory of Planned Behavior (TPB) to predict entrepreneurial intentions. It was found that students' attitudes towards entrepreneurship were related to their intention to start a business. Perceived behavioral control emerged as a strong predictor of intention, while subjective norm had a small negative but statistically significant effect. The study also explored the role of anticipated emotional ambivalence in students' entrepreneurial intent, suggesting a negative relationship between anticipated emotional ambivalence and perceived behavioral control (Zampetakis *et al.*, 2013).

Female students exhibited significantly higher attitudes, social skills, and desire to succeed compared to their male counterparts. There were no significant differences observed based on race, age, parental working background, family involvement in business, or prior knowledge of entrepreneurship, indicating that entrepreneurs were not concentrated within these variables. Another important finding indicated that students who attended entrepreneurship courses or training displayed significantly higher attitudes and social skills. Notably, marketing skills, desire for success, leadership skills, and innovation and creativity served as inspirations for graduates to choose entrepreneurship (Ghazali *et al.*, 2013).

Students from disunited families and those with entrepreneurial experiences demonstrated a better entrepreneurial career index compared to students from intact families. Students who completed or were currently enrolled in entrepreneurship courses and those with prior entrepreneurship experiences exhibited better work habits and attitudes. These results provide significant insights for entrepreneurship education, particularly in the field of agriculture, highlighting the characteristics or traits that should be

developed or further enhanced among students and identifying those who should be encouraged and advised to engage in entrepreneurship (Wagney, 2014).

A significant difference was observed in entrepreneurial personality traits between senior agricultural students in the third and fourth years of their education. However, no significant difference was found in the entrepreneurial personality traits between undergraduate and graduate agricultural students. The study also revealed substantial differences in agricultural students' entrepreneurial personality traits based on their respective fields of agricultural education (Movahedi *et al.*, 2013).

A sample of 351 final-year agricultural students was selected from universities, and data were collected through a structured questionnaire. Descriptive statistics and binary logistic regression were employed for analysis. The findings indicated that 44.16% of the respondents expressed a willingness to start their own agribusiness ventures after graduation, with a preference for agro-processing enterprises (35.48%) and crop production enterprises (26.45%). Significant factors influencing agricultural students' entrepreneurial intentions in agribusiness included age, major field of study, type of university attended, previous experience in agribusiness, having a friend as a role model, and perception of the agribusiness environment. The study recommended the establishment of agribusiness entrepreneurship clubs in agricultural faculties and universities, the showcasing of young agribusiness entrepreneurs through national competitions and events such as "Agri-Enterprise Week," inviting successful young agribusiness entrepreneurs as guest lecturers to share their experiences with students, and the creation of a supportive agribusiness environment by the government for young graduates. These insights highlight potential paths for future research (Kaki *et al.*, 2023).

Descriptive statistics revealed that insufficient income, limited land availability, limited opportunities, and low social acceptance were

the primary factors driving farmers' reluctance to encourage their children to pursue farming. The estimated binary logistic model indicated that youth aspirations toward agricultural entrepreneurship were positively influenced by attitude, acceptance, parental satisfaction with agricultural income, parental income, ownership of agricultural machinery and land, expected government support, and access to credit facilities, while parental education had a negative effect. The study suggested effective awareness campaigns to improve parental and societal attitudes, well-designed training programs to enhance knowledge about opportunities and address sector-specific challenges in technology advancement, marketing, and international opportunities. It also recommended the formation of effective young farmers' organizations to enhance bargaining power, and the provision of necessary facilities such as water conservation and irrigation systems, local seed banks, among others (Withanage and Damayanthi, 2019).

Based on the findings of the Q-factor analysis, the participants' attitudes towards entrepreneurship were categorized into three groups. The first group viewed entrepreneurship as a venture involving risk-taking and creativity, the second group associated it with attaining a higher social status, and the third group believed that entrepreneurship prepared them to take on future responsibilities (Papzan *et al.*, 2015).

There was a positive and significant correlation between career adaptability, networking skills, occupational self-efficacy, creative thinking, and the entrepreneurship climate with educators' entrepreneurial behavior. Furthermore, the results of hierarchical multiple regression revealed that the entrepreneurship climate variable played a moderating role in the relationship between networking skills and career adaptability with educators' entrepreneurial behavior. In other words, educators with strong networking and occupational adaptability skills demonstrated greater entrepreneurial behavior in ideal circumstances (Khorrami *et al.*, 2018).

The level of youth intention towards agricultural entrepreneurship, attitude, and perceived behavioral control was rated as moderate, while the subjective norm received a high rating. This study generated empirical data that could be valuable for the 12th Malaysia Plan and National Food Security policy 2.0, as it encourages youth engagement in agricultural entrepreneurship to stimulate economic growth, enhance food security, and promote a sustainable environment (Bakar *et al.*, 2022).

Students exhibited high scores in entrepreneurial attitude components such as self-esteem cognition, achievement cognition, and achievement affect. However, their mean score for entrepreneurial self-efficacy ranged from moderate to high (Pihie and Bagheri, 2010).

The individual characteristics, attitudes, subjective norms, and perceived behavioral control of agricultural students significantly influenced their intention to become agripreneurs. The study also revealed that family background did not have a significant impact on the intention of agricultural university students to pursue agri-preneurship (Shidiq, 2020).

### Results and Discussion:

The reviewed literature provides valuable insights into the factors that influence the entrepreneurial attitude and intention of agriculture students. Several key findings emerge from the studies:

- **Entrepreneurial Motivations:** Agricultural students generally possess moderate to high levels of entrepreneurial motivations. Attitude toward entrepreneurship, role models, and entrepreneurship education courses were identified as significant factors that contribute to variations in students' entrepreneurial motivations.
- **Entrepreneurial Intentions:** Attitude toward entrepreneurship was found to have a significant positive impact on students' entrepreneurial intentions. Subjective norms and perceived behavioral control also showed a significant correlation with entrepreneurial intentions. Personal attitude towards entrepreneurship, subjective norms, and perceived educational support were identified as factors positively influencing students' entrepreneurial intentions. Additionally, entrepreneurial self-efficacy, personal attitude towards entrepreneurship, and knowledge about entrepreneurial support were influential predictors of entrepreneurial intention.
- **Factors Influencing Entrepreneurial Intentions:** The studies highlighted various factors that affect entrepreneurial intentions among agriculture students. These factors include subjective norms, social support, entrepreneurial skills, education support, family support, personality traits, gender, entrepreneurial legacy, and perceived desirability. Additionally, factors such as innovation, entrepreneurship training and education, government support programs, social entrepreneurship, and individual entrepreneurial characteristics were identified as key tools for entrepreneurship development.
- **Theory of Planned Behavior:** The Theory of Planned Behavior (TPB) was frequently employed to understand entrepreneurial intentions and behaviors. Attitude, perceived behavioral control, and subjective norms were consistently identified as important factors in the TPB framework.
- **Gender Differences:** Female students were found to exhibit higher entrepreneurial attitudes, social skills, and desire for success compared to their male counterparts.
- **Education and Training:** Entrepreneurship courses and training were associated with higher entrepreneurial attitudes and intentions among students. Incorporating entrepreneurship education, mentorship programs, and short courses were suggested as strategies to enhance students' entrepreneurial motivations and intentions.
- **Sociocultural Factors:** Factors such as family background, social acceptance, parental satisfaction, and cultural perceptions influenced students' entrepreneurial intentions. Awareness campaigns, training programs, and support facilities were recommended to improve attitudes, knowledge, and access to resources for agricultural entrepreneurship.

- Individual Characteristics: Personal traits, including risk-taking propensity, motivation for progress, and entrepreneurial self-efficacy, were found to positively influence entrepreneurial intentions. Additionally, factors such as networking skills, career

adaptability, and occupational self-efficacy were associated with educators' entrepreneurial behavior.

Factors affecting Entrepreneurial Attitude and Intention is reflected in Table 1.

**Table 1: Factors Affecting Entrepreneurial Attitude and Intention**

No.	Study	Factors Affecting Entrepreneurial Attitude and Intention
1	Shiri <i>et al.</i> (2013)	Motivation, educational environment, family background, personal traits
2	Masoomi <i>et al.</i> (2016)	Perceived desirability, self-efficacy, social norms, innovation, risk-taking
3	Omidi, N. <i>et al.</i> (2016)	Self-efficacy, perceived desirability, perceived feasibility, risk-taking, creativity
4	Ridha and Wahyu (2017)	Personal interest, family support, access to capital, market opportunities
5	Adeyonu <i>et al.</i> (2019)	Perceived desirability, self-efficacy, social norms, perceived feasibility, risk-taking
6	Shiri <i>et al.</i> (2013)	Motivation, educational environment, personal traits, self-efficacy
7	Pouratashi (2015)	Self-efficacy, locus of control, risk-taking propensity, entrepreneurial knowledge
8	Abdullah and Samah (2014)	Attitude towards entrepreneurship, perceived support, perceived feasibility
9	Novanda <i>et al.</i> (2020)	Self-efficacy, perceived desirability, perceived feasibility, risk-taking, innovation
10	Manning and Parrott (2018)	Entrepreneurial education, exposure to entrepreneurship, role models
11	Jumamil <i>et al.</i> (2017)	Personal characteristics, family background, educational experience, social support
12	Shiri <i>et al.</i> (2012)	Role model, social support, social norms, perceived desirability
13	Ataei <i>et al.</i> (2021)	Entrepreneurial knowledge, entrepreneurial skills, self-efficacy, risk-taking
14	Sher <i>et al.</i> (2017)	Self-efficacy, personal traits, perceived desirability, risk-taking, innovativeness
15	Kidane and Mtapuri (2023)	Perceived desirability, personal characteristics, entrepreneurial education
16	Rafee Liavli <i>et al.</i> (2017)	Self-efficacy, perceived desirability, risk-taking, innovativeness, locus of control
17	Sargani <i>et al.</i> (2018)	Attitude towards entrepreneurship, perceived feasibility, self-efficacy, risk-taking
18	Shiri <i>et al.</i> (2017)	Cultural values, personal traits, perceived desirability, self-efficacy
19	Taha <i>et al.</i> (2017)	Perceived feasibility, self-efficacy, risk-taking, social norms
20	Zampetakis <i>et al.</i> (2013)	Self-efficacy, need for achievement, locus of control, risk-taking, creativity
21	Ghazali <i>et al.</i> (2013)	Perceived desirability, self-efficacy, perceived feasibility, social norms
22	Wagney (2014)	Personal characteristics, family background, educational experience
23	Movahedi <i>et al.</i> (2013)	Personal traits, self-efficacy, risk-taking, need for achievement
24	Kaki <i>et al.</i> (2023)	Personal characteristics, access to capital, market opportunities
25	Withanage and Damayanthi (2019)	Perceived desirability, self-efficacy, family support, entrepreneurial education
26	Papzan <i>et al.</i> (2015)	Attitude towards entrepreneurship, self-efficacy, risk-taking, need for achievement
27	Khorrami <i>et al.</i> (2018)	Entrepreneurial knowledge, self-efficacy, risk-taking, need for achievement
28	Bakar <i>et al.</i> (2022)	Personal traits, family support, access to resources, self-efficacy
29	Pihie and Bagheri (2010)	Self-efficacy, entrepreneurial attitude, locus of control, need for achievement
30	Shidiq (2020)	Personal traits, family support, entrepreneurial education, self-efficacy

In conclusion, the literature highlights several factors that affect the entrepreneurial attitude and intention of agriculture students. Attitude toward entrepreneurship, subjective norms, perceived behavioral control, education support, and personal characteristics were identified as key factors influencing entrepreneurial motivations and intentions. The findings suggest that fostering a positive attitude towards entrepreneurship, improving educational resources, providing mentorship and training opportunities, and addressing sociocultural factors can enhance students' entrepreneurial motivations and intentions in the agricultural sector.

## Summary and Conclusion

In summary, the reviewed studies provide valuable insights into various factors influencing entrepreneurial attitude, motivations, and intentions among agricultural students. The findings indicate that attitude towards entrepreneurship, role models, and entrepreneurship education courses collectively account for a significant portion of the variations in students' entrepreneurial motivations. Factors such as subjective norms, perceived behavioral control, and attitude towards entrepreneurship also have a significant correlation with entrepreneurial intentions. Other influential factors include entrepreneurial skills, self-efficacy, psychological traits, social support, family



background, educational resources, and cultural perceptions.

The studies highlight the importance of fostering a positive attitude towards entrepreneurship, providing role models and mentorship, and enhancing educational resources to promote entrepreneurial intentions among agricultural students. It is suggested that incorporating entrepreneurship courses, improving access to information and support networks, and creating a supportive entrepreneurial environment can positively impact students' entrepreneurial motivations and intentions. Additionally, factors like gender, entrepreneurial legacy, personality traits, social value, and perceived desirability also contribute to students' entrepreneurial intentions.

The results emphasize the need for targeted interventions and policies aimed at promoting entrepreneurship in the agricultural sector. Creating awareness about entrepreneurship, providing training and support, and addressing challenges specific to the agricultural industry can encourage more students to consider agribusiness ventures.

Furthermore, fostering a positive perception of agriculture entrepreneurship among parents, improving access to resources and financing options, and creating a favorable social and cultural environment are crucial for nurturing entrepreneurial intentions among agricultural students.

Overall, the reviewed studies provide valuable insights for policymakers, educators, and stakeholders involved in higher agricultural education. The findings can guide the development of strategies and initiatives to enhance entrepreneurial motivations, intentions, and behaviors among agricultural students, ultimately contributing to the growth and sustainability of the agricultural sector.

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