Underlying Student Learning Theories as Profiling to be Successful in Family Business

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ABSTRACT

The study aimed to examine the underlying Learning Theories for students to instil motivation and aspiration to aim as successful entrepreneurs or business owners. Three learning theories are selected to give more understanding to the topic selected which are the Self-Determination Theory (SDT), Social Learning Theory (SLT) and Experiential Learning Theory (ELT). However, there is limited research or study related to the selected learning theories and factors that influence students' motivation and inspiration to pursue higher education and aspire to become successful entrepreneurs or business owners. Hence, this systematic review article focuses on reviewing past studies and articles related to topics on the family business background and entrepreneurial intention on students' intention to further higher education studies. Reporting standards for systematic evidence syntheses (ROSES) are used in this study. The articles selected for the purposes of this systematic review is using a database namely Scopus and one supporting database namely Google Scholar published between 2014 and 2023. A total of 40 articles were selected from the database that can be analyzed systematically. From the analysis of these articles, three main themes were developed – 1) Self-Determination Theory: Motivation through three basic needs - autonomy, competence and relatedness; 2) Social Learning Theory: Influencing student with family business to pursue higher education by providing role model, encouraging peer learning and creating a supportive community; 3) Experiential Learning Theory: People learn best through direct experience and reflection. Further observation and analysis of the three main themes have developed a total of 12 subthemes for this research.

Keywords: Self-Determination Theory, Social Learning Theory, Experiential Learning Theory, Higher Education, Entrepreneurship Intention, Family Business.

INTRODUCTION

Family Businesses can be seen as one of the significant sources of economic growth and development in

today's world (Motwani, 2016). Family businesses are known for their long-term perspective, entrepreneurial spirit, job creation, local focus, and flexibility. These characteristics enable family businesses to play a critical role in advancing economic development in their communities and beyond. Furthermore, the family business domain is believed to be unique due to the family business roles, family dynamics, and succession planning that shape their functioning (Yu, Sorenson, & Brigham, 2012). According to Mosbah & Kalsom (2018) the official statistics on family firms and other forms of entrepreneurship are not easily found in Malaysia. Mosbah & Alarbi (2020) state that "Malaysia's family firms are often small, mostly belong to Chinese (Amran & Ahmad, 2011; Abdullah, Evans, Fraser, & Tsalavoutas, 2015) and represent a dominant business stock (Ung, Brahmana, & Puah, 2016)".

Focusing on one of the important aspects of the family business, which is succession, it can refer to the process of transition of the management and ownership of the businesses. According to the Dolan & Dopico (2023), the experts in the Institute of Family Business stated that the process is both sensitive and daunting, especially for the founder or senior management that finds it difficult to let go of the day-to-day management of the family business. Pastrapa, Sdrali, & Theodoropoulou (2007) state "The results of the study Children's involvement in the family business showed that in general, the owners of successful family businesses are more inclined to encourage their children to get involved in the family business and consequently get prepared for the succession and the continuation of the family businesses in the future".

According to David & James (2002), the type of successor who will help a family business will depend on several factors, such as the nature of the business, the goals of the family, and the skills and capabilities of the successor. Therefore, this can be understood by a successor who possesses a combination of business and interpersonal skills, as well as a willingness to learn and adapt to the family's culture and values, will be most effective in ensuring a smooth transition of leadership in the family business. Youngsters who are the future successor deem to have an Entrepreneurship skill to help the growth of their family business. All these skills can be obtained through proper education from a higher institution.

John, Loken, Kim, & Monga (2006), mention that there are several reasons why students with a family business may not pursue further studies in higher education. Some of these reasons include financial constraints, a lack of interest in pursuing higher education, a desire to focus on the family business, and the perception that higher education may not provide practical skills relevant to their family business. These can be understood that financial constraints are a common obstacle for students who wish to pursue higher education. For students with a family business, the financial burden of tuition fees and other expenses may be even more significant, as they may be expected to contribute to the family business financially. This can create a conflict of interest, as the family business may require more attention and resources than pursuing higher education. According to a study by Lee and Lim (2018), financial constraints were identified as one of the key reasons for students with a family business to not pursue higher education.

Another reason John et al., (2006), mention why students with a family business may not pursue higher education is a lack of interest. Students may feel that their family business is their passion, and that further education is not necessary for them to be successful in their field. Based on a survey by Yonhap News (2020), they found that many students with a family business believe that hands-on experience in the family business is more valuable than higher education. It shows that a desire to focus on the family business is another reason why students may not pursue higher education. Students may feel a sense of duty to contribute to the family business, and higher education may be perceived as a distraction from this responsibility. A study by Zellweger, Eddleston & Kellermanns (2010) found that family influence, such as the desire to continue the family legacy, is a significant motivator for students to pursue entrepreneurship instead of higher education.

A study by Chua, Chrisman, Steier & Rau (2012) found that students with a family business often seek to

learn from their parents and family members rather than from higher education institutions. It can be understood that students with a family business may perceive that higher education may not provide practical skills relevant to their family business. They may believe that the skills and knowledge they require to run the family business effectively can be gained through on-the-job experience rather than through higher education.

Looking at it from a different perspective, higher education plays a vital role in shaping the entrepreneurial mindset of individuals. A study by Van Praag and Versloot (2007) found that individuals with an entrepreneurial mindset are more likely to have higher levels of education. It shows that entrepreneurship education provides the knowledge, skills, and attitudes necessary to start, manage, and grow a business. Higher education institutions have recognized the importance of entrepreneurship education and have responded by offering programs and courses focused on entrepreneurship. These programs aim to provide students with the knowledge and skills required to start and manage a business successfully.

The impact of entrepreneurship education is not limited to individual success but also has a positive impact on the economy. According to the Global Entrepreneurship Monitor (GEM) report (2020), countries with higher levels of entrepreneurship education have a higher level of entrepreneurship activity. Entrepreneurship activity contributes to economic growth and job creation, making it a crucial factor in economic development.

Family businesses can benefit greatly from higher education and entrepreneurship, as education in this area can help to promote innovation and growth within the family enterprise. Higher education institutions can play a crucial role in developing the entrepreneurial mindset of family business members. According to Sharma and Manikutty (2005), higher education can provide family business members with the skills and knowledge necessary to innovate, grow, and sustain their businesses over the long term. Entrepreneurship education can also provide family business members with the skills to identify and seize new opportunities, which can help the family enterprise remain competitive in a rapidly changing business environment.

Additionally, entrepreneurship education can help family business members navigate the unique challenges that come with managing a family business. A study by Lussier and Sonfield (2004) found that entrepreneurship education can provide family business members with the tools to manage the complex dynamics of family businesses, including communication, succession planning, and conflict resolution. Furthermore, entrepreneurship education can help to promote the continuation of family businesses across generations. A study by Tan, Foo, & Lim (2010) stated that family businesses with members who have received higher education in entrepreneurship are more likely to succeed and have a higher survival rate than those without such education.

These can be understood that higher education and entrepreneurship can have a significant impact on family businesses. Family businesses that prioritize education and entrepreneurship can benefit from increased innovation, growth, and sustainability. Additionally, education in entrepreneurship can help family business members manage the unique challenges that come with running a family business and promote the continuation of the business across generations.

To become successful in entrepreneurship, individuals need to possess knowledge, skills, and innovative ideas, all of which can be acquired through higher education. However, some students may not be motivated to pursue higher education if they are already part of a family business. Therefore, it is essential to understand the underlying learning theories that can still motivate and aspirations in students to aim for success as entrepreneurs and business owners through higher education. This paper will explore several of these theories, including Social Cognitive Theory, Experiential Learning Theory, and Self-determination Theory, and how they can be applied to encourage students with family businesses to further their education.

Systematic Review

A systematic review is a rigorous and comprehensive method of literature review that involves the identification, appraisal, and synthesis of all relevant studies on a particular topic. The aim of a systematic review is to provide an evidence-based summary of the available research, and to identify the most effective interventions, theories, or strategies for achieving a particular outcome (Higgins & Green, 2011).

A systematic review is considered the best way to research theories that can motivate and inspire students who have a family business to pursue higher education, as it provides a rigorous and transparent method for synthesizing the available evidence. By conducting a systematic review, researchers can identify the most effective theories, strategies, and interventions for promoting entrepreneurial aspirations and success among students who have a family business, as well as the factors that may facilitate or hinder the implementation of these theories in practice.

One example of a systematic review on this topic is the study by Kueh and Ong (2021), which examined the impact of entrepreneurship education on family business succession. The study identified several key theories and strategies for promoting entrepreneurship education in the context of family businesses, such as family support, mentorship, and experiential learning. The study also highlighted the importance of context, such as family culture, values, and beliefs, in shaping the aspirations and motivations of students who have a family business.

Another example is the study by Lu and Wei (2019), which conducted a systematic review of the literature on entrepreneurship education and family business succession in China. The study identified several key theories and strategies for promoting entrepreneurship education and family business succession, such as entrepreneurial self-efficacy, family cohesion, and entrepreneurial intention. The study also highlighted the need for a more integrated approach to entrepreneurship education that considers the unique cultural, social, and economic factors that shape family businesses in China.

In conclusion, a systematic review is a rigorous and comprehensive method of literature review that is considered the best way to research theories that can motivate and inspire students who have a family business to pursue higher education. By synthesizing the available evidence, a systematic review can identify the most effective interventions, theories, or strategies for achieving a particular outcome, and can provide valuable insights into the factors that may facilitate or hinder the implementation of these interventions in practice.

METHODOLOGY

The methodology section of this research study aims to describe the systematic approach employed to investigate why students with family businesses tend to not further their study in higher education, utilising a method of data collection through articles. By outlining the research method and procedures, this section seeks to provide transparency and reliability to the study findings.

To address this topic, a literature review approach was adopted as the primary method of data collection. The literature review involved an extensive search and analysis of scholarly articles, research papers, and relevant publications on the subject matter. By reviewing existing literature, this study aimed to synthesize and analyze the available information on the factors influencing students with family businesses to forego higher education.

The process of data collection through articles involved several stages. Firstly, a comprehensive search strategy was developed to identify relevant articles. Multiple academic databases, such as Scopus and Google Scholar, were searched using a combination of keywords related to family businesses, higher

education, and student decision-making. Additionally, references from retrieved articles were scanned to identify additional sources.

The identified articles were then screened for relevance based on predefined inclusion and exclusion criteria. These criteria focused on selecting articles that specifically addressed the factors influencing students with family businesses to not pursue higher education. The screening process involved reading titles, abstracts, and full texts of the articles to determine their eligibility for inclusion in the study. From a total of 56 articles, we have shortlisted 40 articles to become the reference for the study.

Subsequently, the selected articles were critically reviewed and analyzed. Key information and findings from each article were extracted and organized into a comprehensive framework. Common themes, trends, and patterns were identified across the reviewed articles, allowing for a synthesis of the existing knowledge in the field.

Reporting Standards for Systematic Evidence Syntheses

The present study was guided by ROSES review protocol. ROSES or Reporting standards for Systematic Evidence Syntheses are designed specifically for systematic review and maps for environment management field (Haddaway et al., 2018). ROSES aims to prompting researchers to ensure they offer the right information with the correct level of detail. Based on this review protocol, the authors started its SLR by formulating appropriate research questions for the review.

Then, the authors explain on the systematic searching strategy which consists of three main sub-procceses namely identification, screening (inclusion and exclusion criteria) and eligibility. Then, the authors proceed to appraisal of quality on the selected articles whereby the authors explain on the strategy applied to ensure the quality of the articles to be reviewed. Lastly, the authors explain on how the data were abstracted for the review and how the abstracted data were analysed and validated.

Resources

The technique utilized in finding the current research for the systematic literature review is resources or databases. This technique involves systematically exploring relevant sources to identify relevant studies that meet the inclusion criteria for the review.

When conducting a systematic literature review, researchers aim to comprehensively search for relevant studies that have been conducted on a specific topic. To do this, they often rely on a range of resources and databases that provide access to scholarly articles, conference proceedings, theses, dissertations, and other research materials.

Some commonly used resources and databases for finding current research include academic databases, online libraries and repositories also seach engines. These are comprehensive collections of scholarly articles and research papers, covering a wide range of disciplines. Examples include Google Scolar, Scopus, and Web of Science. Many universities and research institutions maintain their own digital libraries or repositories where researchers can access their publications. These search engines often index a wide range of sources, including academic journals, conference papers, and institutional repositories.

It's important to note that the selection of resources and databases may vary depending on the research field and the specific requirements of the systematic literature review. Researchers should always consider the relevance, quality, and accessibility of the sources they choose to include in their review.

The Systematic Review Process for Selecting the Articles

There are three phases that need to be considered in the systematic review process for selecting the articles,

which are identification, screening, and eligibility (refer to figure 1).

Identification

One of the crucial steps in conducting a systematic review is the identification of relevant studies. The identification phase involves systematically searching for and selecting studies that meet predetermined inclusion criteria by using keywords. The goal is to ensure that the review includes all relevant studies that have been conducted on the topic of interest which can be referred to in Table 1 below:

Table 1: Keywords and searching articles strategy.

Databases	Keywords used
Scopus	TITLE-ABS-KEY (("self-determination theory" or "self-determination in learning theory") AND ("social cognitive theory" OR 'social cognitive in learning theory") AND ("experiential learning theory" OR "experiential in learning theory"))
Google Scholar	TS = (("self-determination theory" or "self-determination in learning theory") AND ("social cognitive theory" OR 'social cognitive in learning theory") AND ("experiential learning theory" OR "experiential in learning theory"))

Screening

As for the second phase, screening involves applying predefined inclusion and exclusion criteria to assess the eligibility of studies for inclusion in the review. These criteria serve as standards to determine whether a study aligns with the research question and objectives of the review.

Inclusion criteria are the specific characteristics or factors that a study must possess to be considered eligible for inclusion in the systematic review. These criteria are determined in advance and are based on the research question and objectives. Exclusion criteria, on the other hand, define the characteristics or factors that lead to the exclusion of studies from the systematic review. These criteria help researchers filter out studies that are not relevant to the research question or do not meet certain quality standards.

By clearly defining inclusion and exclusion criteria, researchers ensure transparency and consistency in the selection process. This helps minimize bias and ensures that the included studies are the most relevant and appropriate for addressing the research question of the systematic review as mentioned in Table 2 below:

Table 2: The inclusion and exclusion standards.

Criterion	Inclusion	Exclusion
Document type	Research articles	Non-research articles, Systematic literature review journals, chapter in book, conference proceeding
Language	English	Non-English
Year of publication	Between 2004-2023	Below 2004
Subject areas	other than Learning Theory, Self-Determination Theory, Social Learning Theory and Experiential Learning Theory.	other than Learning Theory, Self Determination Theory, Social Learning Theory and Experiential Learning Theory

Eligibility

The third phase is eligibility refers to the criteria used to determine whether a study is suitable for inclusion

in the review. Eligibility criteria are established in advance and serve as a set of standards that a study must meet to be considered relevant and appropriate for the review. The purpose of defining eligibility criteria is to ensure that the included studies align with the research question, objectives, and quality standards of the systematic review. Eligibility criteria typically encompass various aspects of the study, including the study design, population, intervention/exposure, outcome measures, and publication status.

By defining eligibility criteria, researchers establish clear and transparent guidelines for the selection of studies. These criteria are applied during the screening process to assess whether a study meets the predefined standards and should be included in the systematic review. By doing so, researchers aim to ensure that the included studies are relevant, appropriate, and of sufficient quality to contribute to the overall findings and conclusions of the review.

Appraisal of Quality

To ascertain the quality of the articles' content, the remaining articles of 40 were presented to two experts for quality evaluation. Experts evaluate the design, conduct, and reporting of individual studies to determine their reliability and validity.

The appraisal of quality is an essential step in a systematic review as it helps researchers assess the strength of the evidence and the confidence that can be placed in the findings. It involves assessing the internal validity of each study, which refers to the extent to which the study design, methodology, and execution minimize bias and provide trustworthy results.

The appraisal of quality allows researchers to critically evaluate the strengths and limitations of individual studies, and it informs the interpretation of the systematic review findings. Studies with a lower risk of bias and higher methodological quality are generally considered more reliable and carry greater weight in the analysis and synthesis of the evidence. Discrepancies in the appraisal can be resolved through discussion and consensus among the reviewers or by involving a third reviewer if necessary.

Data abstraction and analysis

An integrative review data abstraction involves systematically extracting relevant information from the selected articles or studies to gain a comprehensive understanding of the topic under investigation analysis typically involves synthesizing the extracted data from the included studies to identify patterns, themes, or relationships. This process helps in organizing and categorizing the findings across the reviewed articles as shown in Table 3. These themes are related to the research questions and objectives of the studies, which will further explain in the results and discussions of the article reviews.

Table 3: The main and sub-themes

Main themes(s)	Sub-theme(s)	
Self-Determination Theory	i.	Autonomy
	ii.	Competence
	iii.	Relatedness
	iv.	Intrinsic motivation
Social Learning Theory	i.	Providing role models
	ii.	Encouraging peer learning
	iii.	Providing mentorship

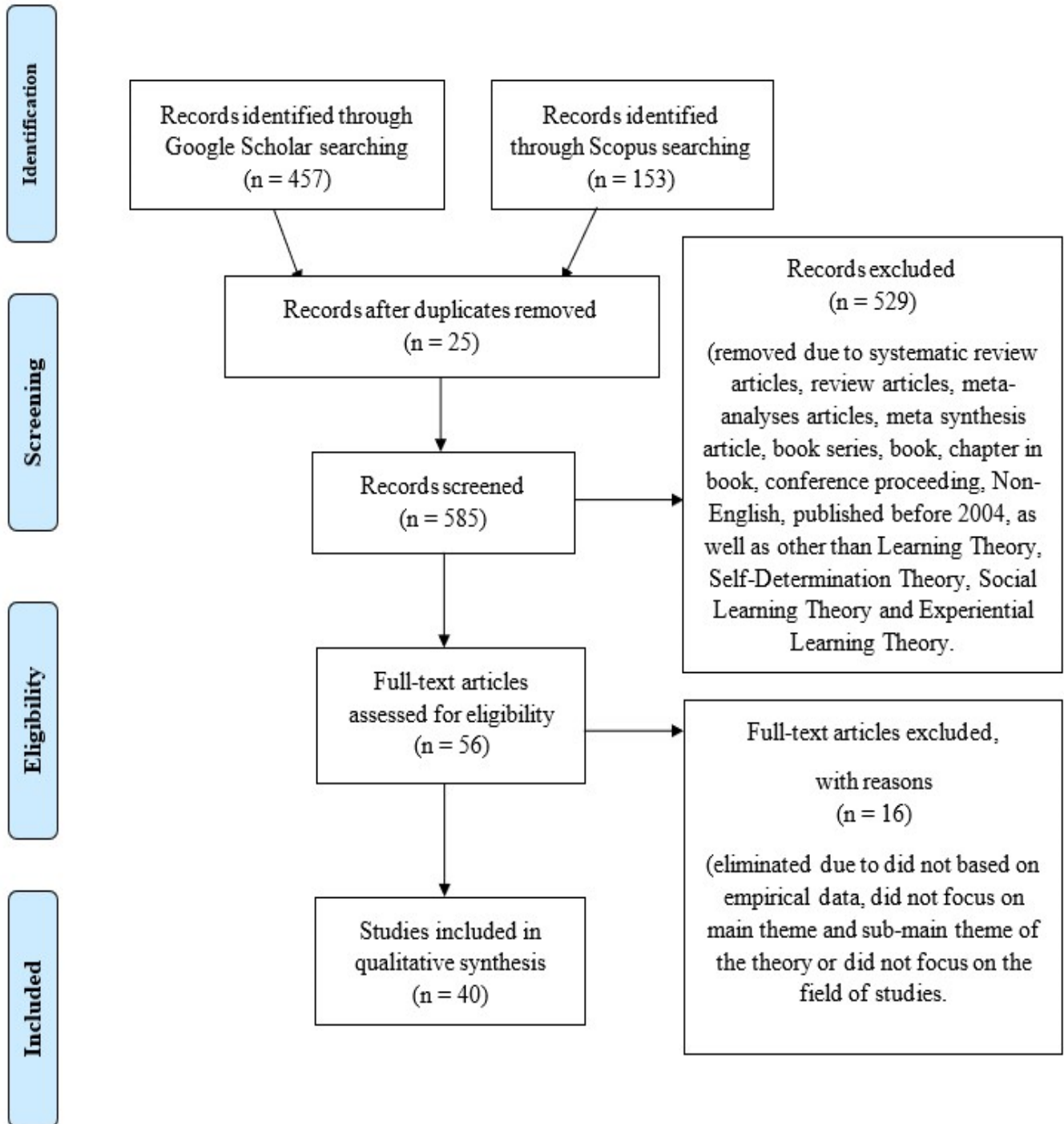|	iv.	Creating a supportive community
Experiential Learning Theory	i. ii. iii. iv.	Providing hands-on experiences Encouraging reflection Fostering collaboration Personalizing learning

Figure 1. Flow Diagram of the study adapted from Shaffril et al., (2019).

RESULT

General findings and background of the studies included in the review

The analysis of the included studies revealed three main themes related to adaptation strategies i.e. Self-Determination Theory, Social Learning Theory, and Experiential Learning Theory. Each theme encompassed several sub-themes, resulting in a total of 12 sub-themes related to adaptation strategies. The findings highlighted the importance of autonomy support, competence building, relatedness and social support, modelling and observational learning, vicarious reinforcement, social norms and expectations, active engagement and reflection, concrete experiences, immediate application of learning, and active experimentation in the process of adaptation.

A total of 40 articles were included in the review and have been approved. The studies represented a diverse range of disciplines and were conducted in various geographic locations. The analysis of the included studies revealed that Self-Determination Theory (SDT) is a valuable framework for understanding learning and motivation in educational settings. SDT emphasizes the importance of autonomy, competence, and relatedness in promoting student engagement, intrinsic motivation, and academic achievement. The analysis of the included studies indicated that Social Learning Theory (SLT) provides valuable insights into how individuals acquire knowledge, skills, and behaviors through observation, imitation, and social interactions. SLT highlights the importance of modeling, reinforcement, and social context in shaping learning and motivation. The analysis of the included studies highlighted the significance of Experiential Learning Theory (ELT) in promoting active engagement, reflection, and application of knowledge and skills. ELT emphasizes the importance of hands-on experiences, reflection, and immediate application of learning in enhancing learning outcomes.

Most articles deliberating their studies in exploring and analysing a specific theory or concept within their respective field. This focused approach allows for a comprehensive examination of the theory's validity, supporting evidence, and any possible limitations or controversies associated with it. By concentrating on one theory, articles can provide a comprehensive analysis that contributes to the body of knowledge in that particular domain.

Main Findings

This section will be a discussion part of Learning Theories for students to instill motivation and aspirations to aim as successful entrepreneurs or business owner via higher education achievement regarding three main themes, namely Social Learning Theory (SLT), Experiential Learning Theory (ELT), and Self-Determination Theory (SDT), alongside a total of 12 sub-themes as illustrated in Table 3. This section will be a discussion part of Learning Theories for students to instill motivation and aspirations to aim as successful entrepreneurs or business owner via higher education achievement regarding three main themes, namely Social Learning Theory (SLT), Experiential Learning Theory (ELT), and Self-Determination Theory (SDT), alongside a total of 12 sub-themes as illustrated in Table 3.

AUTHORS, MAIN THEME AND SUB THEMES	SELF-DETERMINATION THEORY (SDT)				SOCIAL LEARNING THEOR (SLT)				EXPERIENTIAL LEARNING THEORY (ELT)			
	AT	CP	RL	IM	PRM	EPL	PM	CSC	PHE	ER	FC	PL
Luo, Wang, Wu, Liu, and Guo (2015)	/	/	/									
Gagne, Marwick, Brun and Wrosch (2021)	/	/		/								

Reference														
Ryan and Deci (2020)	/	/	/	/										
Shroder and Rodermund (2013)	/			/										
Deci, Olafsen, and Ryan (2017)	/	/	/	/										
Al-Jubari (2019)	/	/	/	/										
Serdiuk, Danyliuk, and Chaika. (2018)	/		/											
Al Jubari, Hassan, and Linan (2018)	/	/	/	/										
Hui, and Tsang. (2011)	/	/	/	/										
López-Fernández, Serradell-Lóp & Llopis-Roca, (2019)	/	/	/	/										
Bilal, Chaudary, Amber, Shahid, Aslam, and Shahzad (2020)	/	/	/	/										
Jeno and Diseth. (2014)	/	/		/										
Cardella, Hernández-Sánchez & Garcia, (2020)					/			/						
Boldureanu, Ionescu, Bercu, Bedrule Grigoruta, & Boldureanu, (2020)	/	/	/		/			/						
Chlosta, Patzelt, Klein, & Dormann, (2010)					/									
Suratno, Narmaditya, & Wibowo, (2021)						/								
Abun, Foronda, Julian, & Magallanes, (2022)					/									
Diegoli, Guetierrez, & Salmones, (2018)					/									
Lorenzetti, Nowell, Jacobson, Lorenzetti, Clancy, Freeman, Paolucci, (2020)						/	/	/						
Mills, Barakat, & Vykarnam, (2012)						/	/							
McLaughlin (2020)					/									
Vargas-Madriz and Konishi (2021)						/		/						
Fox, Muldoon & Davis (2023)								/						
Sharlanova (2004)											/	/	/	/
Brickner & Etter (2008)											/	/	/	/
Smart & Csapo (2007)											/	/	/	/
Webb (2006)											/	/	/	/

	AT	CP	RL	IM	PRM	EPL	PM	CSC	PHE	ER	FC	PL
Andersson (2017)									/			
Kim (2018)									/			
Stone & Lewis (2018)									/			
Ponterotto & Williams (2010)										/		
Moon (2013)										/		
Hatton & Smith (2022)										/		
Owens, & Bianco, (2015)											/	
Pijeira-Díaz, Salgado & Suárez- Fernández (2019)											/	
McInnerney & Roberts (2004)											/	
Vygotsky (2017)											/	
Steere, & McCloskey (2018)												/
Bailey, Jenkins, & Leinbach (2005)												/
Hidi & Renninger, (2006)												/
	Self-Determination Theory (SDT)				**Social Learning Theory (SLT)**				**Experiential Learning Theory (ELT)**			
	AT = Autonomy **CP** = Competence **RL** = Relatedness **IM** = Intrinsic motivation				**PRM** = Providing role models **EPL** = Encouraging peer learning **PM** = Providing mentorship **CSC** = Creating a supportive community				**PHE** = Providing hands-on experiences **ER** = Encouraging reflection **FC** = Fostering collaboration **PL** = Personalizing learning			

Self-Determination Theory

Self-Determination Theory (SDT) suggests that individuals are more motivated and engaged when their actions align with their inherent psychological needs for autonomy, competence, and relatedness (Luo, Wang, Wu, Liu, and Guo, 2015). Luo et al., (2015) examined how self-determination influences the entrepreneurial intentions of college students in China. In the context of entrepreneurship, this theory implies that students who feel more independent and in control of their decisions (autonomy) and have strong social connections (relatedness) are more likely to express a desire to become entrepreneurs. They believe that these findings indicate that individuals with a strong sense of autonomy and a sense of connection to others are more inclined to express intentions to engage in entrepreneurial activities. These results underscore the significance of nurturing self-determination among college students to encourage entrepreneurial aspirations.

Gagne et al., (2021) delve into the utilization of Self-Determination Theory (SDT) as a framework that potentially impacts the motivation of successors to assume control of a business. By employing SDT, they examine that how fulfilling autonomy, competence, and relatedness needs can influence the level of motivation experienced by individuals who are poised to take over a business. The authors explore the idea that when these needs are satisfied, successors are more likely to feel a sense of ownership, competence in their roles, and connectedness to the business, which in turn enhances their motivation and commitment to assume the responsibilities of leadership and business succession. Through their study, they shed light on the

significance of SDT as a theoretical framework that has the potential to shape the motivational factors affecting successors' readiness to take charge and drive the success of a business.

Ryan and Deci, (2020) argue that Self-Determination Theory (SDT) has brought about a significant paradigm shift, akin to a "Copernican Turn," in the field of motivation. They highlight a departure from behaviouristics approaches that focus on external manipulation of motivation. They agree that SDT places emphasis on individuals' intrinsic motivational propensities for learning, growth, and personal development. The theory underscores the importance of supporting these inherent motivations to foster greater engagement and well-being. By recognizing and nurturing autonomy, competence, and relatedness, SDT provides a framework that promotes individuals' natural inclination to thrive, advocating for environments that facilitate and encourage their inherent motivational tendencies. This study shows that higher education institutions that incorporate SDT principles can provide an environment that nurtures individuals' autonomy by allowing them to make independent choices, take ownership of their actions, and pursue entrepreneurial goals aligned with their passions and values.

Shroder and Rodermund, (2013) conducted an analysis on the factors influencing adolescents' motivation for succession and the resulting outcomes. They believe that utilized of Self-Determination Theory (SDT) as a framework and classified individuals' motivations into two categories: autonomous and controlled. By examining the antecedents and consequences of these motivations, the researchers aimed to understand the driving forces behind teenagers' succession behaviors and their subsequent effects. They also believes that SDT provided a valuable lens for comprehending the different motivations and their impact on teenagers' attitudes towards succession. Moreover, Deci et al., (2017) also highlights that Self-Determination Theory (SDT) serves as a comprehensive macro theory of human motivation. They emphasize the successful application of SDT in various domains, such as parenting, education, healthcare, sports, psychotherapy, virtual worlds, as well as work motivation and management. It shows that SDT's broad applicability across these diverse fields underscores its robustness and relevance in understanding and enhancing motivation in a wide range of contexts.

Al-Jubari (2019) presents a unique perspective on motivation, viewing it through the lens of Self-Determination Theory (SDT). According to this theory, motivation exists on a continuum, ranging from the least controlled extrinsic motivation to the autonomous motivation and ultimately the purest form - intrinsic motivation. When applied to entrepreneurship, intrinsically motivated individuals start businesses out of sheer passion and enjoyment, not driven by external rewards or pressures. This redefines how we perceive motivation in entrepreneurship. They agree to demonstrate that SDT offers valuable insights into the diverse motivations that drive people into this exciting field. Whether it's a student aspiring to be their own boss or a parent nurturing their child's entrepreneurial spirit, recognizing and fostering personal passion becomes the key to success in entrepreneurship.

The study conducted by Al Jubari et al., (2018), suggests that SDT shows individuals have inherent inclinations for growth and pursue activities that fulfill their internal resources for development and optimal functioning. SDT acknowledges intrinsic motivation and the drive for personal growth, offering insights into supporting individuals in their pursuit of well-being and realizing their full potential. Meanwhile, Boldureanu et al., (2020) discuss the work of Al Jubari et al., (2018), who propose that according to the self-determination theory, individuals are inclined to engage in activities that fulfill their inner developmental resources and promote optimal functioning. They believe that people naturally gravitate towards pursuits that allow them to express their true potential and experience personal growth, aligning their actions with their inherent motivation for self-fulfillment and well-being.

Serdiuk et al., (2018), discussed the phenomenon of self-determination theory, highlighting its focus on personal self-activity, which pertains to the human capacity to independently choose the path of self-

development. They emphasized that a key concept within this theory is the notion of personal autonomy. Autonomy represents the individual's ability to make independent choices, shape their own actions, and determine their own path in the pursuit of personal growth and fulfilment. They belives that the self-determination theory places significant emphasis on fostering autonomy as a fundamental aspect of human motivation and well-being.

Drawing on the insights from Hui and Tsang's (2012) work on SDT as a psychological and positive youth development construct, it becomes evident that the principles of intrinsic motivation, autonomy, and relatedness play a pivotal role in shaping the entrepreneurial mindset of individuals. Positive youth development factors, such as self-determination, self-confidence, and resilience, are found to have significant implications for entrepreneurial success within family businesses. Moreover, higher education emerges as a crucial facilitator in nurturing these psychological attributes, allowing individuals to acquire the necessary knowledge and skills while enhancing their sense of autonomy and competence. The study emphasizes the importance of integrating self-determination principles into family business education programs, taking a holistic approach to foster the potential of aspiring entrepreneurs, and preparing them for a successful journey in the realm of family business entrepreneurship.

Bilal et al., (2020) study demonstrates that entrepreneurial leaders who embrace the principles of SDT, such as autonomy, competence, and relatedness, create a work environment that encourages employees to display proactive behavior. Such leadership empowers employees, fostering intrinsic motivation and a sense of ownership, which in turn drives them to take initiative and act proactively in their roles. These findings hold valuable implications for family business education programs aiming to cultivate successful entrepreneurs. By incorporating underlying learning theories, particularly SDT, into the curriculum, aspiring family business entrepreneurs can develop the self-determined mindsets and proactive behaviors necessary for thriving in the competitive landscape of family business. This integration of entrepreneurial leadership and SDT principles can pave the way for the effective preparation and development of future family business leaders, enhancing their chances of success in entrepreneurship through higher education achievement.

López-Fernández et al., (2019) study demonstrates that family business owners who possess autonomous motivation, driven by genuine interest and personal fulfillment, experience enhanced psychological well-being. This finding suggests that underlying learning theories, such as Self-Determination Theory (SDT), which emphasizes autonomous motivation, are vital for fostering successful family business entrepreneurship through higher education achievement. By incorporating SDT principles into family business education programs, aspiring entrepreneurs can cultivate autonomous motivation, leading to improved well-being and potentially greater success in their entrepreneurial endeavors.

Jeno and Diseth (2014) viewing student motivation through the lens of self-determination theory involves considering factors such as perceived autonomy support from teachers, satisfaction of basic psychological needs, self-regulation, and perceived competence. They agree that this perspective suggests that students' motivation can be influenced by the level of support they receive in making autonomous choices, the extent to which their fundamental psychological needs are met, their ability to regulate their own behavior, and their perceived competence in the task at hand. Understanding these aspects can provide valuable insights into enhancing student motivation and engagement in educational settings.

Autonomy

According to Deci et al., (2017), autonomous motivation refers to individuals engaging in an activity driven by their genuine willingness, volition, and personal choice. It stems from an intrinsic drive and enjoyment derived from the activity itself, rather than external incentives. Ryan and Deci (2020) further highlight that autonomy involves individuals taking initiative and feeling a sense of ownership in their actions, which is

fostered by experiences aligned with their interests and values. Based on their study, it is recognizing the significance of autonomy in higher education and family business contexts can inform the development of supportive environments that empower individuals to take ownership of their learning and entrepreneurial pursuits.

Shroder and Rodermund (2013) suggest that in the context of family business succession, heirs who are motivated by their talent and interest in leading the business demonstrate relatively autonomous behavior. On the other hand, Gagne et al., (2021) agree that family members who feel obligated to continue the business may exhibit introjected behavior. They emphasize that parents can support their children's need for autonomy by encouraging them to pursue their own interests and values and granting them the freedom to make choices. This insight highlights the relevance of autonomy in both higher education and family business settings, where individuals' sense of initiative, ownership, and intrinsic motivation can significantly influence their engagement and success.

Bilal et al., (2020) propose that autonomous regulation enhances the likelihood of proactive behavior leading to positive outcomes for individuals and organizations. They present a unique model that captures the positive upward spiral of self-directed productivity. This insight has implications for both higher education and family business contexts, where fostering autonomy can empower individuals to take initiative, drive positive change, and contribute to their personal growth and the success of the organization. They discovered that the level of trust and confidence the incumbent has in the successor's abilities and intentions can impact the degree of autonomy granted to the successor. This finding underscores the relevance of trust and confidence in shaping the autonomy dynamics within higher education and family business contexts.

The studies conducted by Hui and Tsang (2012) and Jeno and Diseth (2014) shed light on the importance of autonomy within the framework of Self-Determination Theory (SDT). Hui and Tsang, (2012) emphasize the positive impact of autonomy on youth development, while Jeno and Diseth, (2014) explore the role of autonomy support in fostering autonomous self-regulation and perceived school performance. These insights hold valuable implications for family business education programs, as they highlight the significance of incorporating autonomy-supportive practices. By doing so, aspiring entrepreneurs can cultivate a sense of personal agency and self-determination, essential attributes for achieving success in the realm of family business entrepreneurship. Empowering individuals with autonomy in their learning experiences can foster their ability to make informed decisions and take ownership of their entrepreneurial pursuits, thus enhancing their potential for thriving in family business endeavors.

According to Al-Jubari (2019) and Al Jubari et al., (2018), autonomy is crucial in driving entrepreneurs' motivation to make their choices and take ownership of their actions. The satisfaction or frustration of autonomy needs significantly impacts entrepreneurial intentions. Higher education, as highlighted in Al Jubari et al., (2018) work, plays a vital role in preparing aspiring entrepreneurs for family businesses by nurturing autonomy and providing essential skills and knowledge. By integrating Self-Determination Theory (SDT) and the Theory of Planned Behavior (TPB), higher education programs empower students to make informed decisions, fostering confident and successful family business entrepreneurs. This integration of learning theories lays a robust foundation for thriving in a dynamic and competitive business environment.

Serdiuk et al., (2018) and López-Fernández et al., (2019) emphasize the significance of autonomy in human self-determination. Autonomy entails individuals acting independently and making decisions based on inner motivations. However, they highlight that autonomy alone is not enough for self-determination; it requires the presence of a meaningful life purpose. This implies that having a clear direction that gives significance to all activities is essential for psychological well-being and personal fulfillment (Serdiuk et al., 2018). In the context of higher education and family business, Boldureanu et al., (2020) argue that fostering autonomy should be accompanied by encouraging individuals to develop a life purpose aligned with their values and

aspirations. This combination empowers students and aspiring entrepreneurs to find meaningful direction in their educational and entrepreneurial pursuits, enhancing their overall well-being and success.

Competence

Hui and Tsang (2012) and Luo et al. (2015) examine how self-determination affects college students' entrepreneurial intentions, emphasizing the significance of perceived competence in entrepreneurship. Gagné et al., (2021) further emphasize the role of competence in family business succession. The review suggests that family business education programs must nurture students' sense of competence, equipping them with essential knowledge and skills for success in their family business ventures. This approach empowers aspiring entrepreneurs to make informed decisions and confidently pursue their entrepreneurial endeavors, ensuring a strong foundation for thriving in the dynamic landscape of family business entrepreneurship.

The perception of competence, measured as a motive and belief, significantly influences students' academic performance and functioning (Jeno and Diseth, 2014). Higher education institutions can promote competence by offering challenging coursework, experiential learning opportunities, and resources to develop students' business skills (Jeno and Diseth, 2014; Al-Jubari, 2019; Al Jubari et al., 2018). Practical and relevant curricula enhance students' abilities and confidence. In the context of family business succession, Gagné et al., (2021) highlight the importance of trust between incumbents and successors. Trust is built through the successor's competence, ethical behavior, and genuine intentions towards the business (López-Fernández et al., 2019). Trustful transitions are crucial for aspiring entrepreneurs pursuing higher education achievements, ensuring a smooth and successful entrepreneurial journey.

In their study, Ryan and Deci (2020) and Deci et al., (2017) explored how the basic psychological needs of autonomy, competence, and relatedness, as conceptualized in self-determination theory, influence university students' attitudes and intentions towards entrepreneurship. When students perceive themselves as competent in their business studies, they are more likely to be motivated to pursue further education. The mastery and proficiency they acquire through their coursework can fuel their intrinsic motivation and desire for continuous learning.

Furthermore, Boldureanu et al., (2020) mention that higher education institutions can promote competence by offering mentorship programs and connecting students with industry professionals. Bilal et al., (2020) explain a training program that incorporates mentorship from local entrepreneurs. Within this program, every student is assigned a mentor who facilitates their involvement in all business decisions. By engaging in interactions with experienced practitioners and receiving guidance from mentors, students can develop a deeper understanding of the business field and gain insights into successful career pathways (Boldureanu et al., 2020; Bilal et al., 2020). This exposure helps them build a sense of competence and prepares them for future professional endeavors.

Relatedness

Deci, et al., (2017) highlighted relatedness as a key aspect of Self-Determination Theory (SDT), influencing students with a business background to pursue higher education. This need for relatedness involves perceiving social acceptance and connection within various groups, such as family, peers, colleagues, managers, and teachers. Feeling cared for, valued, and making meaningful contributions to others are integral aspects (Deci et al., 2017; Ryan & Deci, 2020). Fostering relatedness is vital in higher education, as it positively impacts students' motivation and engagement, particularly for aspiring entrepreneurs who experience a sense of belonging and encouragement in their academic pursuits.

The study by Hui and Tsang (2012) emphasizes that creating opportunities for meaningful connections with peers, faculty, and industry professionals in higher education fosters intrinsic motivation and enhances

students' well-being. Al-Jubari (2019) investigates college students' entrepreneurial intentions, demonstrating the significance of relatedness in the integrated model of SDT and Theory of Planned Behavior (TPB). Furthermore, the systematic literature review by López-Fernández et al., (2019) explores the role of autonomous motivation in the psychological well-being of family business owners, highlighting the importance of relatedness in the context of family businesses. Luo et al., (2015) also contribute by showing how self-determination influences entrepreneurial intentions among college students in China, where relatedness influences their decision to pursue entrepreneurial endeavors. Understanding and nurturing relatedness within higher education settings are essential for aspiring family business entrepreneurs, as it encourages social connections, fosters a sense of belonging, and positively influences their motivation and commitment to succeed in entrepreneurial ventures.

Boldureanu et al., (2020) emphasize that higher education institutions can nurture relatedness among students by providing opportunities to form meaningful connections with peers, faculty, and industry professionals. This can be achieved through networking events, group projects, collaborative learning environments, and internships (Boldureanu et al., 2020; Al Jubari et al., 2018). Students' intrinsic motivation drives them to seek social connections, caring for and valuing others while contributing to their social groups. These psychological needs are vital for well-being and fostering desired behaviors. By facilitating interactions and cultivating a sense of belonging, students can connect with like-minded individuals sharing their business interests and aspirations (Serdiuk et al., 2018).

Bilal et al., (2020) mention that when students experience a sense of relatedness, they are more likely to be motivated to pursue further studies. Hui and Tsang (2011) argue that relatedness satisfaction is very important, too, as it can help in the facilitation process of internalization. They believe that feeling supported and understood by a community of like-minded individuals can provide emotional and social reinforcement, boosting their motivation and commitment to their educational journey.

Intrinsic motivation

When people have the basic psychological needs of autonomy, competence and relationship in the educational context, intrinsic motivation is a key factor in the learning process (Bilal et al., 2020). Regarding autonomy, the action of choosing voluntarily, in a self-determined way, promotes intrinsic. Intrinsic motivation, a central concept in Self-Determination Theory (SDT), plays a significant role in influencing students with a business background to pursue further studies in higher education (Shroder and Rodermund, 2013; López-Fernández et al., 2019; Gagne et al., 2021).

In Self-Determination Theory (SDT), intrinsic motivation refers to students engaging in activities for their inherent enjoyment and personal satisfaction. It is driven by their genuine interests, curiosity, and the sense of fulfillment derived from the activity. The articles by Deci, et al., (2017), and Ryan & Deci, (2020) provide insights into this aspect of SDT. When students' intrinsic motivation is fulfilled, it positively impacts their entrepreneurial ideas and behaviors (Jeno and Diseth, 2014). On the contrary, if their intrinsic motivation is hindered, it can lead to lower-quality entrepreneurial ideas and behaviors (Al Jubari et al., 2018; Ryan & Deci, 2000; Deci et al., 2020). Understanding and fostering intrinsic motivation are crucial in higher education, as it can drive students to excel in their entrepreneurial pursuits and contribute to their overall well-being and success.

In the context of colleges and universities as vital talent pools for future entrepreneurs, it is crucial to address the role of entrepreneurship in alleviating college students' employment pressure (Al-Jubari, 2019). Higher education institutions play a significant role in fostering intrinsic motivation by supporting students' autonomy, competence, and relatedness (Hui and Tsang, 2011). They create a conducive learning environment by offering choices and autonomy, providing challenging coursework to develop and showcase

skills, and facilitating meaningful connections with peers and mentors, all of which enhance students' intrinsic motivation.

Moreover, Al Jubari et al., (2018) emphasize the importance of entrepreneurial passion, a strong positive emotion experienced when individuals engage in activities aligned with their entrepreneurial identity. To further boost intrinsic motivation, higher education institutions can emphasize the practical significance of the curriculum, promote creativity, and provide real-world application opportunities. Integrating classroom learning with practical experiences allows students to witness the direct impact of their studies, ultimately reinforcing their intrinsic motivation towards entrepreneurship. Nurturing intrinsic motivation through these multifaceted approaches equips and inspires aspiring entrepreneurs to succeed in their ventures, contributing positively to the workforce.

Social Learning Theory

Social Learning Theory is particularly concerned with the cognitive, environmental, and behavioral factors that affect personality development (McLaughlin, 2020). Social Learning Theory, proposed by renowned psychologist Albert Bandura, offers a fascinating insight into how individuals acquire knowledge, skills, and behaviors through observation and interaction within a social context. According to social learning theorists, information, attitudes, and behaviors evolve through dialogue, collaboration, and cooperation, and can be reinforced or co-created through social interaction. Social Learning Theory claims that education can arise from observing others whom people see as their role models.

As proposed by Albert Bandura in 1977, in this theory individuals can learn and acquire new behaviors, attitudes and skills through observing and imitating others. It emphasizes the role of social influence and modelling in learning. According to McLaughlin, (2020), the emphasis of entrepreneurial socialization (Cooper, 1989) is grounded in social learning theory (Bandura, 1977), which serves as an explanation of entrepreneurial behavior (Scherer et al., 1989). This statement suggests that the theory of Social Learning serves as an explanation for entrepreneurial behavior. This means that individuals may engage in entrepreneurial activities and adopt entrepreneurial traits, skills and attitudes through observing and modelling the behaviors of successful entrepreneurs or other entrepreneurial role models. According to Boldureanu et al., (2020), entrepreneurial role models can range from people in the individual's close circle (relatives, friends, colleagues, acquaintances) to well-known national or international personalities, but with whom the individuals has not interacted personally, such as Bill Gates or Steve Jobs, for example.

Social learning while growing up in an entrepreneurial family can also lead children to develop certain values which are important antecedents of the decision to become self-employed Chlosta et al., (2010). Growing up in an entrepreneurial family can provide an environment conducive to social learning, where students observe and internalize entrepreneurial values. These values, learned through social learning can play a significant role in shaping individuals' decision to become self-employed by influencing their attitudes, motivations and career preferences. Abun et al., (2022) in their study pointed out that Social learning theory by Albert Bandura argues that knowledge and intention are a product social environment; by observing the social environment such as parents, friends, peers, or entrepreneurs, one forms an idea of cognitive attitude, and behaviours (Ajzen, 1985). Social learning theorists posit that knowledge, attitudes, and behaviours develop "through dialogue", collaboration, and cooperation and can be enhanced or cocreated through social interaction (Lorenzetti et al., 2020).

Providing role models

Role models are "person(s) an individual perceives to be similar to some extent, and because of similarity, the individual desires to emulate (or specifically avoid) aspects of that person's attributes or behaviors"

(Gibson and Barron, 2003). The environmental and behavioral focuses refer to the Social Learning Theory (Bandura, 1986), according to which, individuals learn certain skills from other people, which act as models (Cardella et al., 2020). The term "role model" emphasizes the individual's tendency to identify with other people occupying important social and the consequent cognitive interdependence of skills and behavior patterns as was found by (Cardella et al., 2020 as cited in Gibson, 2004). The environmental and behavioral focuses suggest that the learning process is influenced by the surrounding environment and the behaviors exhibited by others. In the context of social learning theory, role models are individuals who serve as examples or models for others to imitate. They possess qualities, skills or behaviors that are considered desirable or important. The term role model highlights the concept of identification, where individuals tend to identify with and aspire to be like their influential figures.

According to Boldureanu et al., (2020), the key influence factor in the entrepreneur's decision to start a business is the existence of an entrepreneurial role model. Individuals are more attracted to role models they perceive as being similar to them in terms of their characteristics, behaviors or goals (role aspect), and from whom they can learn specific skills or competencies (model aspect). People tend to be drawn to role models whom they can relate to, who share common attributes or aspirations, who share similar characteristics and from whom they can learn specific skills. Successful entrepreneurs who possess these qualities can provide inspiration, guidance and coping strategies for individuals entering the business environment. Exposure to such role models can positively influence individuals' attitudes towards entrepreneurship and increase their entrepreneurial intentions. Abun et al., (2022) agreed that by observing people in the business, particularly how a business is managed will give them the skills and eventually motivate students to become an entrepreneur.

Of the many potential role models that influence an individual's social learning, parental role models are particularly relevant, since children are especially exposed to their parents' behaviours (Chlosta et al., 2010). They believe that the behaviour that the children observe and learn from their parents decisively affects their development. According to McLaughlin, (2020), perceived family support is concerned with the likelihood that important referent family members (i.e., parental role models) will approve or disapprove of performing a particular behaviour. Parental role models are common field of research in entrepreneurship (Scherer et al., 1989; Mungai and Velamuri, 2011; Chlosta et al., 2012), and it is widely accepted that role models influence entrepreneurial activity (Scherer et al., 1989; Radu and Luoé, 2008; Chlosta et al., 2012; Laviolette et al., 2012; Lafuente and Vaillant, 2013) as cited in (Dieogoli et al., 2018).

Encouraging peer learning

Peer groups as a social environment are often perceived as being value-relevant for individual behavior (Suratno et al., 2021). According to Kenney and Dennis (2019), peer group through interpersonal interactions, provides assistance and material from close social relationships so that individuals feel cared for, valued, and respected in mutual communication and obligation. Peer mentorship is, above all else, an interactive and collaborative social relationship, typically characterized by sustained interaction between mentors and mentees who share common attributes and personal goals (Lorenzetti et al., 2020). It emphasizes a relationship based on interaction and collaboration. Unlike traditional mentorship, where a more experienced person guides a less experienced individual, peer mentorship focuses on peers helping one another. Lorenzetti et al in their studies found that students, through peer mentorship, were able to develop functional and interpersonal competencies: (1) developing research skills, (2) managing relationships, and (3) perfecting career skills. Previous studies have highlighted a positive relationship between peer support and student engagement (Brioux and Oubrayrie-Roussel, 2017; Li et al., 2017); the positive influence of peer support on satisfaction with school (Gutiérrez et al., 2017); and the importance of peer support for classroom engagement (Kilday and Ryan, 2019) as cited in (Vargas-Madriz and Konishi, 2021).

Mentoring and peer-to-peer learning are well recognized as important interventions to support entrepreneurship because they allow the transfer of knowledge from direct experiences and learning of one entrepreneur to another, most often within face-to-face settings (Mills et al., 2012). Peer-to-peer learning focuses on entrepreneurs learning from each other through direct interactions. This learning occurs within a peer group of entrepreneurs who share similar experiences and challenges. By sharing their own insights, lesson learned and strategies for success, entrepreneurs can help each other grow and develop their entrepreneurial capabilities.

Providing mentorship

Mentoring has long been recognized as a positive intervention for personal career development and has been well researched (Mills et al., 2012). Mentoring typically involves a mentor who holds a higher position or possesses more experience and success in the relevant field compared to the mentee. The mentor assumed the role of supporting the mentee's career development, providing guidance, offering psychological support, and serving as role model. This relationship is often characterized by a more senior mentor guiding a junior mentee, as described by Kram in 1983. Unlike traditional mentorship, individuals in peer-mentorship relationships are often at similar stages in their education or careers (Kram and Isabella, 1985). Peer mentorship is, above all else, an interactive and collaborative social relationship, typically characterized by sustained interaction between mentors and mentees who share common attributes and personal goals (Lorenzetti et al., 2020). Mentoring involves a more experienced entrepreneur (the mentor) providing guidance, advice, and support to a less experienced entrepreneur (the mentee). This relationship allows for the transfer of knowledge based on the mentor's direct experiences and learning. The mentor serves as a role model and resource for the mentee, helping them navigate challenges, make informed decisions, and develop their entrepreneurial skills.

Creating a supportive community

Social agencies like school, but also family, have the task of creating an entrepreneurial-supportive environment that encourage entrepreneurial activities in students, helping to develop an entrepreneurial culture (Roffe, 1999). According to Cardella et al., (2020), regardless of the type of person, different strategies can be used to motivate the students in choosing an entrepreneurial career, encouraging them to work independently and to expose them to entrepreneurial success stories that can serve as models for the acquisition of skills, technical knowledge and relevant know-how.

Prior research has suggested that social entrepreneurs need a network of supporters to create a successful social venture (Mair and Noboa, 2006; Lacap, Mulyaningsih and Ramadani, 2018). Social support is the self-reported perception that the person is cared for, has assistance available, and is part of a supportive social network (House, 1981) as cited in Vargas-Madriz and Konishi, (2021). Social support can take multiple forms, including emotional and psychological support (providing warmth and nurturing), friendship, love and encouragement (Fox et al., 2023). According to Lorenzetti et al., (2020), in a recent exploration of support systems in higher education, graduate students reported that social support was vital to coping with and overcoming many of the challenges associated with graduate education.

Experiential Learning Theory

Experiential Learning Theory, developed by Kolb in 1984 provides valuable insights into the learning process and can be applied to understand the hesitation of youngsters when deciding whether to pursue higher education. This theory suggests that learning is a dynamic process that involves a continuous cycle of experience, reflection, conceptualization, and experimentation. Individuals construct knowledge and develop skills through active engagement with their environment. Experiential Learning Theory or in any other

words, active, involved learning, learning by doing, or interactive learning requires that students do not passively acquire knowledge rather the student is actively involved in the learning process. Kolb's Experiential Learning theory is one of the most popular and most frequently cited educational theories.

According to Kolb's model, learning occurs through four stages which are Concrete Experience, Reflective Observation, Abstract Conceptualization and Active Experimentation (Sharlanova, 2005). The first stage involves direct engagement with a particular situation or experience. For youngsters, this could be their current educational setting, interactions with peers, or exposure to real-world challenges. After experiencing a situation, individuals reflect on their observations and experiences. They analyze what happened, consider the consequences, and assess the personal and emotional significance of the experience. Youngsters may reflect on their academic performance, career aspirations, interests, and personal goals. In the third stage, individuals interpret and make sense of their experiences by forming abstract concepts and generalizations. They identify patterns, theories, and principles that explain the observed phenomena. For youngsters, this could involve considering the benefits and potential outcomes of pursuing higher education, such as increased career opportunities or personal growth. Last stages is individuals test their concepts and theories by applying them in new situations and experimenting with different approaches. This stage involves actively seeking out new experiences and engaging in hands-on learning. Youngsters might engage in internships, part-time jobs, or volunteering to gain practical exposure and confirm their interest in specific fields of study.

Advocates of experiential learning argue that it fosters increased interest in the subject matter, boosts intrinsic satisfaction with learning, enhances comprehension and retention of course material, cultivates a lifelong desire and ability to learn, improves communication and interpersonal skills, as well as problem-solving, analytical thinking, and critical thinking abilities among students (Brickner & Etter, 2008). Positive outcomes have been observed as a result of experiential learning. According to most experts, when students actively engage in the learning process, their learning is optimized (Smart & Csapo, 2007). Webb (2006) outlined several key approaches for implementing active learning, such as syndicate work, case studies, practical exercises, management and soft skills activities, and role plays.

The hesitation of youngsters to further study in higher education can be understood in the context of this experiential learning cycle. They may experience uncertainty due to a lack of concrete experience or limited exposure to higher education settings. Reflective observation can lead them to question the value and relevance of pursuing further education, considering factors such as financial implications, career prospects, or personal interests. Abstract conceptualization involves weighing the pros and cons, evaluating the benefits, and understanding the long-term implications of their decision. Active experimentation can be seen as seeking opportunities to gain practical experience or seeking advice from mentors and professionals in the field.

Four sub-themes have been identified to support Experiential Learning Theory which are providing hands-on experiences, encouraging reflection, fostering collaboration, and personalizing learning. These sub-themes enhance the application and effectiveness of Experiential Learning Theory by emphasizing key aspects of the learning process.

Providing hands-on experiences

According to Kolb's theory, hands-on experiences play a vital role in demonstrating the relevance and application of theoretical knowledge. By engaging in experiential learning opportunities, such as short study project, co-op programs, or work-based learning, young learners can directly apply what they have learned in educational settings to real-life situations. Providing hands-on experiences to make youngsters experience what further study in higher education entails can greatly support their decision-making process. By

engaging in practical activities related to higher education, they can gain first-hand knowledge of the academic environment, the types of courses and subjects involved, and the specific skills and competencies required.

One effective way to provide hands-on experiences is through college or university visits. These visits allow youngsters to explore campuses, attend lectures or workshops, interact with faculty members and current students, and get a glimpse of the academic and social aspects of higher education. By immersing themselves in this environment, they can develop a better understanding of the expectations, challenges, and opportunities that come with pursuing further study.

Another hands-on approach is offering experiential learning programs or initiatives specifically designed for youngsters. For example, universities may organize summer programs, research internships, or mentorship opportunities that give participants a taste of higher education. These programs often involve active participation in research projects, practical labs, or group activities, enabling youngsters to engage with the subjects they might study and experience the learning process firsthand.

A study conducted by Andersson (2017) explored the impact of hands-on experiences on youngsters' decision-making regarding higher education. The findings indicated that when provided with opportunities to engage in practical experiences related to higher education, youngsters developed a clearer understanding of their interests, preferences, and aptitudes. This increased clarity and exposure contributed to more informed decisions regarding their further study plans.

One study by Kim (2018) examined the impact of short study programs on students' learning and career development. The findings revealed that the programs provided students with valuable opportunities to integrate classroom knowledge with practical skills, thus enhancing their understanding and mastery of subject matter. Additionally, the initiatives have been shown to positively influence students' academic achievement and career readiness. A study by Stone and Lewis (2018) investigated the positive effects of the hand-on programs or the projects on high school students' engagement and achievement. The results demonstrated that students who participated in work-based learning experiences exhibited higher levels of motivation, increased academic performance, and a better understanding of the connections between classroom learning and real-world applications.

Hence, the provision of hands-on experiences in higher education can greatly support youngsters in making informed decisions about further study. By engaging in practical activities such as college visits or experiential learning programs, they gain firsthand knowledge of the academic environment, subjects, and skills involved. Research suggests that such experiences contribute to a clearer understanding of personal interests and preferences, leading to more informed decision-making.

Encouraging reflection

Encouraging reflection is a valuable approach to help youngsters gain a deeper understanding of what further study in higher education entails. By engaging in reflective practices, such as self-assessment, journaling, or guided questioning, they can critically examine their experiences, thoughts, and aspirations related to higher education. Reflection prompts youngsters to evaluate their academic performance, identify their strengths and weaknesses, and consider the personal and career goals they hope to achieve through further study. It allows them to explore their motivations, interests, and values, providing insight into whether pursuing higher education aligns with their aspirations.

According to Kolb's theory, reflection is a key component of the learning cycle. After engaging in an experience, learners are encouraged to reflect on what they have encountered and observed. By actively thinking about the experience and its implications, individuals can extract meaningful lessons and

knowledge. Reflection allows learners to examine their assumptions, challenge their preconceptions, and gain a more comprehensive understanding of the subject matter. Experiential learning theory also emphasizes the importance of reflection in the learning process. Reflection involves critically examining and analyzing one's experiences, identifying key insights, and making connections between those experiences and future goals. By engaging in reflective practices, such as journaling, group discussions, or other forms of self-assessment, learners can deepen their understanding of the value of higher education and its relevance to their aspirations.

A study by Ponterotto & Williams (2010) highlighted the significance of reflection in decision-making regarding higher education. The research emphasized that encouraging youngsters to reflect on their experiences and motivations helped them clarify their educational and career paths. Through reflective practices, youngsters were able to assess their readiness for further study, gain a better understanding of the potential challenges and rewards, and make informed decisions about pursuing higher education.

A study by Moon (2013) explored the role of reflective practices in experiential learning. The findings highlighted how reflection facilitated deeper learning, as it encouraged learners to connect their experiences to broader theoretical concepts and personal goals. The study emphasized that reflective practices, such as journaling or group discussions, provided opportunities for learners to critically analyze their experiences, recognize patterns, and extract valuable insights that could inform future actions and learning strategies.

Furthermore, research by Hatton and Smith (2022) examined the benefits of reflection in professional education. The study demonstrated that reflective practices enabled students to develop a greater awareness of their learning processes, enhance their problem-solving skills, and promote the integration of theory and practice. By engaging in reflective activities, learners were able to make explicit connections between their experiences and their future educational and career goals.

In summary, within experiential learning theory, reflection is considered an integral part of the learning process. By encouraging youngsters to engage in reflective practices, such as journaling, group discussions, or other forms of self-assessment, they can gain a deeper understanding of the value of higher education and its relevance to their future goals. Reflection enables learners to critically analyze their experiences, make connections to theoretical concepts, and enhance their problem-solving abilities.

Fostering collaboration

Fostering collaboration between family, high schools, and youngsters can significantly contribute to their understanding of what further study in higher education entails. By establishing partnerships and involving various stakeholders, including parents, teachers, and school counsellors, youngsters can receive comprehensive support and guidance in exploring higher education options. Also, collectively explore the challenges and opportunities associated with higher education. Collaboration with family members allows for open discussions about the benefits and challenges of pursuing higher education. Parents can share their own experiences, provide insights, and offer emotional support to youngsters as they navigate the decision-making process. Involving high schools in this collaboration ensures that students receive relevant information, resources, and guidance tailored to their educational goals.

A study by Owens, & Bianco (2015) examined the impact of family and high school collaboration on students' higher education aspirations. The research revealed that collaborative efforts between family, high schools, and youngsters positively influenced the youngsters' perceptions and motivation regarding higher education. The support and guidance provided by these stakeholders contributed to a more comprehensive understanding of the benefits and requirements of pursuing further study. Fostering collaboration among youngsters can provide them with valuable experiences and insights into what further study in higher

education entails.

A research study conducted by Pijeira-Díaz, Salgado, & Suárez-Fernández (2019) examined the impact of collaborative learning experiences on students' perceptions of higher education. The findings revealed that collaborative activities positively influenced youngsters' understanding of higher education by promoting a shared learning environment, fostering mutual support, and enabling the exchange of ideas and knowledge. Such collaborative experiences provided youngsters with a realistic glimpse into the collaborative nature of higher education settings.

Experiential learning theory highlights the significance of active engagement and hands-on experiences in the learning process. According to this theory, individuals learn best when they are actively involved in tasks and reflect on their experiences. Collaboration plays a crucial role in experiential learning as it promotes the exchange of ideas, diverse perspectives, and cooperative problem-solving. Working together on projects and activities allows youngsters to develop teamwork skills, such as effective communication, negotiation, and conflict resolution. Through collaboration, they also have the opportunity to interact with peers and mentors, fostering relationships that can provide support and guidance.

One study by McInnerney and Roberts (2004) examined the impact of collaborative learning on undergraduate students in the environment. The findings indicated that collaboration positively influenced student satisfaction, motivation, and the development of critical thinking skills. The researchers concluded that collaborative learning can enhance the overall learning experience and promote deeper engagement. Furthermore, research conducted by Vygotsky (2017) supports the idea that social interaction and collaboration are essential for cognitive development. Vygotsky's sociocultural theory emphasizes the role of the social environment in learning, suggesting that interactions with more knowledgeable others, such as peers and mentors, facilitate learning and cognitive growth.

The sense of community and support that arises from collaborative learning can have a significant impact on youngsters' motivation to pursue further studies in higher education. When students feel connected to a supportive network of peers and mentors, they are more likely to develop a sense of belonging and academic identity. This sense of community fosters a positive learning environment and can motivate individuals to continue their educational journey. The supportive community that emerges from collaboration can motivate them to pursue further studies in higher education, as evidenced by studies on collaborative learning and sociocultural theory.

Personalizing learning

A study conducted by Steere & McCloskey (2018) examined the impact of personalized learning on college and career readiness. The research highlighted that when students were provided with personalized learning experiences, they had increased motivation, engagement, and a deeper understanding of the opportunities and expectations associated with higher education. Personalized learning empowered youngsters to take ownership of their educational journey and make informed decisions regarding further study. The significance of tailoring learning experiences to the individual needs and interests of learners. This approach recognizes that learners are more engaged and motivated when they can connect their studies to their personal goals and interests.

Experiential learning theory underscores on the personalizing learning to make youngsters experience what further study in higher education entails involves tailoring educational experiences to their specific needs, interests, and learning styles. By providing customized learning opportunities, youngsters can actively engage in subjects and activities that align with their interests and aspirations related to higher education. A personalized learning approach can include offering a variety of elective courses or specialized tracks that

allow youngsters to explore specific fields of study. It may involve individualized mentoring or guidance from teachers or academic advisors who can provide personalized support and advice based on the youngster's goals and aspirations.

When learners are provided with opportunities to explore their own interests and passions within the learning process, they can experience firsthand how further studies in higher education can contribute to their personal and professional development. This personalized approach helps learners develop a sense of relevance and meaning, fostering their intrinsic motivation to pursue higher education.

A study conducted by Bailey, Jenkins, & Leinbach (2005) explored the effectiveness of personalized learning approaches in promoting college and career readiness. The research highlighted that personalizing learning experiences helped youngsters develop a clearer understanding of the expectations and requirements of further study. It facilitated self-reflection, goal-setting, and exploration of different academic pathways, ultimately contributing to better-informed decisions about pursuing higher education. When learners are given the freedom to explore their interests and connect their learning to their personal goals, they experience a greater sense of autonomy and control over their education.

Similarly, research on interest development (Hidi & Renninger, 2006) suggests that when learners are able to pursue topics they find personally interesting, they are more likely to engage in deep learning, invest effort, and persist in their studies. This personalization of learning experiences enhances the learners' sense of competence and creates a positive emotional connection, such as curiosity, enjoyment, and satisfaction. These positive emotions contribute to a favorable learning environment, making the learning experience more enjoyable, meaningful, and memorable.

In a nutshell, experiential learning theory emphasizes the importance of personalizing learning to cater to the individual needs and interests of learners. By allowing youngsters to explore their own passions and interests, they can perceive how higher education aligns with their personal and professional goals. This personalized approach fosters intrinsic motivation and enhances the learners' sense of autonomy, competence, and relevance.

DISCUSSION

The systematic analysis revealed three themes and 12 sub-themes. The discussion section will further discuss the theme developed from the previous section. Self Determination Theory (SDT) is one of the main learning theories that can contribute to the success of entrepreneurs who have achieved higher education. Studies have shown that SDT is linked to improved motivation, performance, and overall well-being when individuals' psychological needs for autonomy, competence, and relatedness are fulfilled (Ryan & Deci, 2020; Luo et al., 2012; Al-Jubari, 2019; Al Jubari et al., 2018; Shroder & Rodermund, 2013; López-Fernández et al., 2019; Gagne et al., 2021; Serdiuk et al., 2018; Hui & Tsang 2011; Desi et al., 2017; Jeno & Diseth, 2014; Bilal et al., 2020).

To answer the question of whether learning theories have an impact on becoming successful entrepreneurs through higher education arises. To answer the question of whether learning theories have an impact on becoming successful entrepreneurs through higher education arises. The integration of Self-Determination Theory (SDT) principles into entrepreneurial education within higher education institutions has a profound impact on students' journey towards becoming successful entrepreneurs (Ryan & Deci 2020; Luo et al., 2012; Al-Jubari, 2019; Al Jubari et al., 2018; López-Fernández et al., 2019; Gagne et al., 2021; Jeno & Diseth, 2014). SDT encompasses several key sub-themes, including autonomy, competence, relatedness, and intrinsic motivation, which play instrumental roles in motivating and empowering students with a business background.

Autonomy, as a central pillar of SDT, empowers students to make independent choices, set goals, and shape their educational path in alignment with their entrepreneurial aspirations (Deci & Ryan, 2000; Luo et al., 2012; Al-Jubari, 2019; Al Jubari et al., 2018; Shroder & Rodermund, 2013; López-Fernández et al., 2019; Gagne et al., 2021; Serdiuk et al., 2018; Hui & Tsang 2011; Desi et al., 2017; Jeno & Diseth, 2014; Bilal et al., 2020). By granting students the freedom to explore their interests and take ownership of their learning, higher education institutions foster a sense of self-determination and enable students to develop a strong entrepreneurial mindset.

Alongside autonomy, the development of competence is vital in equipping students with the necessary skills and knowledge for entrepreneurial success (Deci & Ryan, 2000; Luo et al., 2012; Al-Jubari, 2019; Al Jubari et al., 2018; López-Fernández et al., 2019; Gagne et al., 2021; Hui & Tsang 2011; Desi et al., 2017; Jeno & Diseth, 2014; Bilal et al., 2020). Through challenging coursework, experiential learning opportunities, and mentorship programs, higher education institutions provide students with the practical tools and guidance needed to identify and pursue entrepreneurial opportunities. These experiences build confidence and competence, preparing students to navigate the complex challenges of entrepreneurship.

Relatedness, the sense of connection and belonging, also plays a significant role in students' entrepreneurial journey (Deci & Ryan, 2000; Luo et al., 2012; Al-Jubari, 2019; Al Jubari et al., 2018; López-Fernández et al., 2019; Serdiuk et al., 2018; Hui & Tsang 2011; Desi et al., 2017; Bilal et al., 2020). By fostering a supportive learning environment, higher education institutions facilitate meaningful connections with peers, faculty members, and industry professionals. These connections serve as sources of inspiration, collaboration, and mentorship, providing students with a network of support and guidance. This sense of relatedness nurtures motivation and fosters a collaborative entrepreneurial community.

Intrinsic motivation, driven by genuine interest, enjoyment, and personal satisfaction, is a crucial factor for entrepreneurial success (Deci & Ryan, 2000; Al-Jubari, 2019; Al Jubari et al., 2018; López-Fernández et al., 2019; Gagne et al., 2021; Serdiuk et al., 2018; Hui & Tsang 2011; Desi et al., 2017; Jeno & Diseth, 2014; Bilal et al., 2020). Higher education institutions can foster this motivation by providing relevant and engaging learning experiences that align with students' entrepreneurial passions. Integrating coursework with real-world applications, encouraging creativity, and facilitating hands-on projects intrinsically motivate students to pursue their entrepreneurial goals and find fulfillment in their studies. By incorporating Self-Determination Theory (SDT) principles - autonomy, competence, relatedness, and intrinsic motivation - into entrepreneurial education, institutions empower students to thrive as entrepreneurial leaders, contributing to innovation, economic growth, and societal development.

Based on the findings, autonomy emerges as a prominent sub-theme within the main theme of self-determination theory for achieving success as entrepreneurs through higher education. Autonomous motivation, driven by individuals' genuine willingness and personal choice, fosters autonomy, which is crucial in higher education and family business contexts (Deci & Ryan, 2000; Luo et al., 2012; Al-Jubari, 2019; Al Jubari et al., 2018; Shroder & Rodermund, 2013; López-Fernández et al., 2019; Gagne et al., 2021; Serdiuk et al., 2018; Hui & Tsang 2011; Desi et al., 2017; Jeno & Diseth, 2014; Bilal et al., 2020). (Bilal et al., 2020). Encouraging individuals to pursue their interests and values, granting them freedom of choice, and supporting their need for autonomy are essential in promoting engagement and success. Autonomous regulation enhances proactive behavior and productivity, particularly relevant in higher education and family business settings.

Researchers highlight the impact of trust and confidence on autonomy in family business contexts and students' perception of autonomy support from teachers on motivation and achievement. Autonomy drives entrepreneurship as individuals pursue choices and take ownership of actions. Higher education institutions play a key role in fostering autonomy and providing skills for family business success. However, autonomy

alone is insufficient for self-determination; a clear life purpose aligned with values is essential. Nurturing autonomy in higher education and family businesses should go hand in hand with encouraging a meaningful life purpose (Deci & Ryan, 2000; Luo et al., 2012; Al-Jubari, 2019; Al Jubari et al., 2018; Shroder & Rodermund, 2013; López-Fernández et al., 2019). Integrating autonomy within the self-determination theory enhances aspiring entrepreneurs' success through higher education.

The findings of the systematic review support the fundamental premise of the second main theme, the Social Learning Theory, which suggests that individuals can acquire new behaviors, attitudes and skills through observing and imitating others. This systematic review aims to explore the role of Social Learning Theory, as proposed by Albert Bandura, in understanding the acquisition of knowledge, skills and behaviors through observation and interaction within social context. The Theory highlights the significance of social influence and modeling in the learning process. The findings shed light on the importance of the sub-themes within the framework of Social Learning Theory, namely role models, peer learning, mentorship and creating a supportive community.

Role models are individuals who serve as examples or models for others to imitate. They possess qualities, skills or behaviors that are considered desirable or important. The influence of role models is discussed in various contexts, including parental role models, successful entrepreneurs and well-known personalities. The results of research by Boldureanu et al., (2020), shows that for non-business students, the positive influence of exposure to successful entrepreneurial models was more visible because, besides feeling more confident about their entrepreneurial skills and feeling a greater self-efficacy, they mentioned that the experience of being exposed to successful entrepreneurial role models brought them a better understanding of entrepreneurship and awakened or increased their interest in becoming an entrepreneur. Dieogoli et al., (2018) in their research agreed that teachers with entrepreneurial experience are great role models to students. Their research aims to verify whether teacher's with entrepreneurial experience play any role in their student's performance. The result of their research shows that students with teachers who had entrepreneurial experience increased in the students entrepreneurial intentions while students with teachers who had no entrepreneurial experience saw a decrease in the students entrepreneurial intentions.

Peer learning emphasizes the importance of learning from and collaborating with peers. It involves interpersonal interactions within a social group where individuals provide assistance, support, and knowledge to one another. Peer learning is characterized by sustained interaction between mentors and mentees who share common attributes and personal goals. It has been shown to contribute to the development of functional and interpersonal competencies. This is supported by findings of the research by Suratno et al., (2021), peer group has a significant influence on individual intention because students spend time with their friends as being figures in deciding their decision. Lorenzetti et al., (2020) in their study found that graduate students who connect with one another early on in their degrees may self-organize into ongoing collaborative peer groups or communities of practice that create a framework for engagement in mutual learning and the provision of psychosocial and practical supports. One of the student feedback in a study conducted by Mills et al., (2012), stated that the discussion with peers gives the student a chance to test their idea and improve on it before they introduce it to the market. Mentoring involves a more experienced individual providing guidance, advice, and support to a less experienced individual. The mentor serves as a role model and resource, offering career development support and helping the mentee navigate challenges.

Mentoring relationships can be hierarchical, with a more senior mentor guiding a junior mentee, or they can be peer-to-peer, where individuals at similar stages in their education or careers support and learn from each other.

Social learning theory emphasizes the importance of a supportive social environment in facilitating learning

and skill acquisition. This includes creating an entrepreneurial-supportive environment in educational institutions and families that encourages entrepreneurial activities and fosters an entrepreneurial culture. Social support, including emotional and psychological support, friendship, and encouragement, is highlighted as vital in coping with challenges and overcoming barriers. The sub-themes contribute to the understanding of how these factors influence personality development and entrepreneurial behavior. Future research could further explore the specific mechanisms through which these factors influence social learning and their long-term effects on entrepreneurial outcomes.

The most prominent sub-themes in Social Learning Theory are role models. The prominence of role models stands out due to its recurrent emphasis throughout the findings. Role models play a vital role in aspiring, guiding and providing coping strategies for individuals entering the entrepreneurial domain. Thus, the influence of role models appears to be the most prominent theme within the context of Social Learning Theory. Role models are individuals who serve as examples or models for others to imitate and they possess qualities, skills or behaviors that are considered desirable or important. This sub-theme plays a significant role in social learning theory, particularly in the context of acquiring new behavior, attitudes and skills through observation and imitation. The influence of role models is discussed in various contexts, including parental role models, successful entrepreneurs and well-known personalities. According to Chlosta et al., (2010), growing up in an entrepreneurial family offers the opportunity to learn from the self-employed parent, serving as a role model and getting a realistic job preview of self- employment. The research suggests that exposure to entrepreneurial role models positively influences attitudes towards entrepreneurship and increases entrepreneurial intentions.

Furthermore, the review highlighted the significance of social learning within entrepreneurial families. Abun et al., (2022), based on their result of the Chi-Square test, indicates that family business background and entrepreneurial education background make a difference to the business intention of the student. Growing up in such an environment provides opportunities for social learning where individuals observe and internalize entrepreneurial values. These values, acquired through social learning, influence individuals' attitudes, motivation and career preferences, ultimately playing a substantial role in their decision to become entrepreneurs. This is supported by the findings from Cardella et al., (2020), the result of their research showing that there is a strong relationship with other clusters, particularly those associated with family support and exposure to parental role models. Another finding from McLaughlin, (2020), stated that parental role model influence serves as an important intergenerational influence on the strategic actions of second-generation entrepreneurs. This emphasizes the significant role that family plays in the entrepreneurial process.

The dominant sub-theme in the Experiential Learning Theory is the promotion of collaborative activities in education to facilitate active learning, where students actively engage in constructing knowledge through interactions and engagement. Owens and Lo Bianco (2015) conducted a study examining the influence of collaboration between family, high schools, and youngsters on students' aspirations for higher education. The findings revealed that collaborative efforts among these stakeholders positively impacted the youngsters' perceptions and motivation towards higher education, leading to a comprehensive understanding of its benefits and requirements. Fostering collaboration among youngsters provides them with valuable experiences and insights into the nature of further study in higher education.

Pijeira-Díaz, Salgado, and Suárez-Fernández (2019) conducted a research study investigating the effects of collaborative learning experiences on students' perceptions of higher education. The results indicated that collaborative activities had a positive influence on youngsters' understanding of higher education by creating a shared learning environment, fostering mutual support, and facilitating the exchange of ideas and knowledge. These collaborative experiences offered youngsters a realistic glimpse into the collaborative nature of higher education settings.

Active listening, characterized by attentive listening, seeking clarification, and empathetically understanding others' viewpoints, plays a crucial role in collaborative learning. Through active listening, youngsters develop a deeper understanding of diverse perspectives and learn to appreciate different ideas, which contributes to their social and cognitive growth. Such skills are highly valued in higher education settings where teamwork, class discussions, and idea presentation are common. McInnerney and Roberts (2004) conducted a study examining the impact of collaborative learning on undergraduate students in an academic environment.

Collaborative learning creates a supportive environment where youngsters can seek assistance, share resources, and collaborate to overcome challenges. This support and motivation offered through collaboration are particularly crucial for youngsters aspiring to pursue higher education. Research conducted by Boud et al., (2001) emphasizes the significance of support and motivation in collaborative learning, highlighting that collaboration enhances youngsters' confidence, engagement, and persistence in their studies. Working in a supportive and motivating environment can boost youngsters' self-esteem and belief in their abilities.

The positive interactions and encouragement experienced in collaborative learning settings can inspire youngsters to tackle challenges with determination and persistence. In summary, collaborative learning provides a supportive environment where youngsters can seek help, share resources, and work together to overcome challenges. This sense of support and motivation is especially important for youngsters considering higher education.

RECOMMENDATIONS / FUTURE DIRECTIONS

This systematic review provides suggestions for future scholars. First, future scholars should focus on leveraging the principles and concepts derived from underlying learning theories of Social Learning Theory, Self-determination Theory and Experiential Learning Theory. By incorporating these theories into higher education programs, institutions can enhance the entrepreneurial mindset, skills and competencies of students. It is essential to continuously evaluate and adapt these approaches based on feedback from students, industry stakeholders and future research in the field of entrepreneurship education.

Utilizing the principles of Social Learning Theory to create an environment that provides role models, encourages peer learning, fosters mentorship and creates a supportive community. This can be achieved by organizing guest lectures, entrepreneurial panel discussions and networking events where successful entrepreneurs and industry experts share their experiences and insights. Additionally, promote collaborative learning opportunities and group projects that facilitate peer learning and knowledge exchange among students. The inclusion of role models within entrepreneurial education has been shown to have a significant impact on the development and success of aspiring entrepreneurs. More study should be done to focus on examining the effectiveness of role models in inspiring and guiding entrepreneurial individuals. Future scholars should assess the types of role models that have the most substantial influence and the mechanisms through which they inspire entrepreneurial action.

Apply the principles of Self-Determination Theory to support students' autonomy, competence, relatedness and intrinsic motivation. Provide students with autonomy in selecting their entrepreneurial projects or business ideas, allowing them to explore their own interests and passions. Fostering a sense of competence by offering relevant and practical coursework, hands-on experiences and mentorship programs. Create a supportive community where students can form meaningful relationships with peers, faculty and industry professionals, thereby satisfying their need for relatedness. Finally, design educational experiences that promote intrinsic motivation through the alignment of personal values and entrepreneurial goals. Autonomy is a core element of Self-Determination Theory, future scholars should investigate the role of autonomy in

higher education, more study should be conducted on how providing students with autonomy supportive learning environments and exercises foster their entrepreneurial aspirations. The study can explore the impact of autonomy on entrepreneurial intentions, creative problem-solving and risk-taking. Furthermore, it can investigate how educational institutions can promote autonomy through curriculum design, project-based learning and experiential learning opportunities.

Embrace the principles of Experiential Learning Theory to provide students with real-world entrepreneurial experiences. Integrate short learning programmes, co-operative education, and entrepreneurship incubators within the higher education curriculum. Encourage students to engage in hands-on projects, business simulations, and entrepreneurial ventures where they can apply theoretical knowledge to practical situations. Reflective exercises and debriefing sessions should be incorporated to encourage students to derive meaningful insights from their experiences and apply them to future entrepreneurial endeavors. Hands-on experiences play a crucial role in Experiential Learning Theory. Future scholars should explore the impact of providing hands-on experiences on entrepreneurial skills, knowledge acquisition and mindset development. The study should focus to investigate the effectiveness of experiential learning methods such as internships, entrepreneurship incubators and entrepreneurial projects in enhancing students' entrepreneurial capabilities. Additionally, study should explore the relationship between hands-on experiences and entrepreneurial intentions, opportunity recognition and overall entrepreneurial success.

CONCLUSION

In conclusion, the integration of Social Learning Theory (SLT), Experiential Learning Theory (ELT), and Self-Determination Theory (SDT) within higher education programs has the potential to significantly impact individuals' success as entrepreneurs. SLT offers the opportunity to observe and model successful entrepreneurial behaviors, ELT provides hands-on experiences and reflective learning, and SDT emphasizes intrinsic motivation and autonomy.

By incorporating these theories into the educational curriculum, higher education institutions can create dynamic learning environments that foster the entrepreneurial spirit. Students not only gain theoretical knowledge but also acquire practical skills and personal development opportunities, empowering them to navigate the complexities of the business world. Higher education serves as a launching pad for aspiring entrepreneurs, providing access to networking, mentorship, and valuable resources. The integration of SLT, ELT, and SDT enhances individuals' abilities to tap into their potential, fuel their passion, and cultivate their entrepreneurial drive.

This integration cultivates a new generation of entrepreneurs who are not only wellversed in business principles but also possess the adaptability, resilience, and self-determination to thrive in an ever-evolving entrepreneurial landscape. These individuals are equipped with a holistic understanding of entrepreneurship that goes beyond mere theoretical knowledge. By embracing SLT, ELT, and SDT, higher education institutions contribute to the emergence of visionary leaders, job creators, and problem solvers. These individuals have the capacity to drive economic growth, foster innovation, and shape a more dynamic and sustainable future.

In summary, the integration of these learning theories in higher education programs plays a crucial role in preparing individuals for entrepreneurial success. By providing a comprehensive and interdisciplinary approach to education, institutions empower students to become well-rounded entrepreneurs who possess the necessary skills, knowledge, and mindset to make a significant impact in the business world and beyond.

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