Perceived University Support (PUS) and Entrepreneurial Intentions: Insights from a Systematic Literature Review

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ABSTRACT

Entrepreneurship is increasingly recognized as a driver of economic growth, innovation, and graduate employability. In Malaysia, it is promoted as a solution to graduate unemployment and positioned as a pillar of the Malaysia Education Blueprint 2015–2025. Despite this emphasis, a gap persists between institutional efforts and student outcomes, largely due to variations in the quality, accessibility, and cultural relevance of support provided by universities. This study examines the role of perceived university support (PUS) in shaping entrepreneurial intentions (EI) among Malaysian students. Using the PRISMA 2020 framework, a systematic literature review (SLR) of 34 peer-reviewed articles (2015–2025) was conducted. Findings show that PUS significantly influences EI through four dimensions: entrepreneurship education, mentorship and role models, infrastructure and financial support, and cultural and contextual influences. Education enhances knowledge and self-efficacy but is weakened by theoretical delivery. Mentorship and role models inspire motivation, though access remains uneven. Infrastructure and funding reduce risk perceptions but are concentrated in urban universities. Cultural norms, especially collectivist values and family expectations, shape how support is perceived. Entrepreneurial self-efficacy consistently mediates PUS–EI, while proactive personality and gender moderate outcomes. The study concludes that holistic, experiential, and culturally adaptive support systems are essential to strengthen Malaysia's entrepreneurial ecosystem.

Keywords— Cultural Context, Entrepreneurial Intentions, Entrepreneurial Education, Perceived University Support, Systematic Literature Review

INTRODUCTION

Entrepreneurship is internationally acknowledged as a pivotal engine for economic growth, job creation, and innovation. In Malaysia, this view is echoed in national strategies such as the Malaysia Education Blueprint (MOHE, 2021), which positions entrepreneurship as a solution to graduate unemployment and a lever for long-term economic transformation. Universities are therefore mandated not just to impart technical and academic skills, but also to foster entrepreneurial mindsets and activities among students.

Despite these aspirations, graduate outcomes remain mixed. The Graduate Employability Rate (GER) in Malaysia rose from 73.1% in 2010 to 84.8% in 2021 yet only 59.3% of graduates were employed by that year; the rest were either pursuing further studies, undergoing skills training, or awaiting placement (Khazanah Research Institute, 2021). Moreover, two-thirds of fresh graduates still earned starting salaries below RM2,000, signaling persistent underemployment (Khazanah Research Institute, 2021). Within an increasingly dynamic labour market, a growing mismatch between graduate qualifications and job demands has become evident: recent studies report that over-education and skill-related underemployment among Malaysian graduates rose by 72% between 2017 and 2021, affecting more than 1.55 million graduates (International Journal of Business,

Economics and Law, 2024). At the same time, youth unemployment remains high; in 2024, Malaysia's unemployment rate stood at 3.2%, but youth unemployment was 10.3%, underscoring the disproportionate vulnerability of young graduates (Department of Statistics Malaysia, 2025). In 2024, the national unemployment rate dropped to 3.2%**,** marking the best labour market performance since the pandemic. However, youth unemployment among persons aged 15 to 24 stood at 10.3%**,** with many occupying semi-skilled roles that underutilize tertiary education (deVere Malaysia, 2024). These labour market trends underscore a critical need for alternative career pathways. Yet, structural and academic limitations persist in empowering students toward entrepreneurship. A 2024 study of 311 final-year undergraduates (social sciences and science & technology disciplines) across public universities on Malaysia's east coast found that entrepreneurship education positively correlates with entrepreneurial intentions. However, subjective norms i.e., pressures or supports from peers, family, and lecturers did not significantly influence intentions, suggesting a discord between institutional encouragement and students' social environments (Macrothink Institute, 2024). Other than that, a qualitative investigation among undergraduates confirmed the significance of entrepreneurship education but highlighted persistent delivery and perception gaps among students (Ibrahim et al, 2025). Another study found differential "pre-startup behaviors" between business and non-business students, with the former showing stronger entrepreneurial agency suggesting discipline-specific disparities in support structures (Wan Kamarudin et al, 2025). Lastly, a systematic literature review encompassing 390 studies (2010–2025) revealed that three key factors are critical in boosting graduate employability through entrepreneurship programs in Malaysian public universities which are alignment between policy and industry needs, enhancement of graduates' generic skills, and university–industry collaboration and work-based learning (WBL) (Mohd Reza et al, 2025). These findings underscore a significant academic challenge, while entrepreneurship is embedded in curricula, ineffective design, disciplinary silos, and weak industry connections are limiting its transformative potential.

LITERATURE REVIEW

This paper focuses on four critical dimensions of perceived university support (PUS) which are entrepreneurship education, mentorship and role models, infrastructure and financial support, and cultural and contextual influences and examines their collective influence on entrepreneurial intentions (EI).

Entrepreneurship Education and Entrepreneurial Intentions

Entrepreneurship education serves as the foundational pillar of PUS. It equips students with the knowledge, skills, and exposure needed to enhance entrepreneurial self-efficacy (Ismail, Ahmad, & Rasdi, 2018; Nabi et al., 2018). Importantly, the literature emphasizes that entrepreneurship education must move beyond theoretical delivery to include experiential learning approaches, such as business simulations, plan competitions, and industry collaborations. These practices not only reinforce perceived behavioral control but also allow students to test and refine competencies in realistic yet low-risk environments (Tan, Ooi, & Chong, 2022). Building on Ajzen's (1991) Theory of Planned Behavior (TPB), entrepreneurship education influences EI by shaping students' attitudes, subjective norms, and perceived behavioral control. Evidence consistently shows that entrepreneurship courses improve entrepreneurial knowledge, skills, and self-efficacy, which in turn are decisive predictors of entrepreneurial behavior (Ismail et al., 2018; Tan et al., 2022). In Malaysia, entrepreneurship education has been made mandatory in higher education programs, reflecting the government's strategic emphasis on entrepreneurship as a mechanism to tackle graduate unemployment (Ministry of Higher Education [MOHE], 2021). Nevertheless, challenges persist. For instance, Ahmad, Rasdi, and Ismail (2020) revealed that many students perceive such courses as excessively theory-driven and disconnected from practical realities. This limits the effectiveness of education in fostering entrepreneurial mindsets. Consequently, scholars advocate for integrating applied and experiential opportunities which include competitions, internships, and collaborative industry projects that allow students to translate classroom learning into entrepreneurial competence (Nabi et al., 2018).

Findings from the SLR (see Appendix 1) further reinforce that entrepreneurship education exerts a consistent and positive influence on EI across multiple studies (Ismail et al., 2018; Tan et al., 2022; Saifuddin et al., 2022). While education enhances entrepreneurial readiness, its effectiveness is maximized when complemented by applied learning opportunities. Thus, entrepreneurship education alone is insufficient; it must be practically

grounded to generate the intended entrepreneurial competencies.

Mentorship and Role Models

The second dimension highlights the pivotal role of mentorship and role models in shaping entrepreneurial identity and motivation. Mentorship provides not only personalized guidance but also psychosocial support and access to networks, which collectively increase students' confidence and resilience (Othman & Othman, 2019; Zainol, Al-Mamun, & Hamid, 2021). In parallel, role models particularly successful alumni or local entrepreneurs strengthen students' entrepreneurial orientation by showing that success is both attainable and desirable (Shah & Soomro, 2021). Within the TPB, these influences align strongly with subjective norms, where beliefs are shaped by social pressures and expectations. Empirical studies consistently show that Malaysian students engaged in structured mentorship programs exhibit stronger entrepreneurial drive compared to their peers without such exposure (Othman & Othman, 2019). Similarly, interaction with role models enhances students' belief that entrepreneurship is feasible, reinforcing both desirability and achievability (Shah & Soomro, 2021). However, significant disparities exist. While leading Malaysian universities maintain structured mentorship ecosystems, many smaller or rural universities lack such support systems, resulting in unequal entrepreneurial outcomes (Al Mamun, Zainol, & Hasan, 2021). The SLR emphasizes that mentorship and role model engagement are indispensable non-academic enablers of EI, but their uneven availability poses challenges. Structured programs across all universities are therefore essential to ensure equitable development of entrepreneurial confidence and motivation.

Infrastructure and Financial Support

The third component of PUS concerns institutional infrastructure and financial assistance, which act as critical enablers of entrepreneurship. Facilities such as incubation centers, entrepreneurship labs, and co-working spaces provide students with vital resources to pursue entrepreneurial activities (Nabi et al., 2018). Financial support, in the form of seed funding, grants, or business plan competitions, further boosts confidence by reducing the perceived risks of entrepreneurship (Al-Mamun, Yusoff, & Ibrahim, 2019). Yet, the SLR reveals persistent structural inequalities in the distribution of these resources. Urban and premier universities often enjoy well-equipped facilities and more robust funding schemes, while smaller or rural institutions remain under-resourced (Tan et al., 2022). Moreover, studies show that students frequently have limited awareness of available funding opportunities, which diminishes the potential impact of existing schemes (Zainol et al., 2021). In short, infrastructure and financial support significantly enhance perceived behavioral control by lowering barriers to entrepreneurial entry. However, equitable access and better communication are essential to ensure that all students, regardless of their institutional background, can benefit from these support systems.

Cultural and Contextual Influences

The final dimension situates PUS within Malaysia's socio-cultural context**.** Unlike Western environments that emphasize autonomy and risk-taking, Malaysian students often prioritize family expectations, social approval, and financial stability in their career decisions (Saifuddin et al., 2022; Al Mamun, Zainol, & Hasan, 2021). This reflects Malaysia's collectivist culture, where family and societal expectations strongly shape entrepreneurial pursuits. Consequently, entrepreneurship support programs that fail to account for cultural nuances risk limited effectiveness. Studies argue that PUS initiatives should integrate family-inclusive activities, social enterprises, and community-based entrepreneurship models to resonate with Malaysian students (Tan et al., 2022; Al Mamun et al., 2021). By aligning global entrepreneurial competencies with local cultural values, universities can foster support systems that are not only effective but also culturally adaptive.

Integrated Role of Perceived University Support (PUS)

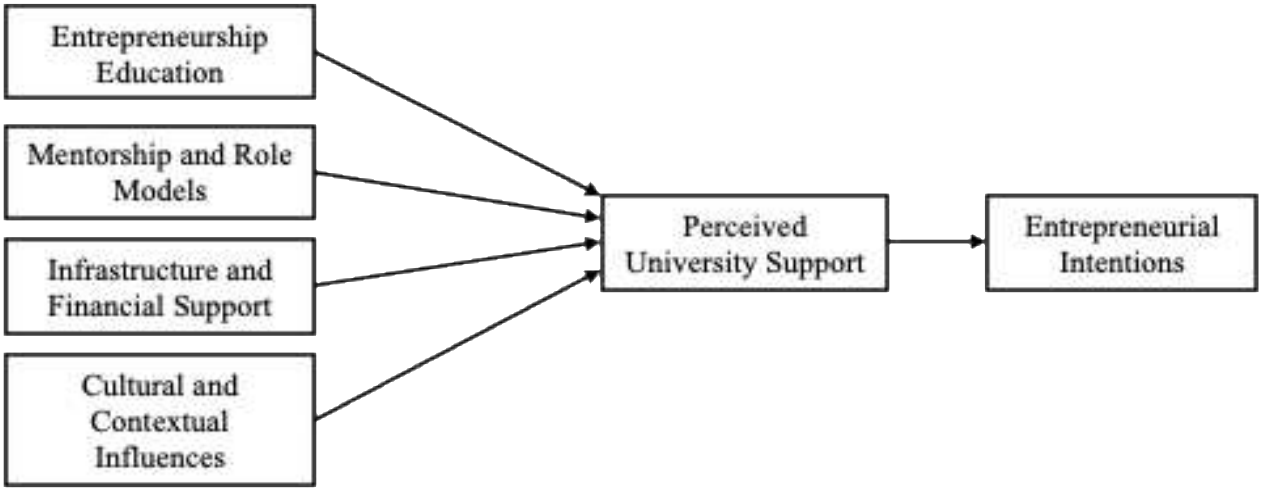
Taken together, the SLR demonstrates that PUS functions as a multidimensional construct. When education, mentorship, infrastructure, financial support, and cultural alignment work in synergy, universities significantly enhance students' entrepreneurial intentions (Al Mamun et al., 2021; Zainol et al., 2021). Conversely, weaknesses in any of these dimensions such as theory-heavy curricula, inconsistent mentorship, or unequal resource distribution diminish the overall effectiveness of support, thereby discouraging entrepreneurial motivation. In conclusion, the literature consistently affirms that effective PUS requires a holistic approach.

Universities must go beyond offering entrepreneurship courses by also providing experiential learning, accessible mentorship, strong infrastructure, equitable funding, and culturally relevant programs. Only then can Malaysian universities fully unlock students' entrepreneurial potential and contribute to broader national goals of economic transformation.

CONCEPTUAL FRAMEWORK

The conceptual framework posits that the four dimensions of perceived university support (PUS) namely entrepreneurship education, mentorship and role models, infrastructure and financial support, and cultural/contextual influences collectively shape students' entrepreneurial intentions (EI). When these dimensions are well-integrated and effectively delivered, PUS enhances students' entrepreneurial attitudes, strengthens subjective norms, and increases perceived behavioral control, thereby fostering stronger entrepreneurial intentions. Conversely, weaknesses in any of these dimensions such as overly theoretical curricula, uneven access to mentorship opportunities, limited infrastructure, or culturally misaligned initiatives can undermine the effectiveness of PUS. As a result, students may experience reduced motivation to pursue entrepreneurial careers. In this regard, the framework contributes to the literature by offering a holistic model of how multiple forms of university support interact within a socio-cultural context to influence entrepreneurial intentions. Whereas previous studies often examined these factors in isolation, this study emphasizes their interconnectedness, thereby capturing the complex and multidimensional nature of student entrepreneurship development. Moreover, by situating the framework within Ajzen's (1991) Theory of Planned Behavior (TPB), the study ensures theoretical consistency. TPB provides a clear lens for analyzing how PUS influences attitudes, subjective norms, and perceived behavioral control. At the same time, this framework highlights context-specific nuances particularly those relevant to Malaysian higher education where cultural values, institutional practices, and structural inequalities significantly shape entrepreneurial outcomes. Ultimately, this integrated framework underscores that fostering entrepreneurial intentions requires not only strong institutional support but also alignment with cultural and contextual realities.

Fig. 1 Conceptual Framework



METHODOLOGY

The methodology employed in this study is based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), which provides a transparent and replicable framework for identifying, screening, selecting, and analyzing relevant research. Following PRISMA 2020 guidelines (Page et al., 2021), the process of article selection was documented in a flow diagram (Figure 2), illustrating each stage of inclusion and exclusion.This study adopted a systematic literature review (SLR) design to ensure rigor and minimize bias. PRISMA's structured four-phase model was used to guide the review, ensuring that the literature was identified, screened, and synthesized in a systematic and replicable manner. The review specifically examined the role of perceived university support (PUS) in shaping entrepreneurial intentions (EI) among university students, with a primary emphasis on Malaysia while also incorporating comparative insights from international contexts.

To identify relevant literature, a comprehensive search strategy was employed across five electronic databases: Scopus, Web of Science, ScienceDirect, Emerald Insight, and Google Scholar. To ensure recency and relevance, the review covered studies published between 2015 and 2025. Search terms included key concepts such as entrepreneurship education, entrepreneurial intention, perceived university support, mentorship, role models, infrastructure, financial support, Malaysia, and university students. Boolean operators were applied in different combinations to maximize retrieval. For example, the Scopus search string used was: ("entrepreneurship education" OR "entrepreneurial education") AND ("entrepreneurial intention*" OR "entrepreneurial mindset") AND ("university support" OR "perceived support" OR mentorship OR "financial support" OR infrastructure) AND (Malaysia OR "higher education"). To ensure credibility, only peer-reviewed journal articles in English were included, and the reference lists of the selected articles were manually screened to identify additional relevant studies (Moher et al., 2009).

The eligibility criteria were clearly defined. Inclusion criteria consisted of empirical or conceptual studies that examined entrepreneurship education, mentorship, role models, infrastructure, financial support, or cultural/contextual influences on EI. Studies published between 2015 and 2025, focusing on university or college students, and situated in Malaysia or international higher education contexts were considered. Exclusion criteria removed non-peer-reviewed publications such as reports, dissertations, and conference abstracts, as well as studies outside the higher education sector or not directly measuring EI. This ensured that only high-quality and contextually relevant studies were synthesized (Liberati et al., 2009).

The selection process followed PRISMA's four phases. In the identification phase, 356 records were retrieved from the databases. In the screening phase, 78 duplicates were removed, leaving 278 studies. Titles and abstracts were reviewed, and 182 irrelevant articles were excluded. In the eligibility phase, 96 full-text articles were assessed, but 62 were excluded for failing to meet the criteria. Finally, in the inclusion phase, 34 studies were retained for analysis. This entire process was systematically documented in a PRISMA flow diagram (see Fig. 2), ensuring clarity and transparency in reporting (Page et al., 2021).

For data extraction, a structured coding sheet was designed to capture information such as author(s), year, country or context, research design, sample, independent variables (e.g., education, mentorship, infrastructure, financial support, cultural influences), dependent variable (EI), and key findings. Data were cross-checked by two reviewers to ensure accuracy and reduce bias.

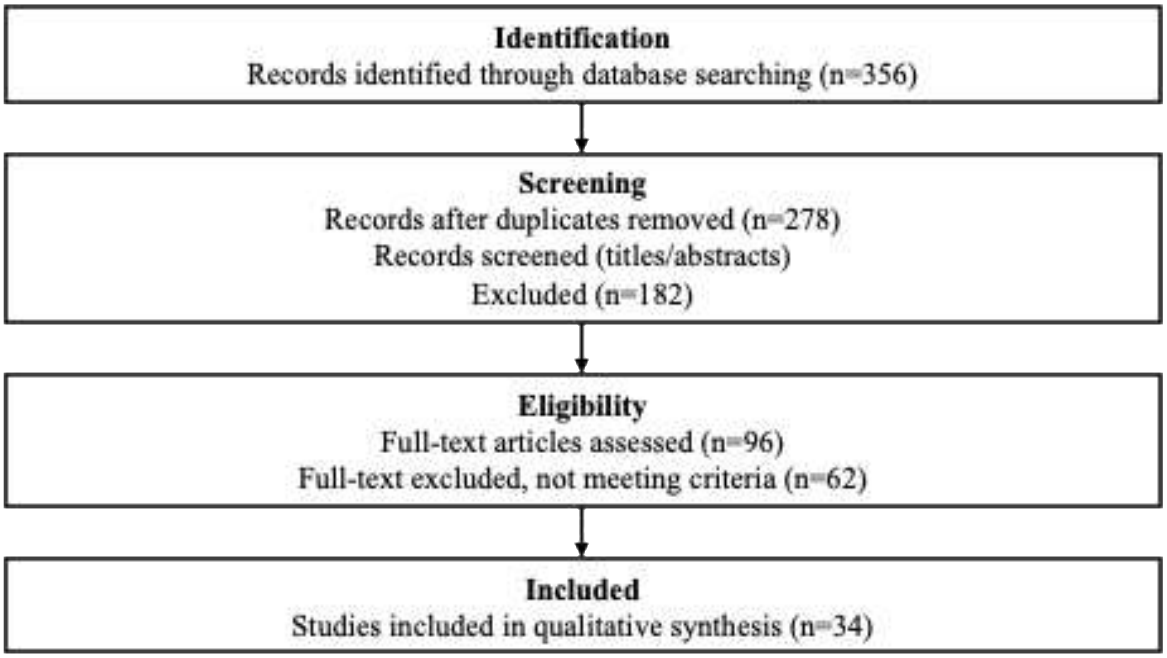
Given the diversity of methods across the included studies, a qualitative thematic synthesis was conducted. Articles were organized into four thematic categories: entrepreneurship education, mentorship and role models, infrastructure and financial support, and cultural/contextual influences. This thematic approach allowed for the identification of convergent and divergent findings, revealed socio-cultural nuances specific to Malaysia, and highlighted research gaps (Tranfield, Denyer, & Smart, 2003). A systematic literature review table (Appendix 1) was constructed to summarize the main characteristics and contributions of each included study.

To ensure rigor, a quality assessment was conducted using a modified checklist adapted from the Critical Appraisal Skills Programme (CASP) and the Joanna Briggs Institute (JBI) appraisal tools. The assessment considered clarity of research objectives, appropriateness of methodology, validity of measures (e.g., EI scales), adequacy of sample size, and relevance to higher education contexts in Malaysia. Only medium-to-high-quality studies were retained for synthesis (Moola et al., 2020).

Finally, in terms of ethical considerations, this study relied exclusively on secondary data from published journal articles and did not involve human participants. Therefore, no ethical approval was required. Nonetheless, the review maintained academic integrity by ensuring transparent reporting, accurate referencing, and unbiased synthesis.

In summary, by adhering to PRISMA 2020 guidelines (Page et al., 2021), this review achieved a systematic, transparent, and replicable process. From an initial pool of 356 records, 34 high-quality articles were ultimately included, providing a robust evidence base to examine how perceived university support influences entrepreneurial intentions in Malaysian higher education, while offering valuable insights from global contexts.

Fig. 2 Four-Phase Flow Diagrams



RESULTS AND DISCUSSION

This paper presents findings across several major areas: entrepreneurship education and entrepreneurial intentions, mentorship and role models as catalysts of intention, infrastructure and financial support as enablers of action, cultural and contextual influences on perceived support, mediators and moderators of the intention process, and finally, the intention–behavior gap.

The review confirms that entrepreneurship education (EE) exerts a consistently positive influence on students' entrepreneurial intentions (EI). Nevertheless, its effectiveness depends heavily on pedagogical design. Traditional lecture-based approaches often criticized as overly theoretical tend to show weaker links to EI (Ahmad, Rasdi, & Ismail, 2020). By contrast, experiential models such as simulations, live projects, and business plan competitions are strongly associated with higher entrepreneurial self-efficacy and intention (Nabi, Liñán, Fayolle, Krueger, & Walmsley, 2017). These findings are consistent with Ajzen's (1991) Theory of Planned Behavior (TPB), in which perceived behavioral control mediates the link between education and intention. In the Malaysian context, where EE is mandatory, the results suggest that the quality of delivery is more critical than curricular presence alone (Tan, Ooi, & Chong, 2022).

Mentorship and role models emerge as powerful contributors to EI by offering vicarious learning, guidance, and psychosocial support. Specifically, students engaged in structured mentorship programs demonstrate stronger entrepreneurial drive than their peers without such exposure (Othman & Othman, 2019). Likewise, interaction with successful entrepreneurs or alumni role models significantly enhances students' perceptions of entrepreneurship as both achievable and desirable (Nowiński & Haddoud, 2019; Shah & Soomro, 2021). Within TPB, these effects map onto different constructs: mentorship strengthens perceived behavioral control, while role models reinforce subjective norms. However, access to such support remains uneven. Evidence shows that smaller or rural Malaysian universities often lack formal mentorship structures, thereby limiting opportunities for their students (Al Mamun, Zainol, & Hasan, 2021). This suggests that while mentorship is a proven enabler of EI, inequitable access risks widening entrepreneurial gaps across institutions.

Access to physical and financial resources also plays a decisive role in shaping entrepreneurial intentions. For instance, university-provided incubators, entrepreneurship labs, and co-working spaces reduce perceived barriers and foster stronger feasibility beliefs (Makai et al., 2023). Similarly, seed funding, grants, and venture competitions provide students with financial confidence, thereby reducing the psychological cost of entrepreneurial risk-taking (Al-Mamun, Yusoff, & Ibrahim, 2019). Emerging evidence further indicates that incubators not only increase intentions but also facilitate the translation of intentions into actual entrepreneurial

behavior, particularly among women (Education + Training, 2024). Nevertheless, findings consistently reveal that such resources are unevenly distributed, with urban and prestigious universities offering stronger support structures than rural institutions (Tan et al., 2022). This inequality underscores the importance of equitable resource allocation to foster entrepreneurship across diverse student populations.

Cultural values significantly shape how PUS translates into EI. In collectivist contexts such as Malaysia, family expectations and social approval weigh heavily on students' career decisions (Saifuddin et al., 2022; Tan et al., 2022). Thus, while education and infrastructure enhance self-efficacy, subjective norms particularly those related to legitimacy and social desirability often determine whether students act on entrepreneurial opportunities (Chin et al., 2024). Accordingly, entrepreneurship support systems must be culturally tailored. Evidence suggests that programs emphasizing family-inclusive entrepreneurship, community-based ventures, and social enterprises resonate more strongly with Malaysian students than Western-centric models, which often prioritize autonomy and risk-taking (Al Mamun et al., 2021).

The review highlights entrepreneurial self-efficacy as the most consistent mediator linking PUS to EI (Zainol, Al-Mamun, & Hamid, 2021). Subjective norms also act as mediators, particularly when universities signal legitimacy through visible support or successful alumni. In terms of moderators, studies find that proactive personality enhances the benefits of university support, with proactive students gaining more from PUS initiatives (Mustafa et al., 2023). Gender also plays a role, as incubator participation appears to be particularly impactful for female students (Education Training, 2024).

Nonetheless, a notable limitation across the literature is the predominance of cross-sectional designs, which constrain understanding of the dynamic relationship between intention and behavior. Longitudinal studies provide stronger evidence, showing that structured support mechanisms such as incubators and mentorship can bridge the "intention–action" gap by facilitating actual venture creation (Nayak et al., 2024).Taken together, the findings demonstrate that PUS significantly enhances entrepreneurial intentions when it integrates four dimensions: education, mentorship, infrastructure, and cultural alignment. Within the TPB framework, these dimensions collectively elevate attitudes, reinforce subjective norms, and increase perceived behavioral control, thereby fostering stronger entrepreneurial intentions. However, effectiveness depends on the quality of delivery, equitable distribution of resources, and cultural adaptation. For Malaysian higher education, this implies that universities must move beyond simply mandating entrepreneurship education. Instead, they should prioritize experiential pedagogy, expand mentorship opportunities, distribute infrastructure and funding more equitably, and design culturally resonant programs. By addressing these issues, universities can not only strengthen student entrepreneurship but also contribute directly to Malaysia's broader goals of innovation, employability, and economic transformation.

CONCLUSION, IMPLICATIONS, LIMITATIONS & FUTURE RESEARCH

This study set out to examine how perceived university support (PUS) influences entrepreneurial intentions (EI) among university students, with particular emphasis on the Malaysian higher education context. Drawing upon 34 peer-reviewed articles synthesized through the PRISMA systematic review framework, the findings demonstrate that PUS contributes significantly to EI through four interconnected dimensions: entrepreneurship education, mentorship and role models, infrastructure and financial support, and cultural and contextual influences. Together, these factors shape students' attitudes, subjective norms, and perceived behavioral control, as theorized in Ajzen's (1991) Theory of Planned Behavior. Importantly, the review highlights that although entrepreneurship education is widely implemented in Malaysia, its impact is frequently constrained by overly theoretical delivery rather than practical application. In a similar vein, mentorship and role models function as proven catalysts of entrepreneurial motivation, yet access to such opportunities remains uneven across institutions. Infrastructure and financial support likewise serve as critical enablers, but they are concentrated within urban and well-resourced universities, thereby reinforcing disparities. Finally, cultural influences particularly family expectations and collectivist values mediate how students perceive and act upon university support, underscoring the contextual nature of entrepreneurial intention formation.

From a theoretical standpoint, this study contributes to the literature by integrating multiple dimensions of PUS

into a holistic conceptual framework grounded in the Theory of Planned Behavior. By synthesizing evidence across contexts, the review demonstrates how PUS strengthens entrepreneurial self-efficacy (perceived behavioral control) and reinforces subjective norms, especially in collectivist cultures such as Malaysia. Moreover, the findings extend existing models of entrepreneurial intention by highlighting mediators and moderators—including entrepreneurial self-efficacy, gender, and proactive personality—that enrich theoretical understanding.

From a practical perspective, the findings carry clear implications for universities and policymakers. For universities, there is a pressing need to reorient entrepreneurship education toward experiential approaches, such as business simulations, competitions, and industry collaborations, to bridge the persistent theory–practice gap. Structured and equitable mentorship programs should also be established to ensure consistent guidance across both urban and rural institutions. Furthermore, universities should expand access to entrepreneurship infrastructure (e.g., incubators, labs, and co-working spaces) while improving communication regarding available financial support. For policymakers, the challenge lies in addressing structural inequities by extending funding and infrastructural resources to less-resourced and rural universities. Equally important, both institutional and policy-level interventions should be culturally adaptive, embedding family and community perspectives to align with the values of Malaysian students.

While the systematic review provides valuable insights, it is not without limitations. First, as the study relies on secondary data, the validity of its conclusions depends on the quality and scope of the reviewed articles. Second, most studies employed cross-sectional designs, limiting the ability to establish causal relationships between PUS and entrepreneurial behavior. Third, the literature is skewed toward urban and prestigious universities, which may not accurately reflect the realities of rural or less-resourced institutions. Fourth, the diversity of measurement instruments used for EI and PUS complicates direct comparison across studies. Finally, socio-cultural variables are often underexplored, leaving gaps in understanding how cultural dynamics interact with institutional support.

Building on these limitations, several directions for future research emerge. First, longitudinal and mixed-method designs should be adopted to capture the dynamic evolution of entrepreneurial intentions into actual venture creation. Second, comparative studies between urban and rural institutions are needed to uncover equity issues in entrepreneurship support. Third, greater attention should be paid to moderating and mediating factors—such as gender, proactive personality, socio-economic background, and prior entrepreneurial exposure—as these may explain variations in how students respond to PUS. Fourth, researchers should move beyond intentions to examine long-term entrepreneurial outcomes, including venture survival, innovation capacity, and social impact. Finally, there is a need for context-specific frameworks that explicitly integrate cultural and societal factors into the design of entrepreneurship education and support systems.

In conclusion, this review underscores that fostering entrepreneurial intentions requires not only strong institutional support but also practical delivery, equitable access, and cultural sensitivity. By addressing these dimensions holistically, Malaysian universities and policymakers can cultivate a generation of graduates who are not only job-seekers but also innovative job creators, thereby advancing the nation's economic transformation agenda.

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SYSTEMATIC LITERATURE REVIEW

Table 1: Systematic Literature Review

No	Author (s)	Year	Country/Context	Sample	Variables	Key Findings
1	Ajzen	1991	Theory (global)	-	TPB constructs	TPB explains intentions via attitudes, norms, PBC.
2	Ahmad, Rasdi, & Ismail	2020	Malaysia	University students	EE quality	EE is often too theoretical, weakens EI impact.
3	Al-Mamun, Yusoff, & Ibrahim	2019	Malaysia	University students	Financial support, self-efficacy	Financial support boosts self-efficacy and EI.
4	Al Mamun, Zainol, & Hasan	2021	Malaysia	University students	PUS, culture	PUS effectiveness depends on cultural alignment.
5	Bell	2019	UK	University students	University environment	Campus-wide factors strongly predict EI.
6	Chin, Mahmud, & Lee	2024	Malaysia	University students	Norms, gender, ESE	Subjective norms and ESE mediate EI; gender matters.
7	Costa et al.	2022	Europe	University students	Attitude, norms, PBC	Attitude & PBC strongest predictors of EI.
8	Ismail, Ahmad, & Rasdi	2018	Malaysia	University students	EE → EI	EE raises knowledge, skills, self-efficacy, EI.
9	Jin et al.	2023	China	College students	Role models, PBC	Role-model exposure raises PBC and EI.
10	Makai et al.	2023	Hungary	Incubator trainees	Ecosystem, support services	University ecosystem/support services raise EI.
11	Maheshwari	2022	Global	-	SLR of EI studies	EE, ESE, identity are dominant drivers of EI.
12	Maresch, Harms, Kailer,	2016	Austria	University students	EE impact by discipline	EE effects vary by field, still positive overall.

	& Wimmer-Wurm					
13	Martins, Shahzad, & Xu	2023	Portugal/China	University students	Determinants of EI	Opportunity and feasibility beliefs drive EI.
14	Mensah et al.	2023	Global	University students	Internship motivation × TPB	Internship motivation moderates TPB-EI paths.
15	Mustafa, Ibrahim, & Rashid	2023	Malaysia & Ghana	University students	PUS × proactivity	Proactive students gain more from PUS.
16	Nabi, Liñán, Fayolle, Krueger, & Walmsley	2017	Global	-	EE design	Experiential EE better than theory-heavy.
17	Nayak, Raut, & Singh	2024	Global	University students	Motivation & intention-behavior	Motivation closes intention–action gap.
18	Nowiński & Haddoud	2019	Europe	University students	Role models → EI	Role models inspire EI via desirability/feasibility.
19	Othman & Othman	2019	Malaysia	University students	Mentorship → EI	Mentorship strengthens EI through efficacy.
20	Othman et al.	2022	Global	University students	EE → pre-startup decisions	EE influences pre-startup decisions.
21	Rosado-Cubero et al.	2024	Europe	Young entrepreneurs	Incubator support → EI	Incubators boost projects and EI outcomes.
22	Salamzadeh et al.	2022	Multi-country	University students	Entrepreneurial university → performance	Entrepreneurial university improves outcomes.
23	Saifuddin, Rahman, & Salleh	2022	Malaysia	University students	EE, culture → EI	Cultural/family factors strongly shape EI.
24	Shah & Soomro	2021	Malaysia	University students	Role models → EI	Role models raise entrepreneurial motivation.

25	Tan, Ooi, & Chong	2022	Malaysia	University students	EE, culture/context → EI	Cultural context mediates EE–EI link.
26	Teoh, Lim, & Chan	2024	Malaysia	Business undergrads	Multiple determinants → EI	TPB and EE jointly predict EI.
27	Xanthopoulou, Kantaraki, & Sakka	2024	Europe	University students	EE → EI	Experiential EE changes mindset/EI over time.
28	Zainol, Al-Mamun, & Hamid	2021	Malaysia	University students	Mentorship & PUS → EI	Mentorship + PUS enhance EI.
29	Kowang et al.	2021	Malaysia	University students	University initiatives → EI	University initiatives correlate with EI.
30	Fernandes et al.	2018	Multi-country	University students	Cross-border determinants	Attitude, norms, PBC generalize globally.
31	Ward, Hernández-Sánchez, & Sánchez-García	2019	Mexico	University students	Personality, gender → EI	Traits & gender shape EI outcomes.
32	Chin et al. (emerald version)	2024	Malaysia	University students	Norms, gender, ESE	Subjective norms weakly but positively affect EI.
33	Martins et al. (SpringerOpen)	2023	Global	University students	Opportunity/feasibility → EI	Opportunity/feasibility beliefs predict EI.
34	Costa et al. (Procedia)	2022	Europe	University students	Norms, PBC, attitude → EI	Attitude & PBC strongest EI determinants.

Source: Author's Compilation (202