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Implications of students' entrepreneurial skills: A systematic review

Implicancias de las habilidades emprendedoras de estudiantes: una revisión sistemática

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Abstract

The objective of this study was to analyze the implications of entrepreneurial skills in students. A PRISMA methodology was developed, using the keywords “entrepreneurial skills” AND “students.” The inclusion criteria considered articles published in the Scopus and SciELO open access databases, applying the Boolean operator AND. The selected articles correspond to the period between 2020 and 2025. As exclusion criteria, articles published before 2020 were discarded, as well as those that were not available in open access. The final sample consisted of 11 articles from Scopus and 10 from SciELO, for a total of 21 documents analyzed. It is concluded that entrepreneurial skills in students have been widely recognized for their impact on entrepreneurial intention and professional integration. The fundamental role of soft skills in activating entrepreneurial behaviors is highlighted. Among the strategies for their development, the validation of instruments that assess entrepreneurial profiles is highlighted as an effective tool for strengthening training from a practical and situated approach. Likewise, the implementation of courses such as Digital Economy has proven to be key. However, areas for improvement were identified, such as the contextualization of content, access to business tools, and more solid academic support. Developing self-efficacy, leadership skills, innovation, and risk-taking allows for the construction of more accurate explanatory models of entrepreneurial intent, also considering public service aspirations to promote sustainable social entrepreneurship.

Keywords: entrepreneurial skills, entrepreneurship, strategies.

Resumen

El objetivo del presente estudio fue analizar las implicancias de las habilidades emprendedoras en estudiantes. Se desarrolló una metodología PRISMA, utilizando palabras clave en inglés: “entrepreneurial skills” AND “students”. En los criterios de inclusión se consideraron artículos publicados en las bases de datos Scopus y SciELO, de acceso abierto, aplicando el operador booleano AND. Los artículos seleccionados corresponden al periodo comprendido entre 2020 y 2025. Como criterios de exclusión, se descartaron artículos publicados antes de 2020, así como aquellos que no estuvieran disponibles en acceso abierto. La muestra final estuvo conformada por 11 artículos provenientes de Scopus y 10 de SciELO, sumando un total de 21 documentos analizados. Se concluye que las habilidades emprendedoras en estudiantes han sido ampliamente reconocidas por su impacto en la intención emprendedora y en la inserción profesional. Se destaca el papel fundamental de las habilidades

blandas en la activación de comportamientos emprendedores. Entre las estrategias para su desarrollo, se resalta la validación de instrumentos que evalúan perfiles emprendedores como una herramienta eficaz para fortalecer la formación desde un enfoque práctico y situado. Asimismo, la implementación de cursos como Economía Digital ha demostrado ser clave. Sin embargo, se identifican áreas de mejora, tales como la contextualización del contenido, el acceso a herramientas empresariales y un acompañamiento académico más sólido. Desarrollar la autoeficacia, la capacidad de liderazgo, la innovación y la disposición al riesgo permite construir modelos explicativos más precisos sobre la intención emprendedora, considerando también las aspiraciones de servicio público para potenciar emprendimientos sociales sostenibles.

Palabras clave: habilidades emprendedoras, emprendimiento, estrategias.

Introduction

It has been identified that training in radiology offers limited content related to entrepreneurship, which restricts the development of necessary skills to confront a competitive job market. Professionals perceive that the current modules are insufficient and propose a greater integration of business competencies into the curriculum (Govender et al., 2024).

Furthermore, there has been a growing impetus from various regions to promote educational programs focused on self-employment, freelance work, and agripreneurship among young people. However, many graduates still face challenges when attempting to establish sustainable businesses in sectors such as information and communication technologies (ICT), agribusiness, and food services. This situation reflects the need to strengthen entrepreneurial training from the university stage, adapting it to the demands of an economy based on self-employment (Yesmin et al., 2024).

Teaching entrepreneurship faces the challenge of developing competencies such as decision-making in the face of risk. Theories such as flow and self-determination support the notion that motivational strategies increase student engagement. In this context, gamification emerges as an effective tool by simulating challenging environments that enhance perception, evaluation, and risk tolerance (Bezerra et al., 2024).

Higher education is positioned as a key factor in promoting youth entrepreneurship, given that university students represent a group with high potential to become relevant actors in economic development. Therefore, universities face the challenge of responding to social and economic demands by creating environments that strengthen their students' entrepreneurial competencies and initiatives (Calle et al., 2023).

There is a growing deterioration in the labor market, partly due to the limited coordination among governments, businesses, and investors. In light of this scenario, higher education institutions face the challenge of reorienting student training toward entrepreneurial competencies and business practices, providing tools that enable future professionals to navigate real market contexts with greater autonomy and effectiveness (Quispe et al., 2023).

The development of skills such as self-awareness, problem-solving, and effective communication has a positive and decisive impact on students' entrepreneurial confidence. These findings highlight the necessity of actively integrating entrepreneurial competency training within university education, as it increases students' preparedness and willingness to initiate and manage their own projects with greater assurance (Chávez et al., 2024). In this regard, the objective of the present study was to analyze the implications of entrepreneurial skills among students.

Methodology

This study adopted a systematic review methodology based on the PRISMA framework, aiming to collect and analyze relevant scientific articles on entrepreneurial skills in students. For the bibliographic search, keywords in English were used: “entrepreneurial skills” AND “students.”

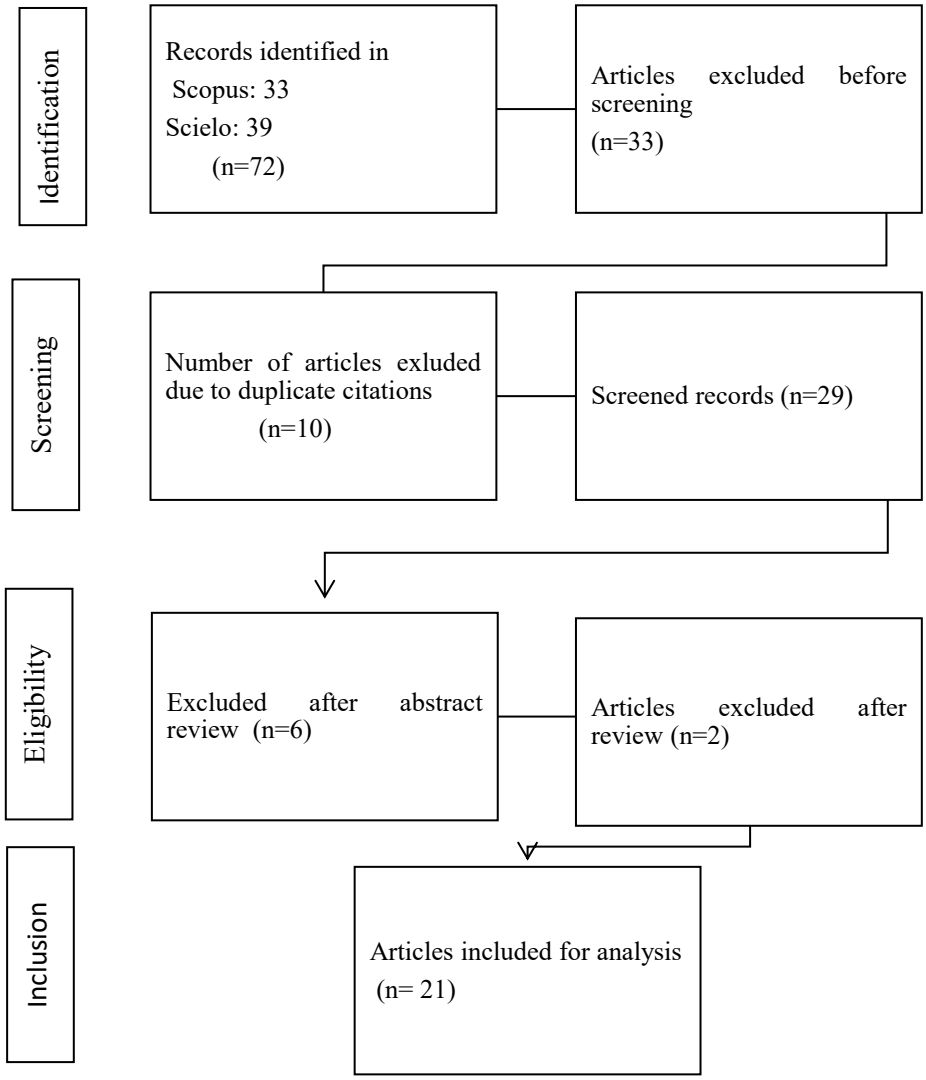
The inclusion criteria considered articles published between 2020 and 2025, available in open access, located in the Scopus and SciELO databases, and selected using the Boolean operator AND. As for the exclusion criteria, articles published before 2020 were discarded, as well as those not available in full text or restricted by payment.

As a result of the initial search, 33 articles were identified in the Scopus database and 39 articles in SciELO, totaling 72 articles considered in a first phase of analysis. Subsequently, after applying the inclusion and exclusion criteria, 11 articles from Scopus and 10 from SciELO were selected, resulting in a total of 21 articles finally included in the analysis (see Table 1).

Table 1
Search keywords in database articles

Databases	Keywords/Search Engines	Results	Selected
Scopus	"entrepreneurial skills" AND "students"	33	11
Scielo	"entrepreneurial skills" AND "students"	39	10
Total		72	21

Figure 1
PRISMA flow diagram



* Table formatted based on PRISMA guidelines with original data

Results

Table 2

Implications of entrepreneurial skills in students

No.	Author	Implications of entrepreneurial skills in students
1	Rossi et al. (2025).	There is a high entrepreneurial intention among university students, although many face obstacles to entrepreneurship after graduation. This highlights the need for universities to adapt their curricula and identify key entrepreneurial skills according to context. Validating assessment tools for the entrepreneurial profile is a useful strategy to strengthen training from a practical and contextualized approach.
2	Ibidunni & Nnaemeka (2025)	Findings indicate that entrepreneurial ingenuity (ER), understood as a multidimensional competence mediated by dynamic capabilities, significantly increases entrepreneurial intention (IE) in university students. Key skills such as frugality, self-control, and efficient resource use are emphasized as essential for entrepreneurship in limited contexts. This underscores the importance of including these dimensions in university entrepreneurial training.
3	Pezo & Paredes (2024).	The student's work activity is the only sociodemographic factor that significantly influences their entrepreneurial profile, while other aspects like age, gender, or type of university showed no relevant differences. This suggests that prior work experience may strengthen entrepreneurial competencies during academic training.
4	Nuraini et al. (2024)	Entrepreneurial thinking, ICT skills, social and intercultural competencies, and professional preparedness positively impact university students' readiness to face the challenges of the knowledge economy (K-economy). This highlights the need to adjust educational policies to strengthen these competencies, enabling higher education to actively contribute to economic and social development through innovation.
5	Strampe et al. (2024).	The fundamental role of soft skills in activating entrepreneurial behaviors has also been emphasized, particularly in key areas such as new business creation, creative financing, and organizational growth.
6	Muñoz & Lozano (2024)	The integration of ICT and entrepreneurship skills in courses like Digital Economy is crucial for enhancing students' preparedness for the challenges of the digital age. Areas for improvement were identified, such as contextualizing content, offering business tools, and strengthening academic support. These findings allow for optimization of future educational implementations, contributing to the formation of more competitive profiles in local economic contexts.
7	Chávez (2024).	University business incubators (UBIs) play a key role in strengthening students' entrepreneurial competencies. Their implementation not only encourages active participation in entrepreneurship projects but also contributes to local economic development and students' entrepreneurial profiles.
8	Khumalo & du Plessis (2024).	Having a strategic information management system (SIM) significantly favors the commercialization process of innovation in entrepreneurial universities. This approach helps create suitable environments for students and innovators to transform their ideas into marketable products or services, thereby strengthening their

		entrepreneurial skills and the institutional capacity to foster entrepreneurship.
9	Rocha et al. (2023).	The use of a set of entrepreneurial characteristics (such as self-efficacy, leadership, innovation, and risk-taking) allows for the construction of more robust and explanatory models regarding entrepreneurial intention. Additionally, entrepreneurial education acts as a moderating factor that enhances these characteristics, enabling the design of more effective educational strategies within the university environment.
10	Andrea et al. (2023).	The career trajectories of African university graduates do not follow a linear path to formal employment but tend to be varied and complex, combining entrepreneurship, informal employment, and continuous education. In light of this reality, it becomes essential for universities to not only train in academic competencies but also prepare students to generate diversified livelihoods. Findings indicate that most graduates build income portfolios rather than directly entering the labor market, highlighting the importance of strengthening entrepreneurial skills from higher education.
11	Zapata et al. (2022).	The career trajectories of African university graduates do not follow a linear path to formal employment but tend to be varied and complex, combining entrepreneurship, informal employment, and continuous education. In light of this reality, it becomes essential for universities to not only train in academic competencies but also prepare students to generate diversified livelihoods.
12	Olutuase et al. (2020).	Entrepreneurial education programs can be key to addressing youth unemployment, but their effectiveness largely depends on their alignment with the local context. The study concludes that decontextualized entrepreneurial training proves limited, hence recommending the development of curricula that integrate national, local, and institutional factors to truly strengthen students' entrepreneurial competencies.
13	Prysmakova, P. (2024).	A disconnection between participants' social orientation and the business focus of the training program suggests that in contexts lacking appropriate legal frameworks for nonprofit organizations, educational strategies should better align with public service motivations. A legal structure more aligned with these aspirations could enhance the development of effective social enterprises.
14	Gazi et al. (2024).	Entrepreneurial education not only increases the intention to start a business but also enhances students' employability. Furthermore, it identifies that this intention acts as a mediator between entrepreneurial training and job placement capacity, highlighting the importance of designing educational programs that promote both entrepreneurship and employability through the development of key competencies.
15	Lenhart et al. (2022).	Educational programs like R2I2S strengthen entrepreneurial skills by integrating research, innovation, and leadership. Students developed a greater understanding of the social and market value of their research, as well as key competencies in communication, collaboration, and entrepreneurial initiative, underscoring the importance of a more comprehensive professional training in the university setting.
16	Sujood et al. (2024)	The Theory of Planned Behavior, along with perceptions of desirability and feasibility, allows for a solid prediction of entrepreneurial intention among tourism and hospitality students. This provides a useful foundation for institutions to design

		strategies and allocate resources that strengthen entrepreneurial competencies in this group.
17	Bejinaru et al. (2022)	Access to material resources and active interaction with the university environment are associated with a greater development of entrepreneurial competencies and skills among students. This suggests that strengthening available resources and promoting participatory academic environments are effective strategies for fostering student entrepreneurship.
18	Papyrina et al. (2020).	Despite some gender differences in the perception of specific skills, no gaps were found in confidence regarding skills such as leadership, initiative, strategic planning, and entrepreneurial competencies, highlighting their cross-cutting relevance in student training.
19	Blanco et al. (2024	Both the family and university environment directly influence the development of entrepreneurial skills and the intention to start a business, especially among female students in Colombia. In contrast, personality traits showed no significant impact, emphasizing the key role of context in the formation of entrepreneurial competencies.
20	Ho et al. (2023	Participation in the OCOP program in Vietnam strengthened entrepreneurial skills through training, networking, and economic improvements. An increase in human, social, and financial capital among participants was evidenced, highlighting the value of local initiatives to foster entrepreneurial competencies and invigorate rural ecosystems.
21	Seimiya & Kang (2024).	Active learning (AL) demonstrated a positive long-term impact on the development of generic and entrepreneurial skills in university students. Its effectiveness in entrepreneurship depends on prior entrepreneurial intention, suggesting that this approach can enhance key competencies from university stages through professional life.

Importance of entrepreneurial skills in students

The importance of entrepreneurial skills in students has been widely recognized for their impact on entrepreneurial intention and professional integration. Entrepreneurial ingenuity, understood as a multidimensional competency mediated by dynamic capabilities, has been shown to significantly increase the entrepreneurial intention of young university students. Skills such as frugality, self-control, and efficient resource use are identified as essential, especially in resource-limited contexts, suggesting the need to integrate them into academic training (Ibidunni et al., 2025). In this vein, it has been demonstrated that students' prior work experience, more than factors such as gender or type of university, is the only sociodemographic aspect that significantly influences their entrepreneurial profile, highlighting the value of practical work during the formative stage (Pezo-Arteaga et al., 2024).

Moreover, entrepreneurial thinking, information technology skills, intercultural competence, and professional preparedness are crucial for tackling the challenges of the knowledge economy. Enhancing these competencies can be incentivized through educational policies aimed at promoting innovation and sustainable development from universities (Nuraini et al., 2024). The fundamental role of soft skills in activating entrepreneurial behaviors has also been emphasized, particularly in key areas such as new business creation, creative financing, and organizational growth (Strampe et al., 2024).

The current labor market context, characterized by non-linear trajectories, reinforces the urgency of strengthening these skills. In Africa, for example, the majority of graduates combine informal employment, entrepreneurship, and continuous education, building income portfolios instead of directly accessing formal jobs, which demands training that prepares them for the autonomous generation of livelihoods (Andrea et al., 2023). This same phenomenon is echoed in other studies, which suggest that universities need to adapt their academic approach to respond to the changing reality of professional trajectories (Zapata et al., 2022).

Programs like R2I2S have proven effective in integrating research, innovation, and leadership, strengthening competencies such as communication, collaboration, and entrepreneurial initiative, and providing a

more comprehensive and contextualized education (Lenhart et al., 2022). In the specific field of tourism and hospitality, it has been confirmed that entrepreneurial intention can be robustly predicted through the Theory of Planned Behavior, combined with perceptions of desirability and feasibility, allowing institutions to design more effective pedagogical strategies (Sujood et al., 2024).

Additionally, access to material resources and active participation in university environments directly favor the development of entrepreneurial competencies, indicating that institutional resources and academic dynamics significantly influence entrepreneurial training (Bejinaru et al., 2022). Finally, while some gender differences in the perception of specific skills are observed, there are no significant gaps in areas such as leadership, initiative, or strategic planning, reaffirming the cross-cutting and essential nature of entrepreneurial competencies in university education (Papyrina et al., 2020).

Strategies for developing entrepreneurial skills in students

Given the high entrepreneurial intention among university students, it has been identified that many face barriers when attempting to start businesses after graduation. This signals an urgent need to rethink curricula and adapt educational content to the most demanded skills in each context. The validation of instruments that assess entrepreneurial profiles emerges as an effective strategy to strengthen training from a practical and situated perspective (Rossi et al., 2025). In this framework, the integration of digital and entrepreneurial competencies in courses such as Digital Economy has proven key, although areas for improvement have also been identified, such as contextualizing content, access to business tools, and providing stronger academic support (Muñoz et al., 2024).

University business incubators are consolidating as strategic spaces for the development of entrepreneurial competencies, promoting active participation among students and fostering both personal growth and local economic dynamism (Chávez, 2024). Additionally, the contribution of strategic information management systems facilitates the transformation of ideas into marketable products or services, creating environments that stimulate innovation and strengthen entrepreneurial skills within the university ecosystem (Khumalo et al., 2024).

On the other hand, it has been demonstrated that utilizing a set of entrepreneurial characteristics such as self-efficacy, leadership capability, innovation, and risk willingness allows for the construction of more precise explanatory models regarding entrepreneurial intention. Education in entrepreneurship acts as a moderating element that enhances these characteristics and enables the establishment of more effective training strategies (Rocha et al., 2023). However, to achieve real impact, these programs must respond to local particularities, as their effectiveness considerably diminishes when they are decontextualized. It is therefore recommended to design curricula that integrate national, institutional, and regional factors (Olutuase et al., 2020).

When analyzing contexts where legal frameworks for nonprofit organizations are limited, a disconnection has been identified between students' social motivations and the business focus of some programs. This suggests that educational strategies should also consider public service aspirations to enhance sustainable social entrepreneurship (Prysmakova, 2024). Likewise, entrepreneurial education not only fosters business creation but also improves employability by developing competencies that strengthen labor market integration. Entrepreneurial intention acts as a bridge connecting education with professional opportunities (Gazi et al., 2024).

In the realm of community strategies, the experience of the OCOP program in Vietnam demonstrated substantial improvements in participants' human, social, and financial capital. These improvements were achieved through training, collaborative networks, and income increases, showcasing the value of local initiatives in promoting entrepreneurial skills (Ho et al., 2023). In the pedagogical field, active learning has shown positive long-term effects, particularly when prior entrepreneurial intention exists. This methodology allows for the development of key competencies that apply even in advanced stages of professional life (Seimiya et al., 2024).

Finally, the validation of specific instruments, such as the Arts Entrepreneurship Profile, has enabled the assessment of relevant dimensions such as leadership, opportunity identification, and tolerance for uncertainty among students in artistic disciplines. This strategy represents an important advancement in customizing entrepreneurial training according to students' profiles and professional vocations (Hanson, 2021).

Conclusions

The study concluded that entrepreneurial skills in students are widely recognized for their impact on entrepreneurial intention and professional integration. The fundamental role of soft skills in activating entrepreneurial behaviors has been emphasized, particularly in key areas such as new business creation. Therefore, universities need to adapt their academic approach to respond to the changing reality of professional trajectories.

Moreover, it was evidenced that access to material resources and active participation in university environments directly favor the development of entrepreneurial competencies. Regarding strategies to foster these skills, the validation of instruments that assess entrepreneurial profiles emerges as an effective tool to strengthen training from a practical and situated perspective.

The implementation of courses like Digital Economy has proven key; however, areas for improvement were also identified, such as content contextualization, access to business tools, and stronger academic support. Developing competencies such as self-efficacy, leadership capability, innovation, and risk willingness allows for the construction of more precise explanatory models regarding entrepreneurial intention. Additionally, public service aspirations should be considered as a relevant component to enhance sustainable social entrepreneurship from the university stage.

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