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A Systematic Review of the Entrepreneurial Behavior among College Students in China

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Abstract. Entrepreneurial behavior holds significant importance in the establishment of new enterprises and indicates that entrepreneurs take action to engage in entrepreneurship. In the educational context, understanding entrepreneurial behavior will help college students identify whether they are suitable enough to start their own firms. However, although many scholars have confirmed there to be a huge number of college students in China with high entrepreneurial intention, this is not equal to those who put it into action. This study seeks to explore the emerging theme and research field concerning the entrepreneurial behavior of college students in China utilizing a systematic literature review. Preferred reporting items for systematic reviews and meta-analysis (PRISMA) method as one of the best systematic review guidelines was employed to perform a comprehensive evaluation of the literature. Based on predefined inclusion criteria, such as journal articles written in English, open access, quantitative methodology, and in the higher educational domain of China, 10 eligible articles were analyzed in depth. The results indicated that various internal and external factors like self-efficacy, entrepreneurial intention, and entrepreneurial education were the key determinants of entrepreneurial behavior among college students in China. The results also showed the necessity for governmental and educational policy backing to help college students cultivate such behaviors through the implementation of more targeted and effective initiatives. Therefore, this research not only contributes to existing knowledge but also offers valuable insights into the understanding of behavioral dynamics.

Keywords: entrepreneurial behavior; college students; PRISMA; systematic review

1. Introduction

The field of entrepreneurship research continues to gain traction and popularity, having experienced significant growth in recent years (Kraus et al., 2020). Lu et al. (2021) stated that entrepreneurship serves as the driving force behind

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sustainable economic progress worldwide. As such, research on entrepreneurial behavior holds significant importance in the establishment of new enterprises and is thus essential in the quest for fundamental insights into the nature of entrepreneurship (Santos et al., 2021). Nowiński et al. (2019) also point out that entrepreneurial behavior, also known as actual entrepreneurial activity, has garnered considerable interest from academia, policymakers, and educators in practice.

In the context of higher education, engaging in entrepreneurial behavior enhances college students' employability prospects and fosters their potential for future entrepreneurship (Cui, 2021). This indicates that engaging in entrepreneurship may prove a good choice for college graduates. Several scholars have found that entrepreneurship education can positively affect students' entrepreneurial intention (Gao et al., 2022; Ng Kim-Soon et al., 2022). However, entrepreneurial success cannot be attained solely through enthusiasm or intention for entrepreneurship without having sufficient entrepreneurial competence and skills (Chen et al., 2022). Entrepreneurial education in higher education is intended to enhance students' creative literacy and entrepreneurial abilities via curriculum courses and extracurricular activities, such as entrepreneurship competitions and entrepreneurship lectures, not just to engage them in entrepreneurship (Cui & Bell, 2022).

Numerous studies have already proved that entrepreneurial intention has been shown to positively impact entrepreneurial behavior (González et al., 2022). However, Liao et al. (2022) stated that entrepreneurial intention does not always translate into entrepreneurial behavior. Compared to the research on entrepreneurial intention, few prior studies have focused on entrepreneurial behavior, especially among Chinese colleges (Cui, 2021). Despite extensive efforts to encourage students to engage in entrepreneurship, the proportion of college students' entrepreneurial rate in China has not seen a significant increase (Lu et al., 2021). As shown by Pang (2022), many colleges primarily focus on imparting theoretical knowledge through curriculum-based courses to enhance students' examination abilities, neglecting practical guidance like extracurricular activities, which thereby fail to positively impact students' entrepreneurial behavior. Therefore, gaining a deep understanding of college students' entrepreneurial behavior is crucial, as it can enhance the effectiveness of educational and entrepreneurial programs.

Despite the increasing number of studies on this topic, there remains a scarcity of research specifically examining entrepreneurial behavior among college students in China. The fragmented knowledge on this growing subject thus necessitates further unification and investigation. The primary quantifiable objective of this study is to explore the emerging theme and research field concerning the entrepreneurial behavior of college students in China utilizing a systematic literature review of the limited number of previous studies dealing with entrepreneurial behavior among college students in China in depth. The PRISMA method was utilized in this study as it is one of the most commonly used methods for systematic review.

This study commences with a brief literature review, followed by research design and procedures. It then proceeds to the literature search and analysis of identified articles, focusing on seven themes including a summary of the searched and screened articles, publication year, publisher's journal, samples, measurement, methods, and determinants of entrepreneurial behavior. After that, some recommendations are provided for future studies in this field. This study can make significant contributions to educational and governmental policies aimed at fostering sustainable entrepreneurial behavior. Moreover, it will contribute to the understanding of behavioral dynamics, particularly in relation to shifts in entrepreneurial behavior among Chinese college students.

2. Literature Review

2.1 Entrepreneurial Behavior

Entrepreneurial behavior, having its roots in the Western context, extends beyond the actions of large-scale organizations to include the endeavors of groups seeking to establish new enterprises (Yang et al., 2022). However, the existing literature lacks a consensus on a unified definition of what entrepreneurial behavior actually means (Gieure et al., 2020). Kirkley (2016) defined entrepreneurial behavior as a self-driven, confident, and individually acknowledged conduct shaped by cultural and societal factors, while Pati et al. (2021) further elaborated that it comprises the variety of actions individuals engage in when founding new companies, setting these behaviors apart from those utilized by others. Adeel et al. (2023) contend that entrepreneurship remains unsubstantiated without genuine entrepreneurial behavior while the global esteem for a sector's capacity to effectively foster entrepreneurial activity is highlighted by Pidduck et al. (2023). As such, entrepreneurial behavior is worthy of further investigation.

2.2 Entrepreneurial Behavior in an Educational Context

Entrepreneurial behavior in the educational context has garnered substantial attention, likely because it plays a crucial role in equipping aspiring entrepreneurs for practical engagement in the field (Nowiński et al., 2019). Yang et al. (2022) further elaborated that existing research has primarily focused on the entrepreneurial behavior of college students. Entrepreneurial behavior significantly influences students' dynamic capabilities, enhancing their ability to discern market trends, capitalize on strategic collaboration opportunities, and adapt their knowledge-generation processes (Liao et al., 2022). However, research on the entrepreneurial behavior of college students in China is limited, primarily due to the absence of reliable assessment tools (Wang & Sahid, 2024). Hence, exploring the emerging theme and research field concerning the entrepreneurial behavior of college students in China is urgently needed, as the current entrepreneurial rate remains low and insufficient to meet societal demands.

3. Methodology

3.1 Research Design and Procedures

This study utilized a systematic literature review approach concerning college students' entrepreneurial behavior in China. A systematic literature review is a crucial method in the field of entrepreneurship and entails employing clear methodologies to collect literature that can be replicated to identify, evaluate, and synthesize information with a high level of objectivity (Kraus et al., 2020). It is indicated that a systematic literature review can enhance awareness in the field and present current perspectives. The systematic review in this research followed the guidelines outlined in the PRISMA 2020 Statement (Page et al., 2021). Sarkis-Onofre et al. (2021) stated that PRISMA serves as a guide to help clearly outline the methods used, the results obtained, and, in the case of a review protocol, the planned procedures. This study adhered to several procedures outlined by Page et al. (2021), which involved: (1) stating research objectives; (2) presenting the review protocol; (3) screening and identifying articles; (4) evaluating article eligibility; and (5) synthesizing and analyzing the data.

3.2 Article Search

The article search stage aims to systematically explore the emerging theme or research field concerning the entrepreneurial behavior of college students in China. The present research seeks to identify all relevant articles in the research field. However, PRISMA does not offer a guide on how to plan and carry out literature searches (Page et al., 2021). Based on recommendations by Bramer et al. (2017), researchers should utilize multiple databases to encompass the majority of articles. This study was conducted with two databases, Scopus and Web of Science, which focus on journal publications with significant impact factors, particularly in the fields of entrepreneurship studies (Kraus et al., 2020).

In addition, this study utilized title, abstract, and keywords as search restrictions without specifying a particular publication timeframe. As mentioned by Kraus et al. (2020), topics often have multiple keywords associated with them in the field of entrepreneurship. The specific keywords used for the databases in this study are as follows: "entrepreneurial behavior" OR "entrepreneurial activities" OR "engage in entrepreneurship" AND "higher education" OR "college" OR "university" AND "China," as shown in Table 1. The most recent search yielded 167 papers from the Scopus database and 695 articles from the Web of Science.

Table 1: Search String for Articles in Databases

Databases	Keywords
Scopus	"Entrepreneurial behavior" OR "entrepreneurial activities" OR "engage in entrepreneurship" AND "higher education" OR "college" OR "university" AND "China"
Web of Science	"Entrepreneurial behavior" OR "entrepreneurial activities" OR "engage in entrepreneurship" AND "higher education" OR "college" OR "university" AND "China"

3.3 Inclusion and Exclusion Criteria

Clear inclusion and exclusion criteria are essential to ensure transparency and high-quality outcomes (Wardoyo et al., 2023). Kraus et al. (2020) pointed out that, for literature reviews on entrepreneurship, it is highly recommended that authors primarily conduct their search focusing solely on journal articles, as these are considered the most valuable sources in research. This approach to searching helps to establish a transparent process that can be universally applied. Regarding entrepreneurship, they also suggested focusing on the main databases such as Web of Science and Scopus. In addition, Podsakoff et al. (2005) stated that peer-reviewed journal articles that are widely regarded as higher-quality sources undergo rigorous academic scrutiny, whereas other literature typically lacks this level of review. Furthermore, several previous SLRs in the field of entrepreneurship selected only quantitative articles because of their objective empirical findings (Daspit et al., 2023; Wardoyo et al., 2023).

Based on the above considerations, specific inclusion and exclusion criteria have been established. Specifically, the inclusion criteria were: (1) journal articles; (2) within the scope of entrepreneurial behavior; (3) written in English; (4) final publication with the process of peer review; (5) resources related to the theme are open access; (6) offering acceptable quantitative methodology and data analysis; (7) respondents were in the higher educational domain of China, such as university students, college students, and vocational college students; and (8) accessible via Universiti Kebangsaan Malaysia's literature access service.

The exclusion criteria include: (1) papers that are not published in journal articles, such as letters, books, and magazines; (2) papers that do not deal with entrepreneurial behavior; (3) papers that are not written in English; (4) articles that do not have a peer review process; (5) papers that are not open access; (6) non-quantitative research; (7) not related to the higher education domain; and (8) full-text inaccessibility. This systematic review analyzed and synthesized a total of 10 articles based on the inclusion and exclusion criteria, as illustrated in Figure 1. What is more, the current research was not restricted to a specific publication timeframe considering the potentially limited number of eligible articles.

3.4 Data Selection Process

This study utilized the flowchart and followed the PRISMA 2020 statement from Page et al. (2021). There were three stages for the data selection process, including identification from databases, screening based on the selected criteria, and synthesizing the relevant papers that met the eligibility criteria. To provide further details, the initial stage identified 167 articles from Scopus, and 695 articles from Web of Science. However, 56 papers were removed due to duplication, and 15 articles were excluded for not being written in English. During the screening stage, 146 articles were excluded because they were out of the research scope or without a peer review process, and 325 articles were also removed since they were not open access. Additionally, 196 articles were further excluded because they were not journal articles. Lastly, 54 articles were also excluded due to lacking empirical quantitative data, not being within the higher

education domain, or full-text inaccessibility making them unsuitable for the current research. In the final stage, this study included 10 eligible articles for further analysis.

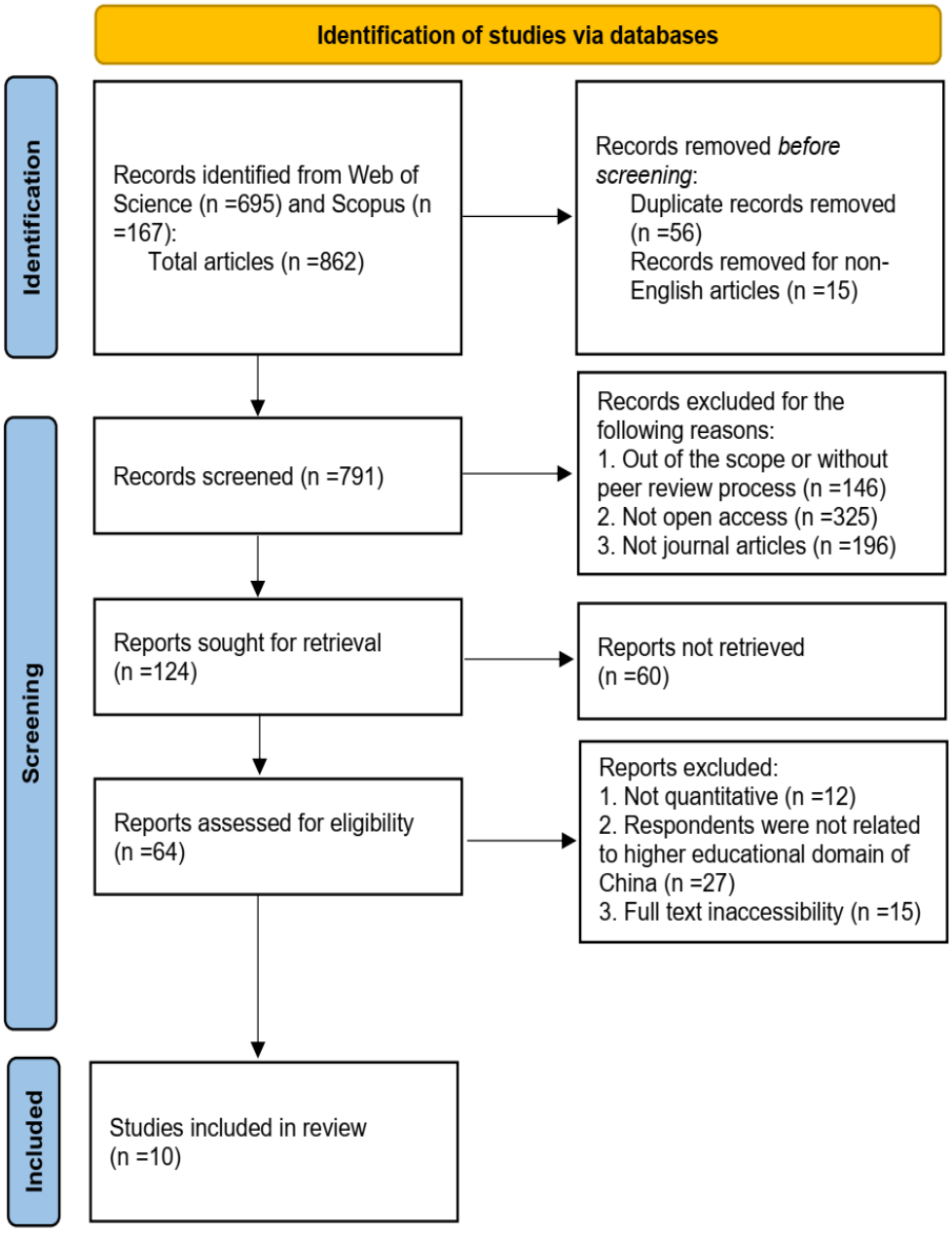

Figure 1. Flowchart depicting the study selection process based on PRISMA

4. Results

The PRISMA method was utilized to search the Scopus and Web of Science databases, resulting in the identification of 10 eligible articles. The current study aims to synthesize and analyze data, focusing on the summary, publication year, publisher's journal, samples, measurement, determinants, and results.

4.1 Searched Data and Screening Outcomes

This study reviewed 10 selected articles deemed suitable for addressing the research objectives. A summary of searched data and screening outcomes is illustrated in Table 2.

Table 2. Summary of Searched Data and Screening Outcomes

Author	Quantifiable Objective	Geographical setting	Sample size	Methods	Results
Li et al. (2023)	Investigate the factors that increase students' engagement in green entrepreneurship behavior	Nantong	487	PLS-SEM	All the related factors, including entrepreneurial education, perceived ability to use technology, commitment to the environment, university support, and entrepreneurial motivation, can positively influence on entrepreneurial behavior, respectively
Zhao et al. (2022)	Examine how three established methods of entrepreneurship education affect entrepreneurial entry and performance	Wenzhou	971	Multi-linear regression	Incubation significantly boosts the likelihood of creating new ventures, while the impact of Theory and Competition on the performance of new ventures is not statistically significant
Chen et al. (2022)	Examine the relationship between entrepreneurial cognition, entrepreneurial intention, perception of university entrepreneurship education, and entrepreneurial behavior	Wuhan	786	Hierarchical linear regression	Entrepreneurial cognition has a positive impact on entrepreneurial behavior. Moreover, the recognition perception of university entrepreneurship education enhances the positive link between entrepreneurial intention and entrepreneurial behavior
Cui (2021)	Explore how entrepreneurial education impacts entrepreneur	Nanjing	1405	M-plus	Both entrepreneurial education and self-efficacy have a significant impact on entrepreneurial behavior

	ial behavior by examining psychological capital				
Kong et al. (2020)	Investigate how business role models and fear of failure moderate the relationship between entrepreneurial intention and behavior	Huai'an	1865	Hierarchical regression	Entrepreneurial intention positively influences entrepreneurial behavior, but fear of failure hinders college students from engaging in entrepreneurial activities
Li et al. (2020)	Explore the impact of entrepreneurial passion on recognizing opportunities, fostering entrepreneurial self-efficacy, and shaping entrepreneurial intentions, particularly in conjunction with proactive personality traits	Zhenjiang	346	PLS-SEM	All the related factors, including self-efficacy, entrepreneurial alertness, and proactive personality, can significantly influence on entrepreneurial behavior, respectively
Mei et al. (2022)	Investigate the mechanism of successive development in the entrepreneurial process	Guangzhou	469	SEM	Entrepreneurial intention positively influences entrepreneurial behavior, and entrepreneurial commitment serves as a bridge between intention and behavior
Wang et al. (2022)	Assess the impact of self-efficacy and expectancy-value beliefs.	Baoding	324	PLS-SEM	Self-efficacy has a significant impact on entrepreneurial behavior

Yang et al. (2022)	Investigate the mechanism through which entrepreneurial intention influences sustainable entrepreneurial behavior, considering risk perception and institutional environment	Wuhan	203	SEM	Entrepreneurial intention and risk perception do not have a direct impact on sustainable entrepreneurial behavior
Yin et al. (2023)	Investigate the key factor influencing environmental sustainability and the occurrence of green entrepreneurial behavior	Huai'an	358	PLS-SEM	Environmental commitment indirectly influences green returnee entrepreneurial behavior through institutional support and intention, showing a significant impact

4.2 Number of Publications over the Year

Although this systematic literature review did not have a specific publication timeframe, all selected articles were published within recent years. Figure 2 depicts the publication trend, illustrating variations in the number of articles over time. In 2020, two articles were initially published, followed by another in 2021. The trend rose significantly in 2022, with six articles. However, there was only one eligible article in 2023.

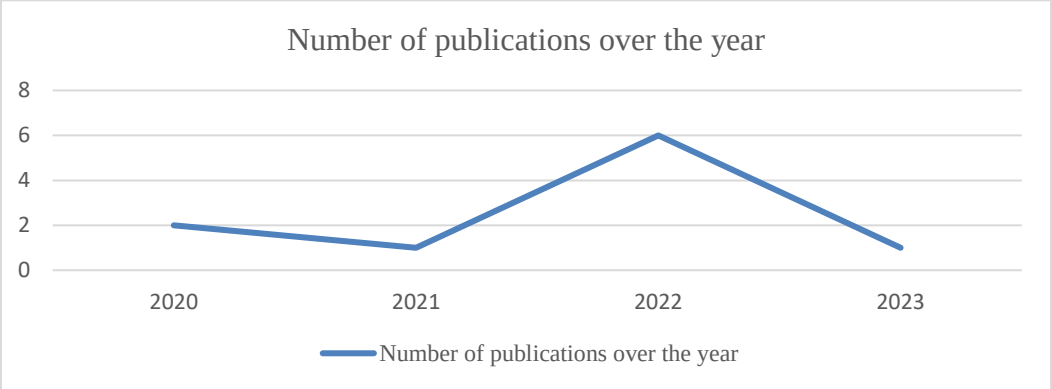

Figure 2. Number of articles over the year

4.3 Name of Journal Publishing the Research Articles

Another aspect of publication trend analysis is journal distribution, which is a common method utilized by researchers in a systematic literature review (Alatawi et al., 2023). As illustrated by Table 3, all eligible articles were dispersed across four different journals. *Frontiers in Psychology* is the journal that published the most articles on entrepreneurial behavior in the context of higher education in China, with five articles that account for 50% of the total. Other journals, such as *Economic Research-Ekonomska Istraživanja, Frontiers in Public Health*, and *Sustainability* had only one or two eligible articles published.

Table 3. Name of Journal Publishing the Research Articles

Journal	N	Percentage
Economic Research-Ekonomska Istraživanja	2	20%
Frontiers in Psychology	5	50%
Frontiers in Public Health	1	10%
Sustainability	2	20%

4.4 Unit of Sample

Table 4 presents the findings of the research sample mapping process from the 10 eligible articles. In the current study, most of the articles had sample sizes that fell within the range of 300 to 499 (50%). There were two articles whose sample size ranged between 500 and 999, accounting for 20%. In addition, the sample size varies widely, with over 1000 samples representing 20% (2), while the smallest sample size was only 203, accounting for just 10% (1).

Table 4. Distribution of Entrepreneurial Behavior Research Sample Size

Sample Size	N	Percentage
< 299	1	10%
300-499	5	50%
500-999	2	20%
>1000	2	20%

4.5 Measurement of Entrepreneurial Behavior

This SLR examined the entrepreneurial behavior measurement instruments utilized in the 10 research articles listed in Table 5. When considering the effectiveness of data collection, the entrepreneurial behavior measurement instrument by Rauch and Hulsink (2015) has the fewest number of items compared to other instruments. Five of the 10 eligible articles measured entrepreneurial behavior with five items (Chen et al., 2022; Li et al., 2023; Wang et al., 2022; Yang et al., 2022; Yin et al., 2023). Moreover, two articles utilized measurements from multiple sources with more items, 10 and 15, respectively (Li et al., 2020; Mei et al., 2022).

Table 5. Measurement of Entrepreneurial Behavior

Measurement	N	Items
Kautonen et al. (2015)	1	5
Ning (2017)	1	5
Rauch and Hulsink (2015)	1	3
Aldrich and Martinez (2001)	1	4
Neneh (2019a); Shirokova et al. (2016)	1	10
Edelman et al. (2016); Vamvaka et al. (2020)	1	15
Indra et al. (2021)	1	5
Hameed et al. (2021); Yi (2021)	1	5
Muñoz and Dimov (2015)	1	5
Unidentified	1	-

4.6 Methods of Study

Each research utilizes a specific method to classify, process, and analyze data related to the chosen topic. This demonstrates how researchers address the research objectives and questions, as well as how they communicate the results of the data collected during the research period (Fitriasari et al., 2024). Table 6 demonstrates the methods of the research articles in the study. Most of the articles utilized PLS-SEM, accounting for 40%. In the second order, CB-SEM was employed by three articles. In addition, three articles used linear regression methods such as multi-linear regression and hierarchical regression to analyze the collected data.

Table 6. Methods of the Research Articles

Method	N	Percentage
PLS-SEM	4	40%
Multi-linear regression	1	10%
Hierarchical linear regression	2	20%
CB-SEM	3	30%

4.7 Determinant Factors of Entrepreneurial Behavior

This SLR found many determinant factors of entrepreneurial behavior among college students in China. Detailed analyses from 10 eligible articles demonstrated that students' entrepreneurial behavior can be influenced by both internal and external factors. Based on the findings from Table 7, there were 12 determinant factors of entrepreneurial behavior, including nine internal factors and three external factors. The utilized frequency of these factors was 30 in total, including 23 incidences of direct effects and seven of indirect effects. Most of them proved significant as the p-value was below 0.05, only four effects did not prove significant with $p>0.05$. In addition, specific determinant factors identified in each eligible article can be found in Table 8.

Table 7. Determinant Factors of Entrepreneurial Behavior

Determinant factors	Categories	Frequency	Direct	Indirect	S	NS
Entrepreneurial intention	internal	8	6	2	7	1
Self-efficacy	internal	4	4		4	
Commitment to the environment	internal	4	2	2	2	2
Entrepreneurial cognition	internal	1	1		1	
Fear of failure	internal	1	1		1	
Entrepreneurial alertness	internal	1	1		1	
Proactive personality	internal	1	1		1	
Risk perception	internal	1	1			1
Entrepreneurial commitment	internal	1		1	1	
Entrepreneurial education	external	4	3	1	4	
University support	external	3	2	1	3	
Business role model	external	1	1		1	

Note. S (Significant); NS (Not Significant)

Table 8. Determinant Factors in Eligible Articles

Author	Determinant factors
Li et al. (2023)	Entrepreneurial intention, commitment to the environment，entrepreneurial education, university support
Zhao et al. (2022)	Entrepreneurial education
Chen et al. (2022)	Entrepreneurial intention, self-efficacy, entrepreneurial cognition
Cui (2021)	Self-efficacy, entrepreneurial education
Kong et al. (2020)	Entrepreneurial intention, fear of failure, business role model
Li et al. (2020)	Entrepreneurial intention, self-efficacy, entrepreneurial alertness, proactive personality
Mei et al. (2022)	Entrepreneurial intention, entrepreneurial commitment
Wang et al. (2022)	Self-efficacy
Yang et al. (2022)	Entrepreneurial intention, risk perception
Yin et al. (2023)	Commitment to the environment, university support

5. Discussion

The initial findings of this systematic literature review suggested that there has been some research on entrepreneurial behavior among college students in China, particularly in recent years. Li et al. (2020) first researched entrepreneurial behavior among college students in China because of the severe employment situation. They believed that colleges have encouraged students to initiate new businesses as a solution to alleviating employment pressure on the graduates. However, although the number of scholars who have researched the entrepreneurial behavior of Chinese college students was still limited compared to other themes or in other contexts, most of their studies were valuable. The findings presented in Table 3 indicate that the majority of eligible articles, comprising 80% of the total, were published in journals indexed by Web of Science, such as *Frontiers in Psychology*, *Frontiers in Public Health*, and *Sustainability*.

Compared to other types of samples, college students always had a large sample size (Wiley et al., 1996). Fitriasari et al. (2024) stated that a larger sample size is employed to enhance the representativeness of the sample and enable the researcher to collect more respondents for the study. They also mentioned that a large sample is preferred for research as it serves as a benchmark, especially when a nonprobability sampling method is used due to the absence of a sampling frame, and when the population is widely dispersed, resulting in fewer sampling clusters.

Concerning the measurement, a notable finding is that there was no consistency in the scales used across the identified articles in this research. This indicated that there was not a commonly utilized research instrument to measure college students' entrepreneurial behavior in China. In the absence of contextual limitations regarding the instrument for measuring entrepreneurial behavior, the questionnaire developed by Shirokova et al. (2016) is the most commonly employed (Neneh, 2019b; Ouni & Boujelbene, 2023). However, in regard to the eligible articles in the present research, there was only one article, written by Li et al. (2020), that utilized the well-known questionnaire developed by Shirokova et al. (2016) to measure Chinese college students. Additionally, three articles utilized measurements from multiple sources, while one article did not specify the measurement source.

Regarding methods of this study, linear regression is commonly employed to estimate the direct relationship. As shown in Table 6, Zhao et al. (2022) utilized multi-linear regression while hierarchical linear regression was used by Kong et al. (2020) and Chen et al. (2022) to examine the influence factors on entrepreneurial behavior. Hair et al. (2016) stated that structural equation modeling (SEM) has the capability to estimate both direct and indirect relationships among variables, making it a more advanced method than older multivariate techniques such as multiple regression analysis.

Partial least squares structural equation modeling (PLS-SEM) and covariance-based structural equation modeling (CB-SEM) are two commonly utilized types for conducting SEM. Hair et al. (2019) suggested that PLS-SEM is typically utilized with smaller sample sizes. As demonstrated in Table 6, all four articles that utilized the method of PLS-SEM had sample sizes below 500. There are also three articles using the method of CB-SEM because it is particularly useful for handling structural models of moderate complexity or less, employing a reflective approach to model the relationship between indicators and latent variables, and working with substantial sample sizes (Hair et al., 2019).

Understanding the factors that influence entrepreneurial behavior is crucial as it can enhance the effectiveness of entrepreneurial and educational initiatives (Cui, 2021). As stated by Franke and Lüthje (2004), both external and internal factors impact entrepreneurial action and behavior in the literature. This study found that various factors can stimulate entrepreneurial behavior among college students in China. Specifically, entrepreneurial intention, self-efficacy, and commitment to the environment are the key internal determinant factors of entrepreneurial behavior. There are also two main external factors,

entrepreneurial education and university support, which can significantly influence entrepreneurial behavior. However, there is limited evidence on how entrepreneurship education directly or indirectly affects entrepreneurial behavior, especially within Chinese higher education settings (Cui, 2021).

Therefore, it has been proved that the novelty of the current study is that it utilized a systematic literature review to identify seven themes, including a summary of the searched and screened articles, publication year, publisher's journal, samples, measurement, methods, and determinants concerning the entrepreneurial behavior among college students in China. Consequently, educational and governmental policies aimed at promoting sustainable entrepreneurial behavior in the educational context can be more effectively designed and implemented.

6. Implication and Limitations of the study

This SLR is the first study focusing on entrepreneurial behavior among college students in China. Hence, the novel results and implications were general. Firstly, this study highlights a gap in research knowledge that should be addressed by scholars and policy researchers focusing on this topic, as studies are scarce, particularly in the context of China. Secondly, since there was a tendency to utilize different instruments to measure this theme, it indicates that there is no mature scale suitable for measuring the entrepreneurial behavior of Chinese college students. Future research should focus on the development of scales to measure the entrepreneurial behavior of Chinese college students.

Thirdly, this SLR found many internal and external determinant factors of entrepreneurial behavior in the context of Chinese college students. However, further studies are needed to examine more determinant factors of this theme due to the limited current literature. Lastly, this research also provides policy recommendations to encourage colleges to prioritize entrepreneurial education and foster the generation of new ideas for entrepreneurial behavior among college students in China.

This research also has some limitations that could be addressed in future studies. First, this SLR is restricted by the search terms and strings utilized. There appears to be a lack of consensus in terminology to define entrepreneurial behavior. Further studies need to pay more attention to the definition of this theme and attempt to use more relevant strings. Second, this research only used the Scopus and Web of Science databases, whereas there are other databases, such as ProQuest, that could be utilized in future research. Third, this study only included studies written in English. Future research on the same theme within this context should incorporate literature written in Chinese, especially for Chinese scholars. Lastly, this research was geographically limited as it focused solely on China. Further studies should consider involving colleges from additional countries to explore potential cultural or situational factors that influence on students' entrepreneurial behavior.

7. Conclusion

This research aimed to conduct a systematic literature review on entrepreneurial behavior among college students in China. Ten articles meeting the inclusion criteria were selected from Scopus and Web of Science. The researcher utilized the PRISMA method and simultaneously examined the number of publications, sample units, measurement instruments, methods, and determinants of entrepreneurial behavior. The findings revealed a rising trend in the number of eligible articles from 2020 to the present, peaking in 2022. The results also showed that most of the selected articles were published in the Web of Science journals. In addition, previous studies tended to have larger sample sizes but utilized different instruments for measuring entrepreneurial behavior. Linear regression, PLS-SEM, and CB-SEM were three common methods employed in previous research. This SLR also demonstrated that entrepreneurial behavior is influenced by several internal and external factors.

This study identifies a significant gap in research knowledge that needs to be addressed by scholars and policy researchers focused on entrepreneurial behavior within the context of colleges. Due to the scarcity of studies in this area, several practical and research recommendations are provided. This research advocates for governmental and educational policymakers to foster entrepreneurial behavior among college students in China by implementing more targeted and effective initiatives. To shape students' entrepreneurial behavior, it is essential to incorporate a comprehensive educational sequence that includes self-efficacy, entrepreneurial intention, curriculum attendance, and extracurricular activities. This research also encourages colleges to prioritize entrepreneurial education and stimulate the development of new ideas among college students in China. Additionally, further comparative studies across countries should be conducted to determine whether cultural or situational factors influence students' entrepreneurial behavior.

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