Minnesota Journal of Business Law and Entrepreneurship

Volume 2026, No. 4

ISSN: 1540-3270

Bridging Entrepreneurial Skills and Entrepreneurial Intention: A Systematic Literature Review and Content Analysis

Simran[1*], Prof. Rupinder Bir Kaur[2]

1 Research Scholar, University Business School, Panjab University, Chandigarh,

2 Professor, University Business School, Panjab University, Chandigarh, India.

Abstract:

Entrepreneurial Intention has been identified as one of the most important fields in entrepreneurship research because of its importance in the understanding of the attitude of people to venture creation. Entrepreneurial skills have been increasing in the research view since the various factors can impact entrepreneurial intention and previous study indicated entrepreneurial skills are positively related to entrepreneurial intention. The literature, however, is still not consistent in terms of the type of skills examined, research contexts, theoretical approaches, and how skills aid in the process of intention formation. Therefore, the aim of this paper is to systematically review the literatures on Relation between Entrepreneurial Skills and Entrepreneurial intention and to identify the themes and directions of the major research areas. The used methods were Systematic Literature Review (SLR), bibliometric analysis and qualitative content analysis. In Scopus, a total of 202 articles (134 sources) were analysed from the year 2008 to 2026. Scientific production analysis, the most likely sources of publications, the most important authors, the development of themes and keywords were analysed. Furthermore, 20 highly relevant studies were purposively selected for content analysis to gain more depth of understanding around the skills–intention relationship. Bibliometric analysis reveals that the research field is highly dynamic with the annual growth rate being 19.03%, and a clearly defined research focus on entrepreneurship education in higher education, entrepreneurship education programmes and behaviour research since approximately 2019. Based on the results of content analysis, it can be seen that out of 32 skills, the entrepreneurial relationships of the entrepreneur skill and entrepreneurial intention generally have a positive relationship, it can be done directly or indirectly through mediation or moderation. Entrepreneurial skills are entrepreneurial competencies such as creativity, innovation, opportunity recognition, problem solving, resiliency, proactivity etc. and are related to entrepreneurial intention. The findings also indicate that entrepreneurship education, experiential learning, self-efficacy, attitudes, perceived behavioural control, and institutional support are crucial factors that impact this relationship. Last but not least, the study points out the research gaps and future research directions.

1. Introduction:

The growing forces of globalisation and competition have transformed the nature of economic development, requiring individuals and societies to adapt to the dynamic circumstances. As entrepreneurship plays an important role in promoting economic growth and generating employment, making it an essential component of modern society (Beresford, 2020; Bratianu et al., 2020; Opute, 2020). Furthermore, entrepreneurial contributes to technological development and innovation, which can ultimately strengthen nation's ability to compete at international level (Kraus et al., 2021; Audretsch et al., 2020). The process of entrepreneurship involves deliberate actions and intentions to initiate an individual's decision to start a venture. The intention to engage in entrepreneurial activities may indicate an individual's likelihood of undertaking new venture creation and development. Owing to its role in promoting economic well-being, entrepreneurship is considered valuable in both developed and emerging economies (Jiatong et al., 2021). An individual's intentions are among the strongest predictor of individual's subsequent actions (Krueger & Brazeal 1994), and an important determinant of an individual's willingness to start their own business (Bird, 1988). Entrepreneurial intention reflects the cognitive orientation that encourages individuals to pursue new venture creation (Biraglia & Kadile, 2017). There are various factors that affect entrepreneurial intention (Anjum et al., 2021).

An entrepreneur's success largely depends on acquiring the appropriate entrepreneurial skills to effectively manage the business (Ibrahim & Lucky, 2014). Skills like any other constructs in social sciences does not have universally established definition, however, Wickham (2006) defines skills as an ability to translate knowledge into action. Likewise, Entrepreneurial Skills refers to the ability to generate and develop novel ideas that contribute value to society while generating revenue to the entrepreneur. Developing these skills requires commitment of both tangible and intangible resources, particularly in terms of time and effort, along with ability and willingness to take risks to transform idea into reality (Hisrich & Peters, 2002). Olagunju (2004) posits that the entrepreneurial skills is the individual's capacity to create a new venture by converting an innovative idea into viable venture that creates value for both entrepreneur and society. Salgado-banda (2007) identified important factors that includes "self-belief, boldness, tenacity, passionate, empathy, and readiness" in Entrepreneurial Skills. These factors will encourage an individual to achieve certain objectives as a result of opportunity and risk-taking. Several scholars argue that entrepreneur must possess wide range of skills, particularly related to business management and interpersonal relationships in order to become a successful entrepreneur (Lazear, 2004; Michelacci, 2003), thus, possessing the appropriate entrepreneurial skills plays an important role in shaping entrepreneurial activity (Boyd & Vozikis, 1994). However, Lazear (2004) argued that entrepreneurs do not necessarily need to be experts in every skill but instead are expected to possess a balanced combination of skills, reflecting "Jack-of-all-trades (JAT)" concept. Accordingly, entrepreneurs are expected to develop a well-balanced combination of skills to effectively manage business operations (Wagner, 2003, 2006). Various studies such as (Fini, Grimaldi, Marzocchi, & Sobrero, 2009; Liñán, 2008; Phelan & Sharpley, 2012; Pyysiainen et al., 2006) have demonstrated the significant relationship between entrepreneurial skills and entrepreneurial intention.

Therefore, while it is clear that there is a mainly positive relationship, it is unclear how each entrepreneurial skill manifests itself as part of the entrepreneurial intention. The present study is therefore conducted to capture the existing evidence systematically by conducting a Systematic Literature Review (SLR) and content analysis. The SLR helps to understand the trends, development and intellectual framework of research in this field, and the content analysis helps to examine the skills examined, relationships identified, contexts of the research, methodology and mechanisms. The study is significant in consolidation of the available evidence, as well as determining gaps in research and clarifying the role entrepreneurial skills play in the development of entrepreneurial intent. The outcomes can also be valuable directions for future research and help educators and institutions develop entrepreneurship education and skill building programs that enhance the readiness and intention of individuals to become entrepreneurs.

Research Questions:

Q1. What is the Annual Scientific Production in research on Entrepreneurial skills and Entrepreneurial Intention?

Q2. What are the most relevant sources and authors in research on Entrepreneurial skills and Entrepreneurial Intention?

Q3. What are the major research themes in the literature on entrepreneurial skills and entrepreneurial intention, and how are they positioned in terms of centrality and development based on thematic mapping?

Q4. What key concepts and thematic clusters emerge from the keyword co-occurrence network analysis of the literature on entrepreneurial skills and entrepreneurial intention?

Q5. What does the content analysis of selected studies reveal about the relationship between entrepreneurial skills and entrepreneurial intention?

2. Research Methodology

2.1 Data Collection

The literature search was done on 4 October 2026 in the Scopus database to find the literature that deals with the relationship between entrepreneurial skills and entrepreneurial intention. The preliminary search using the search terms: entrepreneurial skills, entrepreneurial competencies, entrepreneurial intention resulted in 262 records from 2004 to 2026. Subject-areas restrictions, publication-type restrictions, and English-language screening reduced

the number of records to 222. Later, two duplicate titles and one incorrect record were deleted, leaving 219 records. After the titles, abstracts and keywords were reviewed for further content, 17 titles were excluded because they were not within the scope of the study. Thus, 202 articles were chosen for the systematic literature review and content analysis. A systematic selection process guaranteed that the final corpus was relevant to the investigation of the role of entrepreneurial skills in the construction of entrepreneurial intention and that they would serve as the basis for synthesizing the already accumulated evidence, drawing the existing trends and highlighting gaps for future research.

Search Strategy and data retrieval process

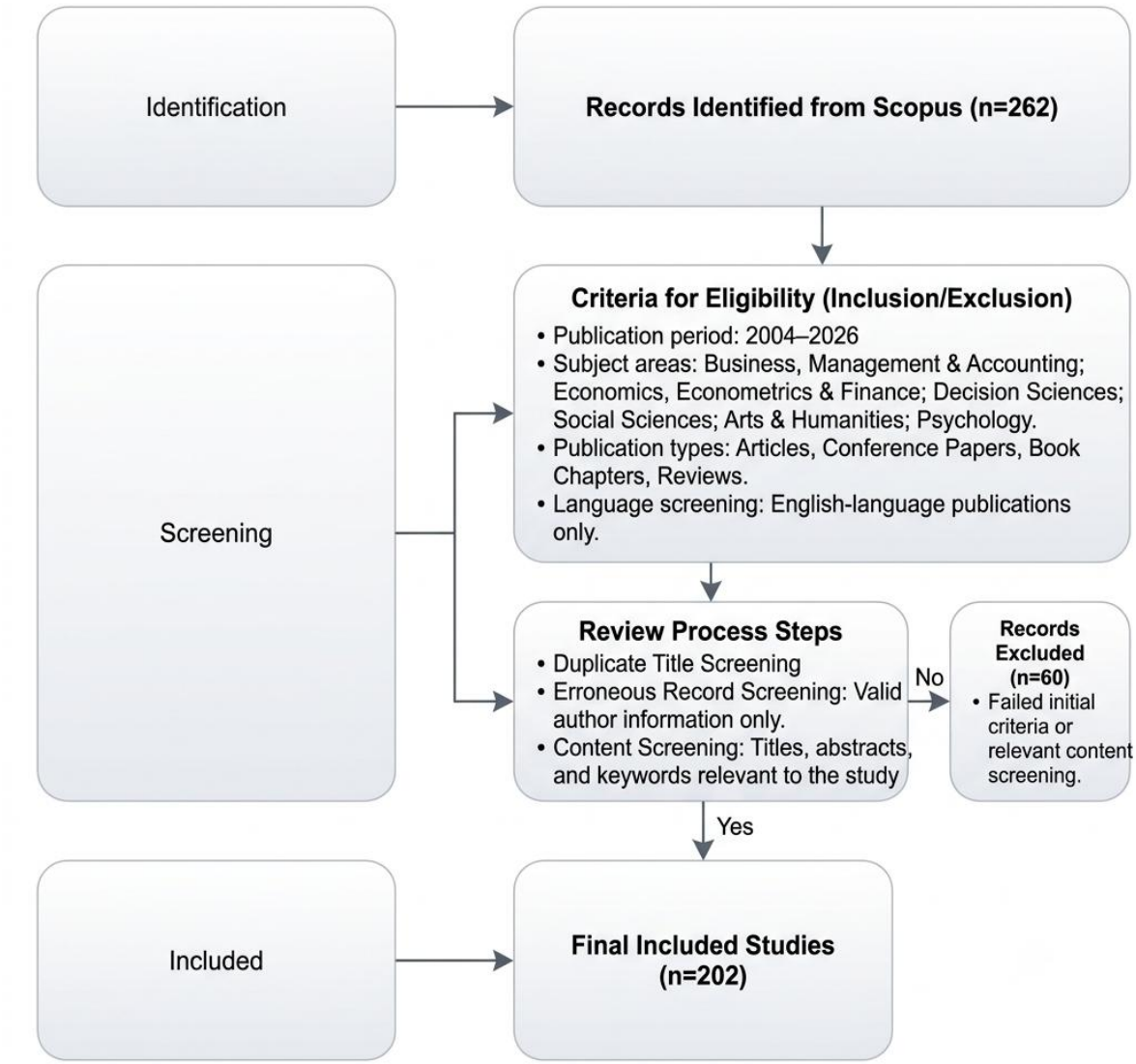


Figure 1: Search Strategy and Shortlisting of papers

Search String used for this paper

TITLE-ABS-KEY (("entrepreneurial skill*" OR "entrepreneurship skill*" OR "entrepreneurial proficienc*" OR "entrepreneurial expertise" OR "entrepreneurial know-how" OR "entrepreneurial skill development" OR "entrepreneurial skill acquisition" OR "venture creation skill*") AND ("entrepreneurial intention*" OR "entrepreneurial intent*" OR "entrepreneurship intention*" OR "entrepreneurship intent*" OR "intention to become an entrepreneur" OR "intention to be an entrepreneur" OR "intention to start a business" OR "intention to

establish a business" OR "intention to create a venture" OR "intention to launch a business" OR "start-up intention*" OR "startup intention*" OR "new venture intention*" OR "venture creation intention*")) AND (LIMIT-TO (SUBJAREA , "BUSI") OR LIMIT-TO (SUBJAREA , "SOCI") OR LIMIT-TO (SUBJAREA , "DECI") OR LIMIT-TO (SUBJAREA , "ARTS") OR LIMIT-TO (SUBJAREA , "ECON") OR LIMIT-TO (SUBJAREA , "PSYC")) AND (LIMIT-TO (DOCTYPE , "ar") OR LIMIT-TO (DOCTYPE , "cp") OR LIMIT-TO (DOCTYPE , "ch") OR LIMIT-TO (DOCTYPE , "re")) AND (LIMIT-TO (LANGUAGE , "English")) AND PUBYEAR > 2003 AND PUBYEAR < 2027

2.2 Systematic Literature Review and Content Analysis

The method used to analyse the relationship between entrepreneurial skills and entrepreneurial intention is Systematic Literature Review (SLR) and content analysis. The SLR method is structured and transparent, and allows for a thorough understanding of the development, extent and important findings of research on this topic. It also assists in the discovery of current trends in research, theoretical approaches and literature gaps. The publications were collected from Scopus database with the following keywords about entrepreneurial skills and entrepreneurial intention. Content analysis was then applied to explore the selected studies in more detail and systematically identify and classify information about the entrepreneurial skills studied, research environments, study samples, methods and main results. The information that was retrieved was then incorporated into the themes to look for patterns, inconsistencies, and new research directions. These approaches will give a full picture of the current evidence and point to areas for further research.

3. Results

3.1 Main Information and Descriptive Overview of the Dataset

The bibliometric analysis of literature published from 2008 to 2026 in Scopus journal data shows that the publication volume of literature regarding the relationship between entrepreneurial skills and entrepreneurial intention has increased from 2008 to 2026. As shown in Figure 2, a total of 202 documents were retrieved from 134 sources, showing that research on the topic has been spread over a large number of journals and other scholarly sources. The growth of the field is at 19.03% annually, indicating that there is a high level of academic interest in the understanding of the role of entrepreneurial skills on individuals' intentions to engage in entrepreneurial activities, which is increasing over time. The average age of the documents is 4.46 years, suggesting that the literature is fairly recent. On average, the documents have been cited 35.36 times, indicating significant interest in the subject matter. The data showed that there were 22,283 references, which means that the study of entrepreneurial skills and entrepreneurial intention has a strong theoretical and empirical basis. The number of author keywords is 572 which are quite diverse in concepts and variables covered in this research domain in terms of document content. The 202 documents were written by a total of 622 authors, with only 24 documents written by a single author, indicating a highly collaborative approach within this field of research. Average co-authorship of the documents is 3.24, which still shows moderate research collaboration levels. In addition, 22.77% of the documents have international co-authorship, indicating that while most studies are undertaken by national or regional research teams, a significant proportion of literature publish in these studies are outputs of collaboration between researchers from different countries. In conclusion, these results suggest that the use of entrepreneurial skills and entrepreneurial intention as research constructs is an emerging and growing area of study that is gaining significant attention from scholars, a high number of citations, a variety of research themes and growing cooperation among researchers.

Minnesota Journal of Business Law and Entrepreneurship

Volume 2026, No. 4

ISSN: 1540-3270

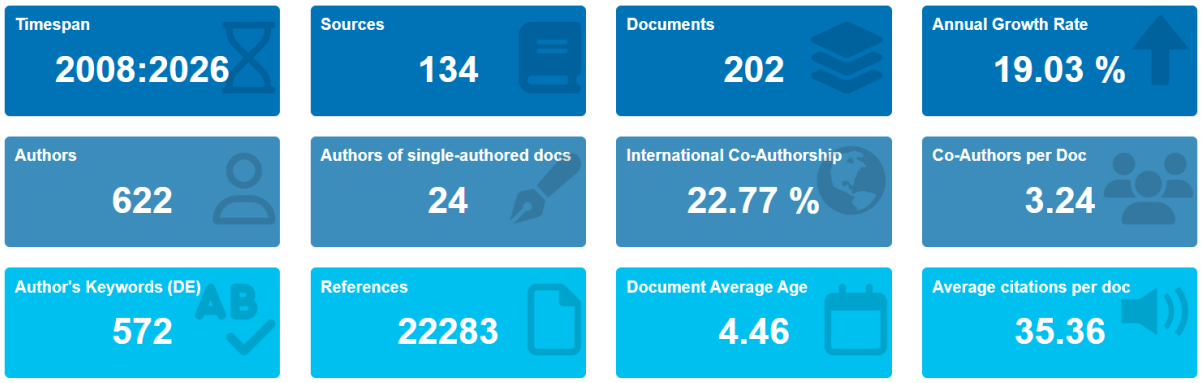


Figure 2: Descriptive Overview

3.2 Annual Scientific Production

The scientific output in this area has exploded from 2008 to 2026, with a total of 202 publications. As shown in Figure 3, the literature started slowly and sporadically between 2008 and 2012 with only five articles published in total and a complete lack of publications in 2011 and 2012. Interest in the subject gradually rose during a consolidation phase from 2013 to 2018, with three articles published annually in 2013 and up to 10 articles in the first year of the period (2017). The trend of moving into the high-volume growth phase started from 2019 and took off, resulting in more than 81% of the total literature in that year and beyond. The annual production rate surged in the early 2020s, reaching a peak of 29 articles in 2025 and a healthy 23 articles in 2026.

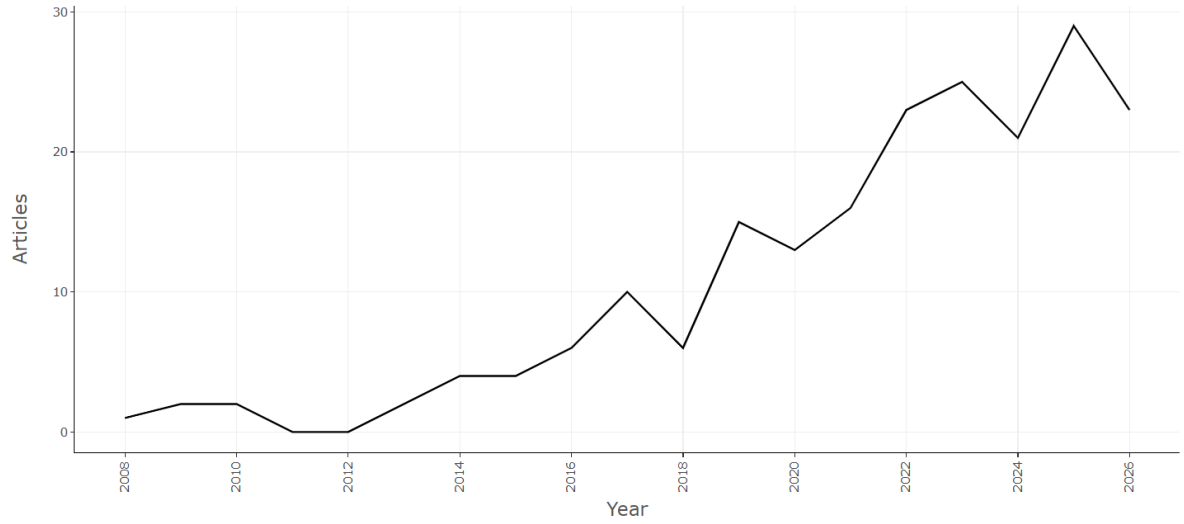


Figure 3: Annual Scientific Production

3.3 Most Relevant Sources

The study of the most relevant publication sources indexed in Scopus shows that the research about entrepreneurial skills and entrepreneurial intention is highly focused in the area of higher education, management and interdisciplinary behavioural journals. As Shown in Figure 4, the most important venues for published papers are Education + Training (with 11 papers), creating a high frequency channel for research on skill development and intentionality; and an overall dominance of education journals, as evidenced by the fact that 12 of the top 15 venues are dedicated to education. The lead journal was followed by a second tier of journals, all of which are highly visible, such as Administrative Sciences, the International Journal of Management Education and Sustainability (Switzerland) which both have published 6 articles. This second tier reflects the multidisciplinary nature of the field, both in the organizational and in the educational as well as sustainable development frameworks. Conference proceedings also have an important dissemination function (5 documents in the European

Conference on Innovation and Entrepreneurship Proceedings). The remaining key outlets show a strong connection with psychological and higher education viewpoints, with 4 documents each in the following outlets: Frontiers in Psychology, Industry and Higher Education, and the International Entrepreneurship and Management Journal. The last 3 in the top list are 3 each for targeted specialized outlets: Entrepreneurship Education and Pedagogy and International Journal of Entrepreneurial Behavior & Research. Overall, this distribution shows that the focus of scholarly work is mostly on pedagogical interventions, acquisition of skills in higher education and psychological motives for entrepreneurial intentions.

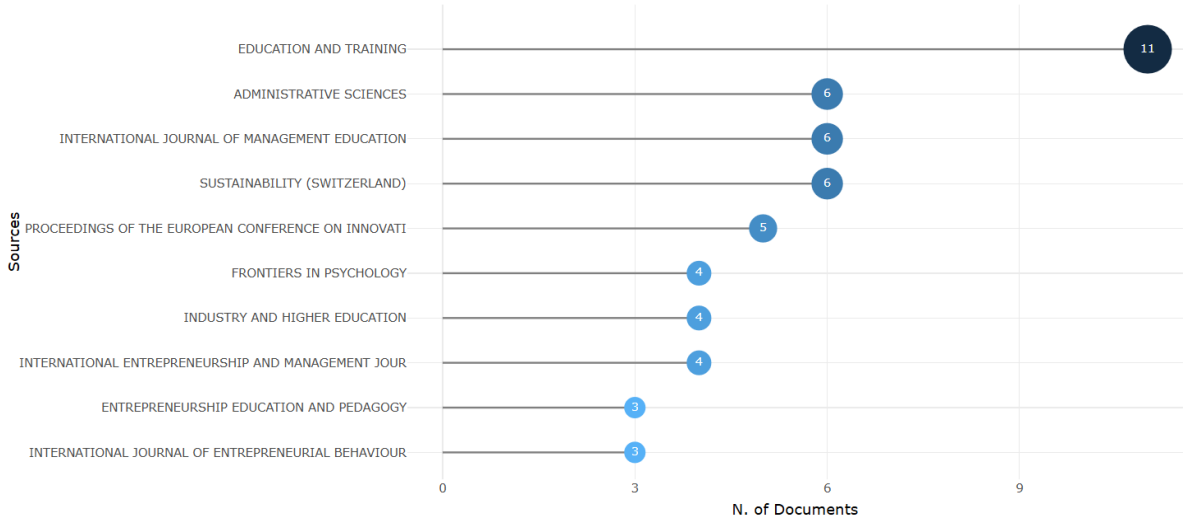


Figure 4: Most Relevant Sources

3.4 Core Sources by Bradford's Law

The Bradford's Law of Scattering is used to determine the most concentrated core journal nucleus (Zone 1) where the published research on entrepreneurial skills and entrepreneurial intention is concentrated. Bradford's Law states that the literature is divided into three concentric zones, the shaded area is the nucleus of core sources that yields approximately one-third of all the relevant literature. The core zone in this dataset includes 15 highly productive sources that accounted for 67 articles in total.

As shown in Figure 5, the research domain is anchored at the top of the core cluster by the publication level of Education + Training (11). This is followed by a plateau of very influential journals (Administrative Sciences – 6 articles, International Journal of Management Education – 6 articles, Sustainability (Switzerland) – 6 articles) and the Proceedings of the European Conference on Innovation and Entrepreneurship with 5 articles. A second tier within the core consists of the journals Frontiers in Psychology, Industry and Higher Education and International Entrepreneurship and Management Journal, each having 4 articles. The core zone is complemented by seven specialized venues with each three articles: Entrepreneurship Education and Pedagogy, International Journal of Entrepreneurial Behavior & Research, Journal of Open Innovation, Journal of the International Council for Small Business, Springer Proceedings in Business and Economics, Studies in Systems, Decision and Control, and World Review of Entrepreneurship, Management and Sustainable Development. Outside this shaded region is a set of peripheral zones (Zone 2 and Zone 3) in which the publications decline precipitously to a long tail of journals publishing only one or two articles.

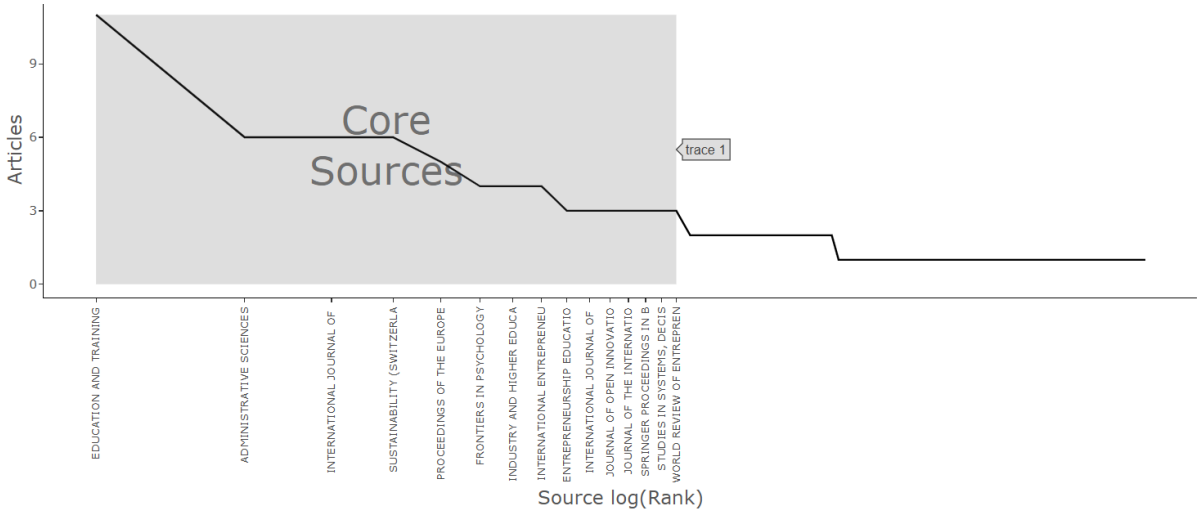


Figure 5: Core Sources by Bradford's Law

3.5 Most Relevant Authors

In order to find the most relevant authors that have been indexed in Scopus, a literature review of the most relevant authors is presented. As shown in Figure 6, the most productive contributors, with 4 published documents, are **Daniel AD and González-Serrano MH** at the forefront of the field. Followed by a strong secondary cluster of five prominent researchers with a contribution of 3 documents per researcher to the domain. Almeida J, Badawi S and Calabuig F are tied as the next three with 2 documents apiece. The small number of publications produced by the top authors, on the whole, suggests a low concentration of research, and hence a large number of authors, sharing in the scholarly activity of their field among the various institutions that publish their work internationally.

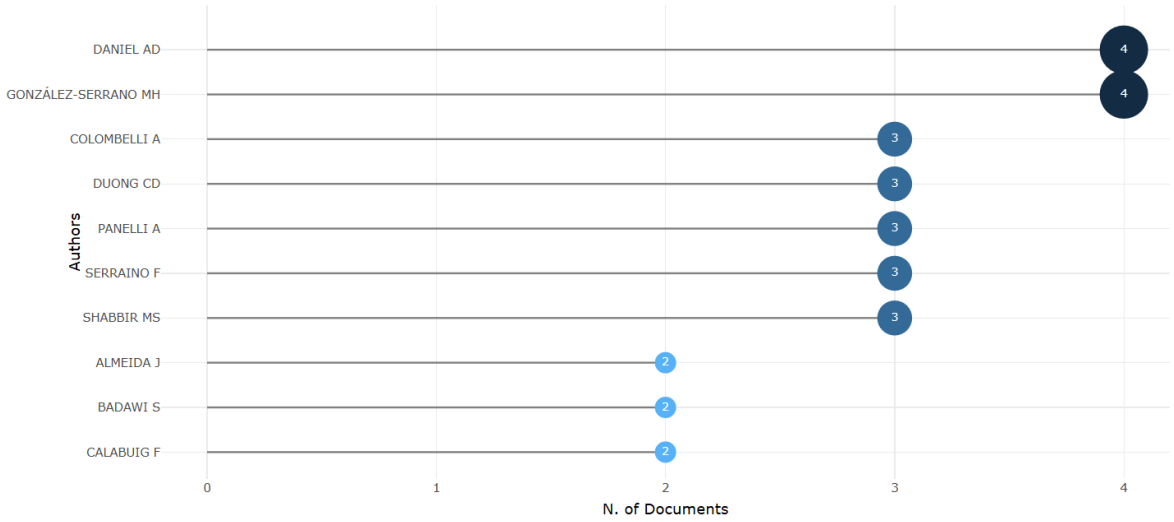


Figure 6: Most Relevant Authors

3.6 Thematic Map

The centrality (relevance degree) and density (development degree) of research on entrepreneurial skills and intentions are used to formulate the four quadrants of the thematic map. Thematic map is based on the centrality (relevance degree) and density (development degree) of research on entrepreneurial skills and intentions. **Motor Themes**, including groups like "entrepreneurial education, students, higher education" and "education, entrepreneur, gender," are the key drivers of the discipline in the upper right quadrant, which are well-developed, core research areas, and have established connections between the acquisition of skills in higher education

environments and student outcomes and demographic characteristics such as gender. Lower right shows **Basic Themes**, including "entrepreneurial intention, entrepreneurship education, entrepreneurial skills" and theoretical foundation such as the "theory of planned behaviour," which are highly relevant and fundamental building blocks of the field but need to be continuously developed within new populations. The lower-left quadrant shows **Emerging or Declining Themes**--peripheral themes with low centrality and development in the global literature as a whole, including themes like “leadership skills” and “entrepreneurial skill, indonesia”. Last, in the upper left, there are **Niche Themes** like "intentions, attitudes, effectiveness" and "entrepreneurial behaviour, student, employment", which are highly specific sub-topics with well-established development and a focus on the localized psychological mechanisms and employment transition that have not remained central to the field.

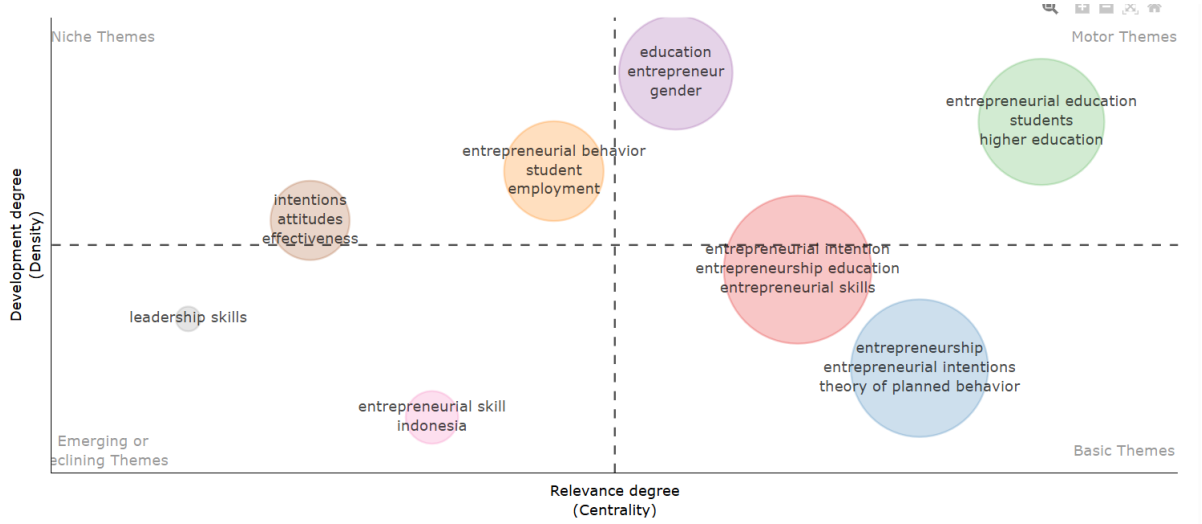


Figure 7: Thematic Map

3.7 Co-occurrence Network

The co-occurrence network analysis is able to split the research area into six interlinked thematic clusters consisting of 44 thematic keyword nodes, which are represented by centrality metrics such as PageRank, Betweenness and Closeness. **Cluster 1** represents the dominant conceptual hub includes high (betweenness) centrality nodes such as entrepreneurial intention (Betweenness = 306.77, PageRank = 0.132), entrepreneurial skills (Betweenness = 128.87, PageRank = 0.098), and entrepreneurship education (Betweenness = 87.52, PageRank = 0.079) as well as behavioural drivers like self-efficacy, experiential learning, and mindset. The theory of planned behaviour, which is in the middle of the “psychological framework” variables, and entrepreneurial variables such as university students, gender, creativity and innovation, are connected by **cluster 2**, which anchors the structural foundation around entrepreneurship (Betweenness = 310.27, PageRank = 0.112). In **Cluster 3**, there are three models of intentions and skills, which are entrepreneurial intentions, theory of planned behaviour and variants. **Cluster 4** relates to institutional delivery in tertiary education, and the elements of this cluster are related to students, higher education, engineering education, curricula and variants. Finally, it is seen in **Cluster 5** (education, perception, public attitude) and **Cluster 6** (intentions, attitudes) that individual perceptual mechanism channels are presented, and how entrepreneurship education builds skills systematically to generate entrepreneurial intentions.

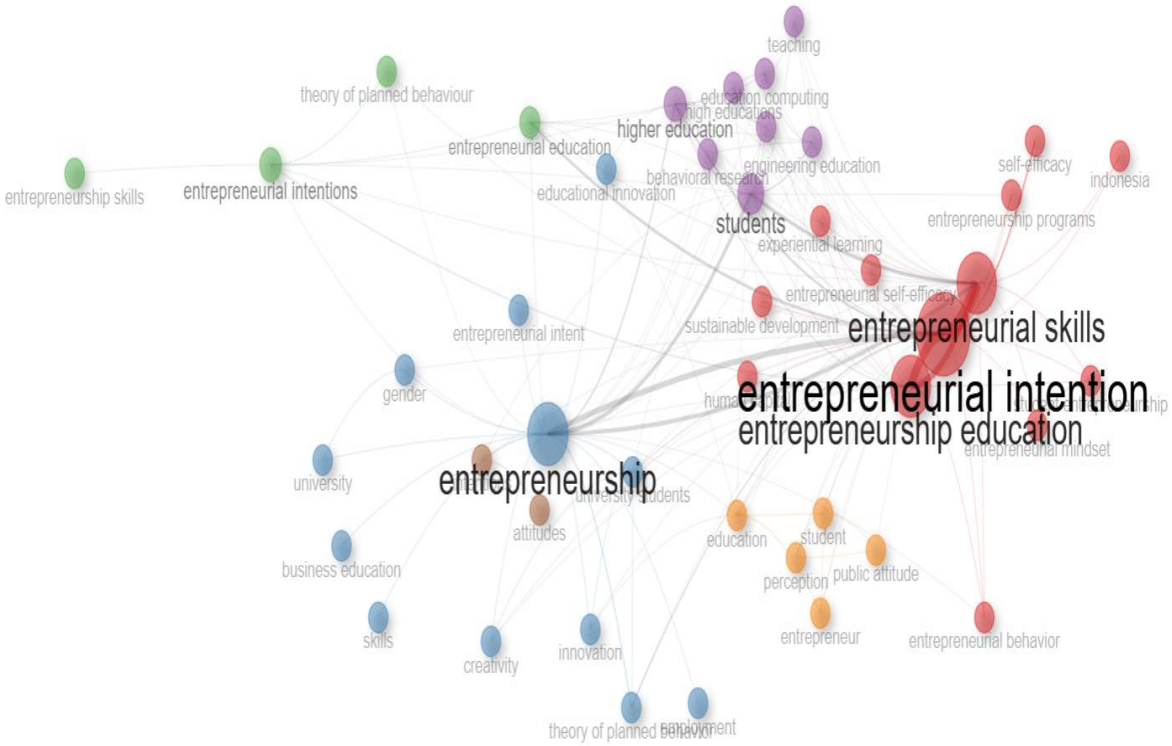


Figure 8: Co-occurrence Network

4. Content Analysis of the Relationship between Entrepreneurial Skills and Entrepreneurial Intention

In addition to the bibliometric analysis, a qualitative content analysis was also performed to gain a deeper understanding of the relationship between the entrepreneurial skills and entrepreneurial intention (EI). Although Systematic Review gives an insight into the intellectual structure, the publication trends and thematic development of a research field, content analysis allows the substantive relationships which are examined in individual studies to be identified. In this regard twenty studies were purposefully shortlisted from the identified literature because they were explicitly relevant for entrepreneurial skills, competencies, capabilities or skill development and entrepreneurial intention. The studies chosen are located in a variety of geographical areas, were sampled in different ways and utilised different methodological approaches, thus offering an overview of the different conceptualisations of entrepreneurial skills and their contribution to the development of entrepreneurial intention.

It is found from the analysis of the selected studies that the entrepreneurial skills are generally related to entrepreneurial intention. But it's not one-to-one. The literature shows that entrepreneurial skills can impact entrepreneurial intention directly, via cognitive and behavioural processes, or condition the influence of other entrepreneurial intention antecedents. Entrepreneurship education and experiential learning have also been identified as valuable means that enable the development of entrepreneurial skills. The results of content analysis yielded five themes**: (1) entrepreneurial skills as direct predictors of entrepreneurial intention, (2) specific entrepreneurial skills as associated with entrepreneurial intention, (3) entrepreneurial skills as mediation or indirect mechanisms, (4) entrepreneurial skills as moderation or conditional mechanisms and (5) entrepreneurship education and experiential learning as mechanisms for skills development and intention formation.** Another growing trend is the growing relevance of digital, information and sustainability-based skills.

Table 1 presents a summary of the 20 studies included in the content analysis, highlighting their research context, sample, entrepreneurial skills examined, methodological approach and key findings related to entrepreneurial intention. The thematic findings derived from these studies are discussed in the following subsections.

Table 1: Content Analysis of the Selected Studies

Citation	Title	Sample	Skills / Competencies Examined	EI / Outcome	Methodology	Key Finding	Content Theme	Evidence Pattern
(Prabowo, 2024)	"The Influence of Social Media and Curated Insights Website on Idea Generation and Entrepreneurial Intention"	Business students (n=205)	Idea generation	Entrepreneurial intention	PLS-SEM	Idea-generation ability positively and significantly relates to intention	Specific skill → EI	Generally positive
(Nasri, 2025)	"Modelling the significance of entrepreneurial skills and entrepreneurial education for determining entrepreneurial intentions in university students: a structural equation modelling approach"	University students (n=257)	Entrepreneurial skills	Entrepreneurial intention	SEM	Entrepreneurial skills are a strong predictor of intention	Skills → EI	Generally positive
(Silva et al., 2021)	"Influence of educational programs oriented toward entrepreneurship on the entrepreneurial intention of university students: the case of Chile"	University students (n=4,697)	Entrepreneurial skills	Entrepreneurial intention	Structural equation modelling	Entrepreneurship programmes affect intention through university environment and skills	Education → skills → EI	Generally positive

Citation	Title	Sample	Skills / Competencies Examined	EI / Outcome	Methodology	Key Finding	Content Theme	Evidence Pattern
(Vega-Gómez et al., 2020)	"Antecedents of Entrepreneurial Skills and Their Influence on the Entrepreneurial Intention of Academics"	Academics (n=799)	Entrepreneurial skills; Big Five antecedents	Entrepreneurial intention	Survey / TPB modelling	Skills determine attitude and perceived control; attitude determines intention	Skills → TPB → EI	Generally positive
(Rosique-Blasco et al., 2016)	"Entrepreneurial skills and socio-cultural factors: An empirical analysis in secondary education students"	Secondary students	Creativity, proactivity, risk tolerance	Entrepreneurial intention	Logit + CFA	Creativity, proactivity and risk-taking positively affect entrepreneurial propensity	Specific skills → EI	Generally positive
(Reyad et al., 2019)	"The role of new venture skills education on entrepreneurship intentions of accounting students in Bahrain"	Accounting students (n=328)	Problem solving, innovation, need for achievement, autonomy	Entrepreneurial intention	Survey / statistical testing	New-venture skills significantly affect intention; problem solving and innovation are most important	Specific skills → EI	Generally positive
(Suratno et al., 2023)	"Exploring the Nexus Between Entrepreneurship Education, Entrepreneurship Behavior, Entrepreneurship Skills, and Entrepreneurship Intention among Graduate Students of Jambi University"	Graduate students (n=322 responses)	Entrepreneurial skills/competencies	Entrepreneurial intention	SPSS + PLS	Entrepreneurship education is linked with skills, behaviour and intention; intention is tested as a mediator	Education, skills & EI	Generally positive

Citation	Title	Sample	Skills / Competencies Examined	EI / Outcome	Methodology	Key Finding	Content Theme	Evidence Pattern
(Koe et al., 2018)	"The influence of entrepreneurial skills on business start-up intention among Bumiputra students"	Bumiputra university students (n=252)	Creativity, innovation, opportunity finding	Business start-up intention	Survey / statistical testing	Creativity and innovation significantly increase start-up intention; opportunity finding is not significant	Specific skills → start-up intention	Generally positive
(Krithika et al., 2022)	"Competency as an enabler for entrepreneurial intention among female post-graduates"	Female postgraduates	Entrepreneurial competencies	Entrepreneurial intention	TPB extension / quantitative	Entrepreneurial competencies have a positive significant effect on intention	Competence → EI	Generally positive
(Musara, 2026)	"Unpacking the Effects of the Case Study Method in Entrepreneurship Education on Entrepreneurial Skills and Entrepreneurial Intentions: The Moderated Mediated Role of Learning Preferences"	Undergraduate students (n=283)	Entrepreneurial skills	Entrepreneurial intention	Moderated mediation	Case-study effects on skills/intention are conditional on learning preferences; case method alone had negative effects	Pedagogy → skills/EI	Mixed / conditional

Citation	Title	Sample	Skills / Competencies Examined	EI / Outcome	Methodology	Key Finding	Content Theme	Evidence Pattern
(Shabbir et al., 2016)	"Mediating role of perceived behavioral control and stakeholders' support system on the relationship between entrepreneurial personal skills and entrepreneurial intentions of it employees in Pakistan"	IT professionals (n=387)	Entrepreneurial personal skills	Entrepreneurial intention	SmartPLS	Perceived behavioural control and stakeholder support mediate the skills–intention relationship	Skills → TPB/support → EI	Generally positive
(Daniel & Almeida, 2021)	"The role of junior enterprises in the development of students' entrepreneurial skills"	Higher-education students	Entrepreneurial skills/attitudes	Entrepreneurial intention	Comparative quantitative	Junior-enterprise participation is associated with higher intention and its antecedents	Experiential activity & skills/EI	Generally positive
(Jebsen & Rohlfer, 2024)	"Exploring the relationship between sustainable knowledge, entrepreneurial skills, and sustainable entrepreneurial intention among first-year business students"	First-year business students	Sustainable knowledge and entrepreneurial skill sets	Sustainable entrepreneurial intention	Latent profile analysis	Knowledge + skills positively influence intention profiles; lack of knowledge is linked to weaker intention	Sustainable skills/knowledge → EI	Generally positive

Citation	Title	Sample	Skills / Competencies Examined	EI / Outcome	Methodology	Key Finding	Content Theme	Evidence Pattern
(Chaker & Dellagi, 2023)	"Combining teaching methods and developing students' entrepreneurial skills and entrepreneurial intention: The case of students in Tunis"	Management undergraduates (n=92)	Financial literacy, entrepreneurial knowledge, creativity, ambiguity management, mindset	Entrepreneurial intention	SEM	Creativity predicts intention; knowledge affects mindset/self-evaluation; financial literacy improves knowledge/ambiguity management	Multiple skills → EI	Generally positive
(Abuzaid, 2024)	"The Moderating Effect of Entrepreneurial Skills on the Relationship between Self-Efficacy and Entrepreneurial Intention of Business Schools Students: Insight from Jordan"	Business-school students (n=558)	Entrepreneurial skills	Entrepreneurial intention	SmartPLS / SEM	Skills positively affect intention and moderate the self-efficacy–intention relationship	Skills as moderator	Generally positive
(Vidal-Vilaplana et al., 2025)	"Exploring elite athletes' entrepreneurial intentions: unraveling the impact of high-level sports career in skills development"	Elite athletes (n=200)	Resilience, proactivity, creativity	Entrepreneurial intention	Configurational analysis	High resilience + creativity recur in high-intention profiles; proactivity also contributes	Skill combinations → EI	Generally positive

Citation	Title	Sample	Skills / Competencies Examined	EI / Outcome	Methodology	Key Finding	Content Theme	Evidence Pattern
(Lazarte-Aguirre et al., 2026)	"Sustainable entrepreneurial intention in an emerging economy: Extending the theory of planned behavior with sustainability-oriented entrepreneurial cognition and skills"	Business students (n=173)	Sustainability-oriented entrepreneurial skills	Sustainable entrepreneurial intention	PLS-SEM / mediation	Skills have no significant direct effect; attitude and perceived behavioural control are stronger predictors	Sustainable skills & TPB	Null / negative
(Shabbir & Pallares-Venegas, 2024)	"Influences of entrepreneurship skills and universities on the promotion of entrepreneurial intentions of students; mediating role of business stimulation games"	Higher-education students (n=378)	Entrepreneurship skills	Entrepreneurial intention	SmartPLS / PLS-SEM	Skills and university role positively promote intention; business simulation games mediate relationships	Skills + university support	Generally positive
(Shabbir, 2026)	"Entrepreneurial mindset: Skills, attitudes, and intentions in information technology"	IT professionals (n=376)	Entrepreneurial skills	Entrepreneurial intention	PLS-SEM	Attitude significantly moderates the effect of skills on intention	Skills × attitude → EI	Generally positive

Citation	Title	Sample	Skills / Competencies Examined	EI / Outcome	Methodology	Key Finding	Content Theme	Evidence Pattern
(Bashir et al., 2025)	"From Info Seeker to Startup Superhero: How Information Literacy Influences Entrepreneurial Intention and Skills among Business Students"ss	Business students (n=277)	Information literacy; entrepreneurial skills	Entrepreneurial intention	Survey / SPSS	Information literacy positively affects both entrepreneurial skills and intention	Information literacy → skills/EI	Generally positive

4.1 Entrepreneurial Skills as Direct Predictors of Entrepreneurial Intention

The first and the most prominent theme that emerges is that of the direct relationship between entrepreneurial skills and entrepreneurial intention. Several studies in the selected sample make a direct attempt to investigate entrepreneurial skills/competencies as predictors of individuals' entrepreneurial intention. The results generally show a positive correlation between entrepreneurial skills and entrepreneurial intention, and the resulting entrepreneurial intention between possessing and developing entrepreneurial skills. For instance, Nasri (2025) directly investigated the effect of entrepreneurial skills and entrepreneurial education on entrepreneurial intentions of higher education students. The results suggest that entrepreneurial skills are one of the significant factors that influence students' entrepreneurial intentions. Likewise, Koe et al. (2018) studied the effect of entrepreneurial skills on start-up intention of university students and found that specific entrepreneurial skills such as creativity and innovation positively influence start-up intention among university students. These results suggest that the importance of acquiring skills for venture creation is likely to boost the self-confidence and motivation of people to embark on entrepreneurial careers. Studies with a focus on entrepreneurial competencies also show evidence that there is a positive relationship. Krithika et al. (2022) revealed that entrepreneurial competency is an enabling factor for the entrepreneurial intention among female postgraduates. This implies that entrepreneurial intention can be enhanced through an individual's sense of competence in undertaking entrepreneurial activities. Likewise, Vega-Gómez et al (2020) studied the causes of entrepreneurial skills and the effect of these skills on entrepreneurial intention among academics. Their results suggest that entrepreneurial abilities are related to the cognitive components of entrepreneurial intention, such as attitudes and perceived abilities. Indeed, the evidence points to the conclusion that entrepreneurial skills are not just technical skills that are acquired once a person chooses to become an entrepreneur. Instead, they can help to establish the intention itself. Entrepreneurship may be more viable and achievable career choice for people with skills in opportunity identification and innovation, problem solving, planning and venture creation. This interpretation is parallel to other entrepreneurship literature, where perceived capability and self-efficacy are key elements of intention formation.

4.2 Specific Entrepreneurial Skills and Entrepreneurial Intention

The second theme that arose out of the content analysis is the non-uniform nature of entrepreneurial skills. The studied research papers reveal certain specific skills and capabilities which can be instrumental in developing entrepreneurial intention. These are creative, innovative, opportunity identifying, risk taking, problem solving, proactive, resilient, idea generating and information-related skills. Prabowo (2024) studied idea generation and entrepreneurial intention, and emphasized the knowledge of how to generate and develop entrepreneurial ideas.

The opportunity-identification stage is an important stage in idea generation as the potential entrepreneurs have to identify a problem, as well as recognize an opportunity and convert the idea into a potential business concept. Likewise, Reyad et al. (2019) investigated the new venture skills education for accounting students in Bahrain. The results they obtained indicate that some skills are important in the development of entrepreneurial intentions, including problem-solving and innovation. The results indicate that entrepreneurial intention can be reinforced when entrepreneurial skills are immediately transferable to the process of start-up and management. Rosique-Blasco et al. (2016) also demonstrate the importance of creativity and other personal skills. Their study of entrepreneurship skills among secondary education students included entrepreneurial traits like creativity, proactiveness, and risk-taking. These capabilities were correlated with entrepreneurial propensity, and suggests that entrepreneurial intention could emerge as a result of a mixture of cognitive, behavioural and personality capabilities. This is supported by research conducted by Vidal-Vilaplana et al. (2025) on the entrepreneurial intentions of elite athletes and the skills acquired in sport, such as resilience, proactivity and creativity. The results suggest that set of skills may have a specific relationship with entrepreneurial intention. The entrepreneurial intention does not necessarily stem from one skill but can be a combination of skills that allow the person to deal with uncertainty, identify opportunities, and make decisions to act. The content analysis thus indicates that future research needs to consider entrepreneurial skills as a composite of skills as opposed to one skill alone. Various skills can then undertake various roles in the start-up process. Creativity and idea generation, for instance, can help with opportunity recognition, and risk-taking and resilience can help with the willingness to deal with uncertainty, while problem solving and planning skills can help with perceived feasibility of venture creation.

4.3 Entrepreneurial Skills as Mediating and Indirect Mechanisms

Another significant theme is that entrepreneurial skills do not necessarily directly contribute to entrepreneurial intention. There are several studies that suggest that skills are part of a larger mechanism with involvement of entrepreneurship education, perceived behavioural control, self-efficacy, environmental support and other cognitive factors. The relevant literature found in Shabbir et al. (2016) is especially germane as they studied the role of perceived behavioural control and stakeholder support between entrepreneurial personal skills and entrepreneurial intentions among IT employees. This finding implies that entrepreneurial intention is not necessarily the result of having skills. While this, people must also feel they have control over entrepreneurial activities and access to an appropriate support system. In the same way, Silva et al., (2021) studied entrepreneurship-oriented educational programmes and entrepreneurial intention among university students in Chile. They found that it is possible for educational programmes to impact entrepreneurial intention in the way that they establish the university entrepreneurial environment and relevant skills. This underscores the need to look at institutional setting where entrepreneurial skills are built. This argument is further strengthened by the study of Suratno et al. (2023) which discusses the correlations between entrepreneurship education, entrepreneurial behaviour, entrepreneurial ability and entrepreneurial intention among graduate students. The results indicate that there is a relationship between entrepreneurship education and skill development and entrepreneurial intention, which does not seem to be one without the other. Based on the results of the content analysis, therefore, entrepreneurial skills can be used as a link between educational and environmental inputs to entrepreneurial intention. That is, entrepreneurship education could not affect intention just because students take an entrepreneurship course. Its impact might be influenced by whether or not the educational experience cultivates entrepreneurial skills that are useful and/or builds confidence and allows students to see entrepreneurship as a viable option. This finding is also in alignment with broader studies, which have found that entrepreneurial education is positively correlated with entrepreneurial intention, and that the path for how entrepreneurial education leads to entrepreneurial intention can involve acquiring knowledge, gaining skills, and being inspired or other cognitive processes.

4.4 Entrepreneurial Skills as Moderating and Conditional Factors

The fourth theme is on the conditional role of entrepreneurial skills. Skills do not necessarily work as independent predictors but can also moderate, strengthen, or weaken associations between other determinants and entrepreneurial intention. To support this view, Abuzaid (2024) explored how entrepreneurial self-efficacy and

entrepreneurial intention are linked to entrepreneurial skills among students at business schools in Jordan. The results show that entrepreneurial skills have the capability to enhance the relationship between self-efficacy and entrepreneurial intention. Theoretically, this is important since self-efficacy is regarded as an individual's self-assurance in his/her competence to undertake entrepreneurial activities, while entrepreneurial skills are more concrete. Thus, the perceived capability and skills may have a special role in the development of intention. Likewise, Shabbir (2026) also studied the relationship between entrepreneurial skills, entrepreneurial attitudes and intentions of IT professionals and found that entrepreneurial attitude moderated the relationship. This implies that entrepreneurial capabilities could have different connotations for people depending on their view of entrepreneurship. As can be seen, there are also conditional relationships, as is done in the research of Musara (2026) which examines the relationship of entrepreneurial skills and entrepreneurial intentions in the case-study method with the consideration of learning preferences. The results suggest that the impact of entrepreneurship education and skill development can't be taken for granted for all learners. These studies as a whole imply that skills–intention relationship is not linear. While entrepreneurial capability may be necessary, attitude, self-efficacy, and learning conditions and support in the context are important in converting entrepreneurial capabilities into intentions.

4.5 Entrepreneurship Education and Experiential Learning as Sources of Entrepreneurial Skills

In this fifth major theme, the role of entrepreneurship education and experiential learning in the development of entrepreneurial skills and then entrepreneurial intention is explored. Many of the studies that are selected investigate education interventions, university courses, simulations, case studies or other experiential methods. In their study, Chaker and Dellagi (2023) studied the teaching methods and how entrepreneurial skill and entrepreneurial intention was developed among students. Their results emphasize the need for pedagogical methods that offer students a chance to cultivate their hands-on entrepreneurial skills and not just theory. Likewise, Daniel and Almeida (2021) studied the use of the junior enterprise in the development of entrepreneurial skills of students. These experiential learning contexts offer students the chance to engage in entrepreneurial experiences, connect with stakeholders and apply knowledge to real-life issues. These experiences can help develop the skills and confidence required for entrepreneurship. Shabbir and Pallares-Venegas (2024) also explored the relationships between entrepreneurial skills, entrepreneurial intentions of students and the universities, as well as the mediating role of business simulation games. This means that the experiential learning process can play an important role in linking the learning of skills and entrepreneurial intention. The evidence thus indicates that the benefits of entrepreneurship education can be maximized if it is not limited to conceptual knowledge transmission and allows for practice, experimentation, problem solving, opportunity recognition and decision making. A meta-analysis of entrepreneurship education research also revealed a positive correlation between entrepreneurship education and entrepreneurial intention, but concluded that the relationship can be modified by contextual differences. The results of this finding have implications for universities. Entrepreneurial intention may not just be fostered by providing entrepreneurship courses. Rather, education programs should include activities that allow the students to learn and practice entrepreneurial skills. In addition, some recent studies have suggested that the integration of entrepreneurial education and competencies could be done using cognitive approaches, including entrepreneurial attitude and self-efficacy.

4.6 Synthesis of the Content Analysis

Based on the analysis of content of the 20 selected studies, the relationship between entrepreneurial skills and entrepreneurial intention is generally positive and multidimensional. The skills that are important are: creativity, innovation, opportunity recognition, problem solving, risk-taking, proactivity, resilience and idea generation. They feel the effect of individual cognitive factors (entrepreneurship attitudes, perceived behavioural control and self-efficacy), and of institutional factors (entrepreneurship education, experiential learning, and entrepreneur support from universities). Results indicate that entrepreneurial skills can have direct and indirect effects on entrepreneurial intention through enhancing the impacts of other factors, namely, entrepreneurship education and self-efficacy. However, mixed and non-significant findings indicate that possessing entrepreneurial skills alone does not necessarily lead to entrepreneurial intention. Instead, positive attitudes, self-confidence in entrepreneurial

skills and their environment could help to transform entrepreneurial skills into entrepreneurial intentions. Therefore, entrepreneurial skills are one of the important enablers of entrepreneurial intention, but not the only factor.

5. Conclusion

This study is a comprehensive synthesis of the relationship between entrepreneurial skills and entrepreneurial intention, which was carried out by combining a bibliometric analysis of 202 documents published in the Scopus database (2008–2026) with a qualitative content analysis of 20 selected studies based on the purposive sampling method. Results highlight the academic growth of this research field, which is projected to grow at 19.03% per year, and the main themes of research, which are pedagogical interventions, higher education and behavioural frameworks. The findings of the qualitative content analysis show that entrepreneurial skills, such as creativity, innovation, opportunity recognition, problem solving, resilience and proactivity mostly have positive relation with entrepreneurial intention. This relationship however is not a simple linear replication, but rather skills function in a complex ecosystem, as either direct predictors, indirect mediators through cognitive factors (SE, attitudes, PBC), or conditional moderators in conjunction with institutional support and experiential learning initiatives. Thus, entrepreneurial skill acquisition is a necessary condition for entrepreneurial action to create a business, but it needs to be considered within a larger picture of individual mental processes, experiential education, and environments that support entrepreneurial action.

6. Limitations of the Study

Although this study is well designed, and has methodological rigor, it does have some limitations. The major drawback of this is that it only accesses the Scopus database for literature retrieval, so that literature on other important databases, such as Web of Science or Google Scholar, were not included. Further, the search strategy-imposed filters on the articles to be searched, publication language (English), document type (article, conference paper, book chapter, or review), and publication year (between 2002 and 2012). This created a potential language and publication bias. Finally, the bibliometric overview involved gathering a large number of documents (202), whereas the in-depth qualitative content analysis was limited to 20 purposively selected papers, which reduces the granular qualitative generalizability of the qualitative study to the larger body of literature.

7. Future Research Directions

The systematic literature review and content analysis led to the identification of a number of interesting research questions for future research in the field of entrepreneurial skills and intentions. This will help to greatly improve theory and practice on the transformation of human capabilities into venture creation. First, future studies need to critically extend their sampling beyond the formal education context. Although current research focuses on students and university staff, there is a need for more empirical research on other groups such as businessmen, business entrepreneurs, non-student youth and employees of companies. The investigation of these cohorts will reveal whether the process that connects skills and intentions is the same during various career phases and within various professions. Secondly, the notion and measurement of ‘entrepreneurial skills’ needs to be made more consistent and uniform among scholars. The literature often contains fuzzy and incomplete perceptions of the concept of creativity, innovation, or risk-taking in general. The concept of creativity, innovation, or risk taking has been conceptualized in many different ways with some studies focusing on a specific type of concept, such as creativity, and others on a broad, umbrella type of competency. A standardized framework will be helpful for more rigorous cross-study comparisons and meta-analysis. Third, future empirical studies must move beyond the majority of studies that tend to test for direct linear relationships, and instead examine conditional mechanisms and boundary conditions. The authors suggest that further investigation is required into the role played by psychological and environmental factors (e.g., entrepreneurial passion, perceived behavioural control, self-efficacy and institutional support systems) as moderators or mediators of the skills-intention relationship. This understanding will account for why high ability people don't have entrepreneurial intentions, and why other people with low skills do. Lastly, with the economy in constant flux, researchers need to explore the incorporation of current skills into the old models of intention. The traditional skill sets have to be rethought because of changes in economic requirements and to see if they're still completely adequate. To reflect the changing face of

entrepreneurship in the digital era, future research needs to explicitly include new aspects of entrepreneurship, including digital literacy, advanced information seeking behaviours, and sustainability-based entrepreneurship competencies within current theoretical frameworks.

8. References:

[1] Abuzaid, A.N. (2024). The moderating effect of entrepreneurial skills on the relationship between self-efficacy and entrepreneurial intention of business schools students: Insight from Jordan. *Journal of Entrepreneurship and Innovation in Emerging Economies, 10*(2), 251–265. https://doi.org/10.1177/23939575231192795

[2] Anjum, T., Farrukh, M., Heidler, P., & Tautiva, J. A. D. (2021). Entrepreneurial intention: Creativity, entrepreneurship, and university support. Journal of Open Innovation: Technology, Market, and Complexity, 7(1), 11. https://doi.org/10.3390/joitmc7010011

[3] Audretsch, D. B., Lehmann, E. E., & Seitz, N. (2020). Innovative start-ups and policy initiatives. Research Policy, 49(10), 104027. https://doi.org/10.1016/j.respol.2020.104027

[4] Bashir, I., Talha, Naveed, M.A., Asghar, M.Z. & Rasool, S.F. (2025). From info seeker to startup superhero: How information literacy influences entrepreneurial intention and skills among business students. *Administrative Sciences, 15*(7). https://doi.org/10.3390/admsci15070239

[5] Beresford, M. (2020). Entrepreneurship as legacy building: Reimagining the economy in post apartheid South Africa. Economic Anthropology, 7(1), 65–79. https://doi.org/10.1002/sea2.12153

[6] Biraglia, A., & Kadile, V. (2017). The role of entrepreneurial passion and creativity in developing entrepreneurial intentions: Insights from American homebrewers. Journal of Small Business Management, 55(1), 170–188. https://doi.org/10.1111/jsbm.12242

[7] Bird, B. J. (1988). Implementing entrepreneurial ideas: The case for intention. Academy of Management Review, 13(3), 442–453. https://doi.org/10.5465/amr.1988.4306970

[8] Boyd, N. G., & Vozikis, G. S. (1994). The influence of self-efficacy on the development of entrepreneurial intentions and actions. Entrepreneurship theory and practice, 18, 63-63.

[9] Bratianu, C., Hadad, S., & Bejinaru, R. (2020). Paradigm shift in business education: A competence based approach. Sustainability, 12(4), 1348. https://doi.org/10.3390/su12041348

[10] Chaker, H. & Dellagi, H. (2023). Combining teaching methods and developing students' entrepreneurial skills and entrepreneurial intention: The case of students in the Faculty of Economics and Management of Tunis. *Industry and Higher Education, 37*(4), 551–573. https://doi.org/10.1177/09504222221146426

[11] Daniel, A.D. & Almeida, J. (2021). The role of junior enterprises in the development of students' entrepreneurial skills. *Education + Training, 63*(3), 360–376. https://doi.org/10.1108/ET-03-2019-0049

[12] Fini, R., Grimaldi, R., Marzocchi, G. L., & Sobrero, M. (2009, June). The foundation of entrepreneurial intention. In Summer Conference (pp. 17-19).

[13] Hisrich, R. D., & Peters, M. P. (2002). Entrepreneurship, McGraw-Hill.

[14] Ibrahim, N. A., & Lucky, E. O. I. (2014). Relationship between Entrepreneurial Orientation, Entrepreneurial Skills, Environmental Factor and Entrepreneurial Intention among Nigerian Students in UUM. Entrepreneurship and Innovation Management Journal, 2(4), 203-213.

[15] Jebsen, S. & Rohlfer, S. (2024). Exploring the relationship between sustainable knowledge, entrepreneurial skills, and sustainable entrepreneurial intention among first-year business students. In *Social Sustainability and Good Work in Organizations* (pp. 18–42). Routledge. https://doi.org/10.4324/9781003306436-2

[16] Jiatong, W., Murad, M., Bajun, F., Tufail, M. S., Mirza, F., & Rafiq, M. (2021). Impact of entrepreneurial education, mindset, and creativity on entrepreneurial intention: Mediating role of entrepreneurial self-efficacy. Frontiers in Psychology, 12, 724440. https://doi.org/10.3389/fpsyg.2021.724440

[17] Koe, W.L., Krishnan, R. & Utami, S. (2018). The influence of entrepreneurial skills on business start-up intention among Bumiputra students. *Journal of Advanced Manufacturing Technology, 12*(2), 53–64.

[18] Krithika, J., Sowmya, K.R. & Gouri, P.S. (2022). Competency as an enabler for entrepreneurial intention among female post-graduates. *World Review of Entrepreneurship, Management and Sustainable Development, 19*(1–2), 14–30. https://doi.org/10.1504/WREMSD.2023.127241

[19] Krueger, N. F., & Brazeal, D. V. (1994). Entrepreneurial potential and potential entrepreneurs. Entrepreneurship: Theory and Practice, 18(3), 91–104. https://doi.org/10.1177/104225879401800307

[20] Lazarte-Aguirre, A., Luna, A. & Chong, M. (2026). Sustainable entrepreneurial intention in an emerging economy: Extending the theory of planned behavior with sustainability-oriented entrepreneurial cognition and skills. *Sustainable Technology and Entrepreneurship, 5*(3). https://doi.org/10.1016/j.stae.2026.100147

[21] Lazear, E. P. (2004). Balanced skills and entrepreneurship. American Economic Review, 208-211.

[22] Linan, F. (2008). Skill and value perceptions: how do they affect entrepreneurial intentions? International Entrepreneurship and Management Journal, 4(3), 257-272

[23] Michelacci, C. (2003). Low Returns in R&D Due to the Lack of Entrepreneurial Skills*. The Economic Journal, 113(484), 207-225.

[24] Musara, M. (2026). Unpacking the effects of the case study method in entrepreneurship education on entrepreneurial skills and entrepreneurial intentions: The moderated mediated role of learning preferences. *Entrepreneurship Education and Pedagogy, 9*(4), 595–620. https://doi.org/10.1177/25151274251358758

[25] Nasri, W. (2025). Modelling the significance of entrepreneurial skills and entrepreneurial education for determining entrepreneurial intentions in university students: A structural equation modelling approach. *Management and Sustainability, 4*(3), 453–472. https://doi.org/10.1108/MSAR-03-2024-0011

[26] Olagunju, Y. A. (2004). Entrepreneurship and Small Scale Business Enterprise Development in Nigeria. University Press

[27] Opute, A. P. (2020). Small and medium enterprises marketing: Innovation and sustainable economic growth perspective. In A. P. Opute, S. Irene, & K. O. Opute (Eds.), Entrepreneurship marketing (pp. 13–30). Routledge. https://doi.org/10.4324/9780429282275-2

[28] Palmer, C., Fasbender, U., Kraus, S., Bouncken, R. B., & Wenter, R. (2021). A chip off the old block? The role of dominance and parental entrepreneurship for entrepreneurial intention. Review of Managerial Science, 15(2), 287–307. https://doi.org/10.1007/s11846-019-00362-2

[29] Phelan, C., & Sharpley, R. (2012). Exploring entrepreneurial skills and competencies in farm tourism. Local Economy, 27(2), 103-118.

[30] Prabowo, P. (2024). The influence of social media and curated insights website on idea generation and entrepreneurial intention. In *2024 9th International Conference on Business and Industrial Research (ICBIR 2024) – Proceedings* (pp. 417–421). IEEE. https://doi.org/10.1109/ICBIR61386.2024.10875843

[31] Pyysiainen, J., Anderson, A., McElwee, G., & Vesala, K. (2006). Developing the entrepreneurial skills of farmers: some myths explored. International Journal of Entrepreneurial Behavior & Research, 12(1), 21-39.

[32] Reyad, S., Badawi, S., Alhashimi, M., Hamdan, A., Al-Sartawi, A. & Razzaque, A. (2019). The role of new venture skills education on entrepreneurship intentions of accounting students in Bahrain. In *Proceedings of the European Conference on Innovation and Entrepreneurship (ECIE)* (pp. 871–877). https://doi.org/10.34190/ECIE.19.004

[33] Rosique-Blasco, M., Madrid-Guijarro, A. & García-Pérez-de-Lema, D. (2016). Entrepreneurial skills and socio-cultural factors: An empirical analysis in secondary education students. *Education + Training, 58*(7–8), 815–831. https://doi.org/10.1108/ET-06-2015-0054

[34] Salgado-Banda, H. (2007). Entrepreneurship and economic growth: An empirical analysis. Journal of Developmental Entrepreneurship, 12(01), 3-29

[35] Shabbir, M.S. (2026). Entrepreneurial mindset: Skills, attitudes, and intentions in information technology. *Journal of the International Council for Small Business, 7*(1), 23–43. https://doi.org/10.1080/26437015.2025.2457611

[36] Shabbir, M.S., Pallares-Venegas, E. (2024). Influences of entrepreneurship skills and universities on the promotion of entrepreneurial intentions of students; mediating role of business simulation games. *On the Horizon, 32*(1), 1–14. https://doi.org/10.1108/OTH-10-2022-0062

[37] Shabbir, M.S., Shariff, M.N.M. & Shahzad, A. (2016). Mediating role of perceived behavioral control and stakeholders' support system on the relationship between entrepreneurial personal skills and entrepreneurial intentions of IT employees in Pakistan. *International Business Management, 10*(9), 1745–1755. https://doi.org/10.3923/ibm.2016.1745.1755

[38] Silva, N., Fernández-Robin, C., Yáñez, D. & Romaní, G. (2021). Influence of educational programs oriented toward entrepreneurship on the entrepreneurial intention of university students: The case of Chile. *Academia Revista Latinoamericana de Administración, 34*(3), 445–463. https://doi.org/10.1108/ARLA-06-2020-0146

[39] Suratno, S., Ekawarna, E., Denmar, D. & Rosmiati, R. (2023). Exploring the nexus between entrepreneurship education, entrepreneurship behavior, entrepreneurship skills, and entrepreneurship intention among graduate students of Jambi University. *Eurasian Journal of Educational Research, 2023*(103), 307–323. https://doi.org/10.14689/ejer.2023.103.018

[40] Vega-Gómez, F.I., Miranda González, F.J., Chamorro Mera, A. & Pérez-Mayo, J. (2020). Antecedents of entrepreneurial skills and their influence on the entrepreneurial intention of academics. *SAGE Open, 10*(2). https://doi.org/10.1177/2158244020927411

[41] Vidal-Vilaplana, A., González-Serrano, M.H. & Crespo-Hervàs, J. (2025). Exploring elite athletes' entrepreneurial intentions: Unravelling the impact of high-level sports career in skills development. *International Entrepreneurship and Management Journal, 21*(1). https://doi.org/10.1007/s11365-024-01037-6

[42] Wagner, J. (2003). Testing Lazear's jack-of-all-trades view of entrepreneurship with German micro data. Applied Economics Letters, 10(11), 687-689.

[43] Wagner, J. (2006). Are nascent entrepreneurs 'Jacks-of-all-trades'? A test of Lazear's theory of entrepreneurship with German data. Applied Economics, 38(20), 2415-2419.

[44] Wickham, P. A. (2006). Strategic entrepreneurship. Pearson Education