

Mapping Entrepreneurship Education Models for Enhancing Social Entrepreneurial Intention among University Students: Scoping Review

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Social entrepreneurship is recognized as an innovative solution to social and environmental challenges. Higher education institutions play a strategic role in fostering students' social entrepreneurial intention through entrepreneurship education. This study aims to map and synthesize the literature on entrepreneurship education models related to students' social entrepreneurial intentions using a scoping review approach. Following the PRISMA-ScR and Joana Briggs Institute guidelines, 25 empirical studies retrieved from Scopus, Web of Science, EBSCO, and SpringerLink were analyzed. The findings indicate that entrepreneurship education positively contributes to students' social entrepreneurial intentions through various experiential and community-oriented learning approaches. Its effectiveness is influenced by psychological and contextual factors, including self-efficacy, empathy, and prosocial motivation, as well as academic support and geographical context. This review contributes to the literature by mapping entrepreneurship education models and their geographical variations, providing insight for designing context-sensitive educational practices to foster future social entrepreneurs.

Keywords: college students, entrepreneurship education, PRISMA-ScR, scoping review, social entrepreneurial intention

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