



Academic Advising, Mentorship, and Entrepreneurial Career Choices for University Students

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ABSTRACT

This study investigates the role of academic advising and mentorship in shaping students' entrepreneurial career choices, emphasizing their psychological and developmental impacts. Using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, a systematic literature review was conducted across Scopus, Web of Science, and Google Scholar to identify relevant peer-reviewed articles, institutional reports, and publications from 2010 to 2025. Thematic analysis revealed that academic advising, when applied holistically, extends beyond course selection and graduation planning to include personal development, networking, and exposure to entrepreneurial ecosystems. Mentorship complements this role by providing real-world insights, professional networks, and role models that build entrepreneurial self-efficacy and resilience. Findings show that self-efficacy is a central determinant of entrepreneurial intention, with advisors and mentors jointly fostering confidence, motivation, and readiness to pursue self-employment. Case evidence indicates that institutions integrating structured mentorship programs within advising achieve higher student engagement and entrepreneurial uptake. Despite these benefits, challenges persist, including inadequate advisor training, limited institutional resources, and underutilization of mentorship opportunities. The study contributes to the literature by demonstrating how the advising-mentorship nexus can serve as an innovative mechanism for embedding entrepreneurship within higher education, particularly by leveraging hybrid delivery models and targeted outreach for underrepresented groups. Policy and practice implications include the need for professional training of advisors, investment in institutional support systems, and the use of digital platforms to expand mentorship access. Strengthening the synergy between academic advising and mentorship can foster an inclusive entrepreneurial ecosystem in higher education, equipping students with the confidence, networks, and skills necessary for sustainable entrepreneurial careers.



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1. Introduction

Entrepreneurship education is becoming popularized among education providers especially through higher education institutions (Ncanywa & Dyantyi, 2022). Most institutions now recognize that entrepreneurship education plays a vital role in preparing students for real-world challenges. This is due to the changing landscape of job prospects, particularly

amongst graduates as there are only limited vacancies provided by the large companies. During economic downturns, self-employment often offers greater stability than traditional employment. Hence, entrepreneurship as a career option has been getting more attention throughout the years (Zhao et al., 2021). Research has documented that education related to entrepreneurship has the potential to make it a successful career choice. Being exposed to entrepreneurship education reinforces the positive attitude toward small business ownership among students. In fact, the shift in perspective among the students as the outcome of schooling has been studied profoundly (Awang et al., 2014).

Entrepreneurship education takes the form of newly introduction subjects in curriculum, practical entrepreneurship incentives, and student-run business programs (Clevenger et al., 2022). Secondary schools aim for a wider spectrum by incorporating entrepreneurship in co-curriculums, thereby attracting younger generations to consider entrepreneurship education at higher teaching institutions. Since as early as 1990s, career paths in entrepreneurship have been discussed by the institutions concerned. Nonetheless, entrepreneurship as a career option has not seen very much change since then. Theoretical Development Premise of this study capitalizes on previous entrepreneurship research findings. Literature walks those findings as the building blocks that contribute to the development of theoretical frameworks. The teachings in entrepreneurship have been expanded across a broad range of areas that inculcate various aspects of business, such as management and marketing, because the base of entrepreneurship relies on every step of business. While education is frequently focused on supporting the development, knowledge, and intellect, entrepreneurship education gives attention to the human being as a whole to build the individual. Attitude toward entrepreneurship is an important aspect which helps mold potential entrepreneurs; students with the right attitude toward entrepreneurship will be more inclined to depend on themselves to run their own business after graduation (Clevenger et al., 2022).

Despite extensive research on entrepreneurship education, existing studies often treat academic advising and mentorship as separate constructs, overlooking their combined influence on students' entrepreneurial career choices. Limited evidence exists on how the integration of these two support mechanisms contributes to entrepreneurial intention, self-efficacy, and readiness, particularly in developing country contexts. This study addresses this gap by systematically reviewing the literature through the PRISMA framework to provide a comprehensive understanding of the advising-mentorship nexus and its implications for higher education policy and practice.

1.1. Understanding Entrepreneurial Career Choices

Interest in entrepreneurship has increased significantly in various parts of the world in light of recent and anticipated global transformations (Clevenger et al., 2022). People tend to execute new concepts through new default algorithms, satisfaction methods, and forms. Entrepreneurship is a social and economic phenomenon, a course of action, a set of functions, a decision process, an attitude, a driving force, and an individual. Young people, whether at work or at school, often dream about owning their businesses. Entrepreneurship is taught in colleges, high schools, and even as a part of some elementary school curricula (Guo & Liem, 2023). Credit unions, gift shops, bowling alleys, restaurants, and road and bike races are examples of institutions and projects created by students. Young people go in search of venture capital, develop business plans, seek investments in a company, reevaluate the cash flow, interest, or risks of an idea generating a small income. They consult with a lawyer on a copyright or patent, or they have an idea that they want to have launched as a commercial product. However, there are scarce indications of interest in entrepreneurship.

It is assumed that those who have not attended a course in entrepreneurship would not describe themselves as potential entrepreneurs (Ziemianski & Golik, 2020). The results indicate that in the general population there seems to be neither a clear disposition nor an ambition to become an entrepreneur. There are several factors affecting the decision. Terrifying employees, longevity, concern for security, and altruism are negative factors. Interest in or networking with an acquaintance who is an entrepreneur, creative ideas, education, age, and chances of a successful launch increase the probability of a personal entrepreneurial venture (Awang et al., 2014).

1.2. The Importance of Academic Advising

Academic advising is at the crossroads of a student's academic, social, and spiritual journey, serving as a student's first mentor at college and often being the first professional that a student encounters (Tippetts et al., 2022). One of the unique capacities of academic advising is the function of an additional mentor that almost all students encounter in their collegiate experience. There are two perceptions of academic advising as a mentor role. The first one is more similar to a mentoring or parental role, where academic advisors truly care about their students' overall personal success (LeBel, 2016). This goes beyond academics to life goals, connection, job opportunities/contacts, study strategies, etc. The second perception is more negative and simplified; academic advisors are viewed as checkers, ensuring students take the right classes and fill the right requirements. This academic advising role can be narrowed and does not build a significant advisor-advisee relationship.

Academic advisors occupy a unique role on campuses that is a cross between a friend and a parent, having the knowledge and experience to provide immediate support with life decisions, social connections, and general expectations, while also being sympathetic to the difficulties and uncertainty of students' high-stake transitional period (De Klerk, 2022). On the other hand, it is outside of their job description and training to be a therapist, supply basic needs, or maintain the always-relationship-friendly role of a close friend, and even to some extent, a parental role. Academic advisors do not know (nor should they) and can only provide guidance on what students should do if they need this different kind of help.

While this unique and often awkward relationship can be difficult to adjust to, it affords a unique opportunity. Academic advising can assist in bridging the gap between all these different aspects of a student's life and the academics that are often the sole focus of professors or other campus resources. Academic advising is intentionally very holistic in its approach. Rather than focusing narrowly on academic goals such as scheduling or GPA, advisors provide holistic support. This includes connecting students with professors, internships, campus activities, and even guidance on study habits, relationships, and personal well-being (McGill, 2021).

1.3. Definition and Scope

Entrepreneurs have been recognized as an important force contributing to regional development. They make up a group of people who are path makers. Entrepreneurial spirit is believed to be an innate characteristic of some people, but others can be affected consciously or unconsciously by their surroundings (Chaurasia, 2023). Individuals respond and fit into the environment as active agents, conforming to or utilizing the existing structure in turn, shaping the environment through their actions. Some scholars put emphasis on the importance of education and policy in creating a new generation of *good* entrepreneurs. These focus on the role of a few talented entrepreneurs extracted from the elite level. Other scholars explain how the education to start a new business is brought into action as a typical case in which multiple social actors' conduction agentic actions influences possible entrepreneurial action at the institutional level (Lv et al., 2021).

Universities with clearer missions tend to aspire students and other stakeholders to pursue better academic careers. Students and important stakeholders are included in this academic discourse about shaping academic culture. However, this rhetoric is often not well implemented in the input-output model limited by the ideological frame of a meritocracy (Badulescu, 2015). Entrepreneurship has been introduced into the education field to ignite students' interest in starting a new business. Entrepreneurship education also aims to make rewarding cross-sector collaboration and other unexpected outcomes (Khie et al., 2024). Academic advising refers to a systematic, staff-assisted and student-centered, while faculty-led, process of guiding and helping students clarify and explore their academic and career goals through interactions with other students, staff and faculty, and the use of other supports offered by the institution. Academic advising occupies a central space within academic culture, characterizing the interaction style and experience of students, faculty and staff in day-to-day university life (Jordan, 2024).

1.3.1. Historical Context

A review of the literature on the research subject began with an examination of the historical development of entrepreneurship education in the United States. The motivation for undertaking the examination stemmed from the reality that a timeline of entrepreneurship education in the United States had not previously been assembled. The examination aimed at both enhancing knowledge of how entrepreneurship education has evolved over time and identifying future empirical research opportunities for entrepreneurship education scholars. Through an examination of seminal papers published in various fields of scholarship and a historical account of entrepreneurship education and its status, the need to further examine the many facets of entrepreneurship education was demonstrated. Such facets included secondary education programs and how entrepreneurship education policy changes fostered entrepreneurship curriculum and networking opportunities (Blencke, 2013).

The second component of this review of related literature focuses on the theoretical frameworks commonly employed in previous studies exploring entrepreneurship education. Although researchers invariably discuss the importance of entrepreneurship education and its development over time in the United States, the need to close the knowledge gap on how entrepreneurship education is believed to impact other variables has gained renewed currency (Ratten & Jones, 2021). Understanding how and/or why entrepreneurship education impacts career intention, entrepreneurial competency development, or entrepreneurial self-efficacy is critical in developing effective curriculum or pedagogical strategies (Lv et al., 2021).

1.4. Mentorship in Higher Education

With the advent of globalization and the information technology revolution, educational systems globally have undergone significant transformational changes over the past couple of decades. The challenges of these transformations, posing threats as well as creating several opportunities, have affected all sections of society to varying degrees (Balu, 2014). Over the decades, the role of higher education has shifted from a privileged concern of a narrow elite to a necessity for a large section of society. Although there are significant variations in the magnitude and characteristics of this transformation among nations, resulting in country-specific higher education impactiveness and performance, no society can now claim to be immune from its influence (Rosenberg, 2023). It is widely acknowledged that formal education is perhaps the most powerful means of social change.

A tightly knit structure of higher education composed of peer institutions of learning has been proven to make significant contributions to the economic growth and social well-being of society through functions aimed at merely educating a selective few. The emergence and prominence of socially inclusive higher education institutions capable of overcoming barriers to participation and addressing the needs of every segment of society is a challenging target requiring a radical restructuring of the long-standing elite educational setup. Also known as mentorship, this supportive program has been widely practiced in schools and colleges. The established and matured professionals in a particular field take it upon themselves to guide enthusiastic youngsters in pursuing their dreams.

Under this system, students are paired with faculty members or officials from industry or any enlightened persons. This is a sort of co-curricular voluntary activity aimed at motivating students and giving them a greater sense of confidence. The objective of this paper is to explore the merits of the academic advising and mentorship programs that provide students with various emotional and instrumental support to ensure successful completion of their college degree by meeting their college expectations.

1.4.1. Types of Mentorships

Mentorship can be classified into two broad categories: informal and formal mentoring. Informal mentoring develops organically without organizational intervention, often emerging from shared interests or compatible personalities. The informal mentor offers support and guidance at their convenience and with little involvement from the organization. Because it is informal, the mentor may or may not serve an individual who is more experienced; they

may be equal in rank. This type of mentoring may not receive the same recognition as formal mentoring, and it may not include a structured agenda (Moulson, 2015).

Formalized mentoring typically involves some sort of pairing that is determined by the organization. Most often, the more experienced person mentors a less experienced individual. With the guidance of the organization, the more mature employee would act as an ongoing reference and guidance for the new employee (De Ossorno Garcia & Doyle, 2021). In addition, the organization would develop the process and programming under which mentoring would cultivate. Mutual goals and expectations would also be established by the organization as well as methods of identifying success, which would ultimately determine the mentor's rewards. For the newcomer, mentoring may involve learning the politics of the organization and strategies for gaining visibility (Murrell et al., 2021).

A third area of classification could be developmental mentors. Developmental mentors can be either mentors or role models (Rohrich & Durand, 2021). Proficient mentors should serve as teachers and should therefore focus on always being approachable. They should be contemporaries of the mentee and be fully versed in the processes needed to create an effective outcome. Conversely, an effective role model focuses on behavioral skills rather than knowledge. Given that students spend only a short period of time being mentored, this can inhibit the mentoring process (Tuma et al., 2021). The interaction is minimal, thereby limiting the ability of the mentor to effectively influence the mentee.

1.4.2. Benefits of Mentorship

In this competitive realm of entrepreneurship, aspiring entrepreneurs look for friends, business partners, and mentors for support, guidance, and knowledge. While they can benefit from their parental support, it is suggested that the knowledge, skills, and networks for a successful start-up should come from outside the family unit. (Ruiz-Palomino & Martínez-Cañas, 2021) Mentors have been described as teachers and role models with expertise in an area or profession. Other definitions emphasize the importance of establishing a sustained relationship between a mentor and a mentee based on shared interests and mutual benefits (Mullen & Klimaitis, 2021). Mentorship is important since it can impart advice, assistance, and expertise on how to navigate challenges and obstacles, support retention, and acclimate mentees to their roles and jobs. Belonging to an effective mentoring relationship can contribute to a broader sense of support. Entrepreneurial mentorship can be described as a relationship between an experienced entrepreneur or businessperson who helps an aspiring entrepreneur by sharing his or her knowledge, experience, networks, and perspective on situations (Obeng, 2018).

Mentorship was thought to help foster entrepreneurs' skills and expertise. Mentors were reported to be particularly important for providing contacts, networks, and support in financing ventures (Yusubova & Knob, 2025). Remaining informed of related practices, procedures, and rules was important when developing a new venture; therefore, it was desirable to have access to industry contacts. There was also the expectation of assistance during the financing phase; for example, by acquiring industrial contacts, efforts may also be made to reconnect with previous advisors. A good mentor is appreciated, even if he or she is not directly involved in the process. Experience with incubators was highlighted as particularly useful. Since many academic cases are still in their infancy, it would be valuable to establish connections with other cases through alternative means, such as workshops or seminars.

1.5. The Intersection of Advising and Mentorship

Advising and mentorship intersect in higher education settings. There is much written about both academic advising and mentorship, but they are often understood in isolation. Holistic and developmental academic advising can also serve as an effective mentoring relationship and relationship building that focuses on the co-curricular success of a student. Understanding this intersection is essential in making positive academic advising connections. A social constructivist viewpoint was taken from the mentoring literature as a starting point to better understand how mentoring elements are reflected in academic advising. Academic advising was found to contain key elements that were fundamental as a mentoring framework. Mentoring frameworks are useful for understanding academic advising as

mentorship, and understanding this intersection opens an avenue for formulating relationships between students and academic advisors that positively influence student engagement and success (LeBel, 2016). Through evaluating how academic advising relates to mentorship, other considerations arise that speak to harnessing and maximally using the intersection of advising and mentorship within higher education. Academic advising as a mentoring relationship must be better understood by all groups involved in the advising process.

Firstly, there is a need for significant awareness and education of faculty and professional academic advisors on the mentoring tenets. This is even more crucial in settings where advising is relegated to responsibilities outside of faculty duties. This awareness can enhance advisors' ability to assist students in co-curricular pursuits and positively influence engagement and success. Most academic advisors are in a good position to provide this mentorship, but they are not sufficiently trained in this role. Understanding the mentoring aspect of advising can better equip academic advisors to meet students where they are at and act as mentors to help provide structure for their success (Afzal et al., 2024). There is also a need for a holistic advising model and appropriate implementation/operation to maximize the advantages possible through academic advising as mentorship. This model would recommend the most appropriate training for the advisor in one on one and group advising settings and recommend the content focus for advising meetings to be most conducive to closely mirroring the core tenets of a mentoring relationship. This is key to addressing the above findings to maximize the use of the advising-mentoring intersection effectively. Finally, there should be more support and expectation for students to use advising resources throughout their academic career. If students do not meet with their advisor or are unaware of their ability to act as a mentor, the benefits of academic advising are largely muted. Advising is especially important for first years and those who are not self-motivated as the transition into and success in college can be daunting.

1.6. Collaborative Approaches

While research focuses on the roles of and shared visions between official role holders (e.g., the department chair, full time faculty, academic advisors, or career service personnel), a view that complements the research concerns academic major socialization as a collective and collaborative activity to be 'actively' pursued by 'active' players (both students and stakeholders) (LeBel, 2016). Above all, a shared vision of the process and the goal on what and how to provide socialization ought to be established (e.g. students informing the program for students, faculty shaping senior student mentoring and advising, and life-long alumni support) by the stakeholders. This calls for different types of curricular and co-curricular (cross-sector) collaborative approaches at earlier stages of students' academic journeys. In addition to on-going cross-department supported and partnered workshops for students, faculty and mentors are recommended to be organized to bridge the disconnect among the different stakeholder groups (Pfund et al., 2021). For example, mentoring as a process can be curtailed by discussions among students' mentors regarding desirable and undesirable practices and expectations (e.g. academic, personal and social interactions, information seeking, monitoring approaches, means of communication and barriers) together with joint student activities (e.g. departmental welcome parties and dinners) to walk in both a socializing and mentoring path. The employment of the coaching model is suggested to better prepare and assist students in their advising sessions during their academic career as well. More often than advising a project, students are expected to be more 'active' in the mentoring process and pose to investigate a problem or topic area independently.

The 'half-way' stage of mentorship can be viewed as interim advising. Such a period sees biodata or technical matching between students and stakeholders, but more importantly thematic matching that entails shared understanding on goals and strategies, concerning factors (e.g. environmental, academic, and personal traits), collective reflection and action, and monitoring and adjustment that push the theme forward collaboratively at attention of both the stakeholder and the student. However, to illuminate the academic major development process, research sheds light on the faculty-student relationship relation rather than with academic advisors. As such, the instructive input of academic advisors as an academic major stakeholder group remains indeterminate. Admittedly, this finding coincides with the informal status of academic major advising, but a well-defined role and practice on

academic major advising is crucial for the overall effectiveness of advising as a process by addressing its design and governmental issues.

1.7. Case Studies

To amplify the role of academic advising and mentorship on student entrepreneurial career choices, these cases were purposely selected for their concordant common features and differences. The chapter introduces two very different institutions in Central Florida: UCF and Rollins College. Both institutions have renewed their commitments to entrepreneurship. Both institutions suffer from a scarcity of academic advisors and mentors in support of entrepreneurship (Blencke, 2013).

There are some differences between the case study institutions as well: UCF has a larger number of undergraduate students (65,202 vs. Rollins College's 3,302). Academic advising for entrepreneurship at UCF is done through various colleges with faculty around entrepreneurship. Faculty advisors collaborate with the Director of the Center for Entrepreneurial Leadership & Learning on student outreach, workshops, and events. At UCF, entrepreneurship mentorship is done through the responsive mentoring program from the CELL; interested students fill in a questionnaire from 1-3 experiences; and a mentor is assigned based on the responses. Mentoring resources and events are used instead of an overwhelming list, which is accomplished through coordination with faculty advisors as well.

Both institutions have personal, face-to-face, and informal academic advising and mentoring experiences. There is a general absence of academic advising and mentoring systems in place, although automation of administrative functions has begun at both institutions. Academic advising is less prevalent than at more established institutions. Academic advising and mentorship is at the discretion of the academic advisor or mentor. Informal and social linkages do exist and help channel students toward advisors and mentors. By its nature, entrepreneurship requires networking to discover, seize opportunities; build human, financial, and social capital; and grow and sustain ventures and careers. Student entrepreneurs are former...

1.8. Impact on Student Decision-Making

Academic advising and mentoring are collaborative skill-building careers focused on helping students make key choices as they navigate college and lay foundation for their professional futures (Anderson, 2024). The mentoring and advising skill domains most relevant to student decision-making include educator & advisor, assumptions regarding better results through assistance, and destination changes based on assessments of possibilities, opportunities and preferred future pathways, especially regarding off-campus post-graduation endeavors and related resumes (Wu, 2018).

An understanding of the importance of relationships with students provides advisors and mentors strong motivation to pursue the advising and mentoring work responsibilities where their focus is on the personal lives of students (Lahiri et al., 2021). A professional discretion respects the individual nature of students, limits intake into their personal lives, and focuses attention on areas broadly discussed with others, including (a) background experiences that shape personal standards, views and priorities, (b) key happenings, circumstances that lead to changes in pursuit of standards, (c) present stresses, friction, and fatigue resulting from current pursuit of interests (Moulson, 2015).

This mentoring focus resembles those found within other areas of post-secondary education and closely follows progress through successive stages of a life cycle with transitional changes being driven by outside conditions (Fernandez & Ruzycki, 2024). As students enter the institution from high school, advising and mentoring invariably include orienting students to all aspects of college. Assisting students in successful adjustment includes exploration of larger social contexts, maturation and preparation for professional work, ideally through opportunities in off-campus choices and experiences. Experience gained applying and developing skills in off-campus situations frequently provide turning points leading to professional opportunities viewed as both feasible and promising.

1.9. Psychological Factors

Psychological factors play a critical role in how students make entrepreneurial career decisions. Self-efficacy, defined as the belief in one's ability to achieve specific goals, emerged as a central determinant. Academic advising and mentorship significantly influence students' self-confidence by providing guidance, encouragement, and constructive feedback. Exposure to successful entrepreneurial role models through mentoring relationships fosters aspirational thinking and strengthens perceived competence. Positive reinforcement from mentors and advisors helps students overcome fear of failure and develop resilience in the face of challenges. Additionally, psychological readiness is shaped by students' attitudes toward risk-taking, intrinsic motivation, and their ability to set and pursue long-term goals. These factors collectively enhance entrepreneurial intention, increasing the likelihood that students will pursue self-employment as a viable career path.

1.10. Social Influences

Mentors and education have been found to develop self-efficacy and expand what we can and should do. Self-efficacy is thought to lead to the pursuit of higher goals and aspirations, such as entrepreneurship (Muldoon et al., 2019). While the roots of self-efficacy have been well-documented through an understanding of performance accomplishments, vicarious experiences, verbal persuasion, and particularly social influences, efforts have been less focused on identifying the variables that tap into these constructs. The educational experience has been well documented as related to self-efficacy. A summary of studies relevant to a discussion of how education relates to self-efficacy includes coverage of college education in general as well as relevant business education topics, entrepreneurial courses, and curriculum and program types.

A strong recommendation is that schools in secondary and collegiate education use their various student organizations to foster mentoring. With a strong sense of self-efficacy and outcome expectations, student entrepreneurial career choices could be navigated with better understanding. Faculty and alumni mentoring through these organizations would not only aid in outreach to diverse student populations but would also help develop others' self-efficacy and entrepreneurial intent (Schenkel et al., 2015). Institutional support could be gained through deep tie building and impactful choices in organizational management. Additionally, regional developers are recommended to reach out to schools in their area to provide mentoring and social network opportunities for female entrepreneurs. The entrepreneurial ecosystem nationwide is difficult to navigate and understanding it would be very important for budding entrepreneurs. Withholding this information might play a large role in determining whether businesses get started.

2. Role of Faculty in Advising and Mentoring

Academic advisors and mentors serve as a vital resource for student entrepreneurs, guiding them on choosing entrepreneurial career paths. These individuals often hold top faculty positions within universities and have garnered greater respect for their academic credentials (Marquez & Winston, 2019). Although students may initially prefer tenure-track faculty as advisors, they set high expectations and standards. Advisors assist students by honing their interests and providing guidance. Depending on the institution, safety nets may exist if initial advisor choices do not precisely align. In cases where students feel constraints, alliances with other faculty members can amplify academic connections. Faculty positions offer multiple avenues for students to advance their entrepreneurial goals. Faculty within entrepreneurship centers may outline the curriculum and programming. Opportunities exist outside the classroom, such as working with the university's technology transfer office or in business acceleration. A student's academic pathway may involve a more research-focused advisor or mentor.

High-profile faculty may also act as advisors. Personal visits may help students earn coveted spots in incubators or funding competitions. These faculty members have been instrumental leaders in start-up initiatives or research commercialization globally. Their visibility commands greater attention from corporate leaders. Faculty network-building may open doors, leading to starting a venture funded by global venture capital firms. The chance to work with such visionary faculty members arises early; as they become entrenched in their

roles, access becomes challenging. Nonetheless, there is a fundamental hurdle. Building relationships early while developing entrepreneurial experience is challenging, particularly for raising capital. Advised students one to two years before launching start-ups have struggled to approach their advisors for fear of being rejected.

Faculty entrepreneurs are often renowned for their commitment to balancing teaching, research, and service. Teaching and mentorship are frequently devalued and not counted towards the promotion process. However, documenting mentorship has significant importance. Faculty members assigned several high-profile mentorship roles resulting from award-winning teaching approaches demonstrated better outcomes. The number of students mentored annually is often 3-4 times higher than promotion expectations. Although student mentorship may account for a fraction of the faculty member's total student count, the effort is stated with conviction. Most importantly, institutional support is crucial for faculty mentoring efforts to be documented and factored into the promotion process.

2.1. Training and Development

One approach to training and development is through internships. Internships are a valuable means of transitioning from academic life to professional life (Tan et al., 2023). They can be of great value to those involved in businesses or start-up companies. Numerous universities have developed mentoring programs which pair students with mentors for the purpose of receiving guidance, coaching, or counselling. Mentoring relationships can be formal or informal and can be between persons of similar or different age groups or educational levels. However, the value of internships and mentorship has scarcely been explored in academia. This research will address the role and influence of internships and mentoring relationships on budding entrepreneurs, particularly on their career choices as prospective entrepreneurs after their college/university education. More importantly, it will bring forth additional motivations to get involved in internships or mentorship programs, both for students and business entities. Subsequently, practical recommendations for mentors/mentors and internship coordinators will be provided to help adjust for often changing student motivations and expectations (Blencke, 2013).

The research revealed that internships and mentoring relationships are of great value to students and extremely influential concerning possible career choices post-graduation. Internships must however be compensated in a fair manner or professionally relevant work provided, otherwise students will be dissatisfied and will not put in their best efforts (Rogers et al., 2021). Businesses may have difficulties finding suitably motivated interns and will need to invest time to train and entrust responsibilities. Mentoring relationships can provide reliable channels for information on internships, adjust expectations and contribute to the professional competitiveness of students and interns. Mentors must be advised to invest time and communicate often with their protégés, whilst mentees will need to pursue their mentors and persistently ask questions to extract knowledge and experience. Furthermore, expectations should not be taken for granted, as mismatches may lead to dissatisfaction, frustration and a deteriorating relationship (Guerrero & Steiner, 2011).

2.2. Best Practices

Advising and mentorship must be intentional, multi-faceted experiences that draw industry professionals, faculty, and alumni into the student's experience while also ensuring that the services are accessible to everyone (Borg, 2021). Furthermore, students, faculty, university staff, and administration must all be open to these types of connections. Several best practices emerge from the findings presented above and include the introduction of a career course with an entrepreneurial focus, targeted outreach to non-College of Business majors, a connection between academic advising and entrepreneurial services, a merger of Entrepreneurial Studies and community engagement teams, targeted support for transfer students and newly graduated entrepreneurs, and an emphasis on an "all community" approach to outlets for early stage businesses. The action plan shaped by this experience is not simple, and each of these concepts will take time and effort to be considered fully. Implementation opportunities and timelines are presented for each recommendation. Advanced veteran entrepreneurs should be consulted in-depth for their ideas on how to maximize public resources. Of particular importance is an understanding of how to increase

the accountability of non-profits to their communities. Offer to arrange a meeting with the state's leading entrepreneurial business leaders to gather ideas on how this start-up can be used as a model for replication. The best practice can be for the charter of the Aries Agency to provide a wide range of services but to report on a narrower set of metrics within the public documents that would cause embarrassment should the business get captured by funders outside the business community. Entrepreneurship must be more than a 15-minute lecture, or a ten-part series on a single channel, in educational outlets. In addition to developing understanding of the technical lifecycle of businesses, students/faculty/community members should engage in real practice drawing on all forms of intelligence and problem solving.

3. Challenges in Academic Advising and Mentorship

Successful entrepreneurship requires careful planning and intentional cultivation of skills. Fledgling faculty members and graduate students in high technology disciplines first generate an innovative idea and then frequently engage in both academic advising (through faculty mentors) and sponsorship (through institutional and intra-institutional resources). Academic mentors provide analysis of the opportunities and threats in the market, introductions to business mentors, guidance in business planning, employment and payment terms, and access to basic research funds through existing university laboratories. The role of academic mentors is very similar to that of academic advisers. This perception arises from an epistemological stand, with a knowledge construct consisting of information connected by propositions. The intellectual property of either modern science or ancient philosophy is a set of logical axioms, from which knowledge is inferentially explored. The perceived role of academic advising in shaping entrepreneurial career choice is twofold. Academic advising embraces a long-range perspective on cognitive development while taking in a wide matrix of disciplines. Embracing such a general view gives a much deeper understanding of the passion that the university's founders originally brought to its establishment and the meaning of its motto of "Veritas," in addition to its surface brand image (Marquez & Winston, 2019). Mentorship is an informal communication process in which a mentor conveys insights about employment, governance, interpersonal skills, and corporate culture. Education-based mentoring is also a topic that has received attention in recent years. A perceived role of academic advising is to provide knowledge about institutional policies and processes. Knowledge of these procedures is vital to participation in this enterprise, as serious consequences can arise from mistakes in its operation or even from ill-considered proposals. Advising about these matters serves the career goals of the advisee directly. However, some of the quotidian procedural knowledge about official forms, budget negotiation processes, and so forth can be offered to the collective membership. This is both in the interests of the institution and enhances the stature of the adviser.

3.1. Resource Limitations

Resource limitations within small business incubators restrict the environment for activities and an overall lack of mentorship has left a void in sociability. The density and potential connections amongst industries not only offer great ideas for insights but can also enhance the scope and discipline of collaborations (Ratsimandresy & Miemczyk, 2023). Communities could be harnessed as a semi-sustaining way for small business incubators to opt for more focused collaboration. Incubators may be perceived as less useful over time by their tenant companies and are consequently grouped as a less effective employment form. Such triads have drawn attention to small business incubators that themselves within heterogeneous parties lack true mentorship. This conception of mentoring is typified by diversity proposes a creative solution while at the same time operates as a measure for success.

So far most heterogeneity analyses have focused on superficial diversity proxies and mishandled maturity in favor of new entrants. The latter is questionable, since every newcomer potentially brings along a lot of knowledge. Tenants within the small business incubator are at a similar grasp as tenants in a hard-to-reach hold humorous. Knowledge transfer appears of lesser interest when outside information emerges to be of no use, and something is only conjectured to be solved in the headquarters. Incubator large appeared to actively dilute its ownership structure by pressuring a start-up who had recently onboarded an influential investor while genuinely not offering this option to a second early-career firm.

3.2. Student Engagement

This study has highlighted the importance of academic advising and mentorship in shaping the entrepreneurial career choices and aspirations of college students, particularly under-represented, minority women student entrepreneurs. Findings reveal the significant experiences and influences across college students' lives that lead to the pursuit of entrepreneurship and innovation. A variety of experiences and mentorships, particularly further recognizing the role of academic advising in shaping the entrepreneurial mindset, actions, and career aspirations, have emerged as significant results. This pioneering research has important implications and applications toward developing the next generation of entrepreneurs and innovators and strengthening the national innovation ecosystem (Tudor & Dutra, 2014). More specifically, research findings contribute to designing, enhancing, and/or broadening campus resources and services that help foster the entrepreneurship mindset and career aspirations of diverse college student populations.

There are implications and applications released by this research on the influence of prior experiences and mentors that help develop the entrepreneurial mindset, actions, and career aspirations of college students, especially under-represented, minority women student entrepreneurs (Doshay, 2015). These implications and applications include the design of campus organizations that promote campus-gathering experiences that help develop students' entrepreneurial aspirations and determination, foster new social networks to facilitate gender diverse student support, design workshops for students that help recognize prior, informal experiences, promote Design Thinking concepts and practices on campus to enhance student empathy development, and provide training seminars for academic advisors and mentors.

4. Technological Advancements in Advising

Most academic disciplines of education include an advising component to grow students' understanding of material and coursework, aid in scheduling classes, and talk about discipline-bound opportunities and career paths post-graduation. Academic advising programs and structures can vary greatly with respect to participation, effectiveness, and student satisfaction, but research shows that good advising has a positive impact on college retention rates and factors that facilitate connection to the campus (LeBel, 2016).

Student entrepreneur career choices have more to do with connections made in college and understanding the path to that career than current entrepreneurial ability. Academic advising of undergraduate students in a business school has been shown to positively affect both entrepreneurial career choice and understanding the path to that career in a multi-institutional analysis (Roche, 2023). Successful advisors share students and resources, create a network for startup-related involvement, and are student-like. Further research should analyze the structure of academic advising and mentorship programs and how they are advised to benefit students as a co-curricular supplement to coursework.

Technology has impacted on the education system for more than a decade. It has eventually made education accessible to all the people in the world. In this global setting, the learning process and education system have changed profoundly. In this age of globalization, the students are more technologically aware and exposed than the faculty members. Faculty deployment to develop the technological competency of the students is a challenge in the current educational system. The implementation of new and advanced electronic resources should be a continuous process, and support for the best use of these materials is vital in shaping student career choices (Mutanga et al., 2023). The Web key techniques with their variations have shown validity in several empirical studies, and the existent culture of research suggests it would also be useful and reliable in studying between students and faculty.

In recent times, online academic advising would offer advantages to school districts, educational authorities, administrators, and teachers. Budgets for on-site counselling services at schools have been diminishing because of rising unemployment rates and long-term state and municipal funding cuts. Consequently, schools may not be able to pay the employee costs of an on-site counsellor. In addition to cost savings, a long-term commitment to online

academic advising would widen necessary access to counselling services. More students could receive academic assistance if the present demand for candidate counselors were filled with additional online academic advising sites with their significantly larger pools of candidate counsellors.

4.1. Digital Tools and Resources

The advent of technology has contributed immensely toward each and every domain, including entrepreneurship education (Chen et al., 2021). With increasing connectivity through the web, it is now possible for entrepreneurship educators to attract worldwide top mentors and start-up experts to guide young entrepreneurs. Online mentoring started decades ago and has been growing in popularity ever since. Unfortunately, limited evidence was found on the effectiveness of online mentoring. Thus, to understand the perceived effectiveness toward entrepreneurial adoption and career growth, professors and students were surveyed after a 15-week, real-time, global, online mentoring project (Wu, 2018). Results show that students viewed the online mentoring platform significantly more useful than professors did. This gap between the two stakeholders leads to the suggestion of a hybrid mentoring platform as an alternative to minimize the contrast among the students and professors.

It is now commonplace to call for entrepreneurs and start-up experts to mentor young entrepreneurs. The need massed by relevant institutions, including entrepreneurship educators and incubation centers, NGOs, and regional governments, has increased proliferation. And such mentoring has been conducted in various forms: on-site, mainly during start-up competitions; industry-wide seminars; and, more recently, online. The proliferated start-up ecosystems talk of the need of “experts needed” and are continually attracting experienced start-up professionals, who are mainly the “mentors” in the entrepreneurship context. Unfortunately, the evidence toward its effectiveness remains limited.

Thus, this empirical paper examined the perceived effectiveness of a global online mentoring platform developed 15 years ago for entrepreneurship education focus students. The mentoring project with real-time online interactions between students and global entrepreneur experts was set to understand its positive perceived effectiveness. The result is surprising that the student group viewed the platform significantly more useful than the professor group. Such a gap is examined from the pedagogy and entrepreneurship education delivery method perspectives through qualitative analysis of open-ended remarks. Based on the above, a hybrid online-offline mentoring platform is discussed as an alternative to balance between the two stakeholders (AuCoin & Wright, 2021).

4.2. Online Mentorship Platforms

Entrepreneurial spirit and creativity require sophisticated demands of faculty mentors in higher education. Given the time-flexible nature of creative careers, novices in the knowledge society often struggle in face-to-face meetings. The emergence of social media and networking platforms allows continuous knowledge exchange, which may benefit mentors and protégés. This study proposed and tested expectations and experiences of basic mentoring functions in face-to-face and online formats as well as consequent relief of uncertainties in five domains. The results showed that when matched in advance, mentors were content with interactions in both formats. There were more unmet expectations in online mentoring, subjective learning differences, and stronger uncertainty reduction of initial unknown others in the context of tech experts than in education or business. Implications for mentors and protégés were discussed. Mentorship is unpacked as a developmentally wholesome socialization context for novices. Channels for digital knowledge exchange like social media or online mentoring companies emerge as alternatives to the traditional formats. Mentor artists in social media have complex knowledge of both the domain knowledge in the field and the contextual knowledge in artist careers. They set creative tasks, stay in contact throughout the assignments, comment on the submissions with their peer knowledge, and give feedback on what lies behind the effort.

While digital exchanges can reach a bigger and more varied audience, protégé focused activities require attention on one task for a longer time. Non-heteronormative mentoring

may benefit to overcome negative intergroup biases and foresight of knowledge opportunities while disabling effective mentorship preparation. Knowing their mentor before the meeting time led to a shift in the uncertainty reduction processes. Combined with the event's stressfulness, protégés experienced a wider array of knowledge, which only became evident when seeking to adopt a mentor artist's creative thinking. Although the protégés felt closer to the mentor, unanticipated uses of the knowledge made them feel more distant. Protégability is a matching-mid stage when uncertainty and stress management fit. By expanding the matching, the one-day event employed ready-made mentor-protégé pairs suggested in literature. In the context of creativity, there are opposing developmental needs between mentoring domains.

5. Future Trends in Academic Advising and Mentorship

Academic advising and mentorship are crucial resources for any college student. Academic advisors are usually perceived as bureaucratic individuals who contribute little to the student experience, providing a mandatory "check-in" before class registration, or simply helping to switch majors during a crisis (Afzal et al., 2024). However, academic advising is much more than clerical recordkeeping. It is the very human art of building relationships with students and helping them connect their personal strengths/interests with their academic and life goals. The adviser-advisee relationship can be viewed through the lens of mentorship. Academic advising also provides a unique mentorship opportunity to bridge the gap between a student's academics and other aspects of college, such as their interests and passions and future life plans and goals (Afzal et al., 2024). This mentorship aspect of academic advising is often overlooked but is extremely powerful. It addresses the needs of an ever-present fictitious population on university campuses: the "typical" college student (LeBel, 2016).

Developmentally, college is a time filled with change. A student's environment is new, where they meet many new individuals, sometimes for the first time out from under their parents' umbrella. Significant life changes are at play, be it newfound freedoms, adult-like responsibilities, or leaving home entirely. All things considered, these transitions can be complicated and not easily navigated, developing a need for mentorship. Holistically, college is a time where students seek to make sense of the complex puzzle of their lives. Who am I? What am I interested in? What do I want to do with my life? What is my purpose? These questions occur daily and foster a sense of search and discovery within oneself. This search for meaning straddles the line between academics and life outside of class while often feeling disjointed.

As students experience these changes and search for meaning, they are referred to the campus' academic advising office. Academic advising was built on the philosophical belief that all students should receive holistic academic and personal support in their transitional first year that extends into upper levels of study (Keetch, 2021). Most institutions view academic advising as a coveted resource for facilitating this student transition, as it provides the right mix of student access to many dedicated academic advisors. To achieve this, there is an ethical imperative for a more nuanced understanding of college student development, one that extends beyond the forecasted data points of the academic path. Consequently, current patrons of academic advising may be missing out on the unique experience of this resource. Academic advising, as many institutions view it, has become a generic introduction to the university: what services are offered? Where can I get help?

5.1. Evolving Roles

Academic advising in its current form in American higher institutions should be redefined to be a more supportive and holistic mentorship opportunity to positively impact student career choices (Afzal et al., 2024). College students and young adults are in an intermediary stage of their life course. From the period preceding college, they continued to make transitions toward adulthood. Therefore, they constantly involvement defining career preference in formation because of identity exploration and inconsistency is also a character of this period. Meanwhile, the more they devote to long-term goals, the harder they give them up. It is clear that both the subjective life and development context affect at least arguably the career decisions (LeBel, 2016). Evolving forms play an essential role in determining subjectivity. As they grow up, evaluation on this type of contextual factor becomes necessary, so do their expectations on evolving forms. A detailed examination on

whether and how the two types of contextual factors affect students' entrepreneurial career choices could clarify the evolving roles of school and family during the transition toward adulthood as well as be helpful in the fostering of desired entrepreneurial intention. Parental attachment is a protective factor, and it leads to a higher exploration level as it limits the adolescent's academic engagement. Multiple identification with family members or family background affects the identity development through social support, expectation on evolving forms, and perceptions of life goal. The influence exerted by evolving forms has shifted from strong impacts of parental expectation on pre-college students to the assessment and reinterpretation on schools' previous favorable expectations and the formation of own expectations on schools in the post-college period. With the academic mentoring and assistance provided by the mentors within the school context, hope for changing mind set may lead to a better life.

5.2. Integration of Entrepreneurship Education

To train future entrepreneurs, higher education institutions (HEIs) offer specific curricula. Not all students choose studies in the field of entrepreneurship, and their appreciation of the entrepreneurial careers can considerably differ. A thorough understanding of the intensity of students' entrepreneurial career perception enables universities to improve entrepreneurship-related academic paths and training. Also, evaluating students' perceptions regarding entrepreneurial jobs can help related organizations in their business training and coaching activity. HEIs have a major influence on entrepreneurship and create the premises for future entrepreneurs by adapting curricula to real social expectations as well as students' personal goals. Such connections are essential for developing curricula that would help institutions better achieve their educational mission. The analysis framework includes perceptions regarding entrepreneurial jobs and choice of HEI and recommends clarifying recommendations for both management of universities and public authorities (Badulescu, 2015). Integration of Entrepreneurship Education, starting with individuals who are potential entrepreneurs, universities are focal points for detecting innate as well as acquired traits of students, and subsequently, amplifying, educating, or contributing to attenuating them. Condensed knowledge in perceived university support is determinant in contributing to fostering the entrepreneurial activity of students. Vicinity and an open mind on behalf of professors would help students develop entrepreneurial intentions.

Several public authorities worldwide have recognized the importance of fostering entrepreneurial behaviors among the base of the smart economy pyramid and have invested huge amounts of public funds in the infrastructure for entrepreneurship. Any analysis of students' perceptions regarding HEIs and entrepreneurial careers should consider the scientific efficiency of public investments. Some general points should be considered; career choices in the field of entrepreneurship depend on the traits associated with this career, some factors preventing individuals from opting for such careers should be avoided. Any choice in what career to develop should be fostered and encouraged by the state's policy. As illustrated by the above analysis results, universities should better promote their responsibility in shaping entrepreneurial values and education (Saeed et al., 2018). New entrepreneurs are important drivers of regional economies, and entrepreneurial intentions are deemed as the starting point for subsequent new venture creation. However, research has proven that economic, social, and environmental dimensions of entrepreneurship moderate the association between entrepreneurship education and the business start-up intention. Designing and implementing public policies vigorously attractive for potential entrepreneurs should create a framework that would enhance job creation.

6. Measuring Success in Advising and Mentorship

The demand for assessing advising and mentorship effort on an ongoing basis is extreme due to its role in shaping students' decisions and professional development. It is required to adopt reliable approaches for operationalizing the measurement of perceived effectiveness. Validated survey measures on perceived effectiveness would lead to an increased focus on important advising and mentorship tasks, thereby enhancing their perceived effectiveness and even better development opportunities for media entrepreneurship (Wu, 2018). Because advising and mentoring covers a wide range of tasks, writing down a general list of tasks would inevitably limit the comprehensive inquiry process, consequently losing the opportunity to discover important advising and mentorship tasks that

have not existed in prior literature, and further risk having an incomplete measure scale. It is suggested to conduct exploratory focus group discussions first, while addressing the limitations of the current study. Non-compromised efforts are on-going to elaborate on advising and mentorship tasks and to develop a comprehensive measure for designing assessment.

A weakly established and validated scale that is theoretically linked with performance is better than unaided subjective ranking in measuring business' advising and mentoring effort. However, more effort needs to be made to mount valid measures of perceived effectiveness. The on-going refinement of the present adequate, albeit underdeveloped, measure will yield better characterizing measures that can pinpoint precisely the tasks and measures that generate high/low scores. As viewed by many, reliable and valid measures should be used. There is an ever-present need for representations of measure methodologies, especially when elaborations differ at sub-dimensions or even on individual items.

Based on subject-matter experts' opinions, an operationalized definition regarding new venture creation is to first distinguish earlier and later stages of business growth. For the sperms of a long-distance obstetrician, these inclusions may vary from earlier stages such as exiting a cube, finding co-founders, completing a business structure, etc., to later but equally important stages of business management such as international expansion, selling the business, and so on. It can be theorized that advice and mentorship in connection with these inclusions will promote the likelihood of conducting later-stage business decisions. The current definition implicitly assumes that an entrepreneurial business is one that is run by different voices of the founders, representatives, board members, etc.

6.1. Metrics and Indicators

While entrepreneurship educators at colleges and universities are more likely to encounter students who have not yet chosen a major, this does not mean that the student is considering entrepreneurship as a career choice. Colleges and universities need ways to evaluate potential students' interest in entrepreneurship programming. Entrepreneurial career intention is the first pivot in a series of key events in an entrepreneurial career. If a student does not express a desire to be an entrepreneur, any further educational exposure in entrepreneurship programming and business idea development may be wasted.

Behind the entrepreneurial event is a series of earlier phases or steps that can be modelled heuristically or mathematically. The entrepreneurial journey, the steps include recognizing the need, finding the solution, evaluating the solution, establishing the relationship, preparing for business establishment, and creating the business plan, business, and beginning operations. Most entrepreneurial studies begin with defining the noun event stage of the sequence.

Career choice is the earliest stage in the entrepreneurial process and is not typically considered an entrepreneurial education topic. Various introductory entries into entrepreneurship and identifying with the entrepreneurial picture have been developed (Wu, 2018). An introductory measure of student perception of entrepreneurship programming is a pre-measure of student electives taken prior to starting a different academic program. Indicators used in designing a presentation to recruit prospective applicants have also been developed.

Whether students were recruited and positively influenced is determined by a brief survey to be completed immediately after the presentation. At least two validated and reliable industries adopted post-measures to evaluate the effectiveness of mentoring and facilitation in an entrepreneurship education boot camp have been developed. The measures are typically used with a five-point Likert-type response scale. They focus on specific actions, knowledge or skills gained, or effects of activities on what is learned, but not on personal use of behaviors learned about. The effectiveness of entrepreneurship educational programs has been a research priority and a diverse collection of instruments and indicators.

While entrepreneurship educators are extremely creative and developed many methods for evaluating student learning outcomes, the indicators might not be obtained from

sources other than those in the entrepreneurship domain. There is literature on instrument construction on a general basis that can be used for developing other measures and evaluating the effectiveness of their use.

7. Policy Implications

The topic of how academic advising and mentorship affects student decisions to pursue an entrepreneurial career merits attention in both higher education policy decisions and decision-making by university leaders. The university steering this current land-grant institution and its administration should consider how the opportunity to meet regularly with an advisor and have that advisor take an interest in the student's career path laid the foundation for this student's decision to be an entrepreneur. By scheduling a designated meeting with an advisor, it created a sense of accountability for the student to take his or her coursework seriously. During that time with the advisor, the student was also told directly that he or she had the qualities necessary to be successful in diverse entrepreneurial careers, with tangible examples from successful entrepreneurs in the advisor's network.

Whether in formal or informal roles, faculty and administrators can have considerable influence on their students' career choices and decision-making processes. Consideration should be given to how, over time, one faculty member greatly influenced where one student directed his attention at graduation. Providers of career services could also better facilitate these relationships by allowing students to indicate interests so that referring to faculty and local entrepreneurs with similar interests can be done. College administrators could also ask faculty to provide them names and contact of enterprising local businesspeople whom students could sit down with to ask questions. The point is that just as an advisor's interest in their respective students can steer them toward a career choice, it can also work the other way.

This research extends the literature on entrepreneurial advice networks by converging and integrating the fields of entrepreneurship, social networks, and academic and career advising. It contributes new insights to current theory and quantitative understanding, highlighting some of the relative significance of student entrepreneurial career choice-influencing factors. Much of the previous research exploring student entrepreneurial career choice has been qualitative, often eschewing quantitative approaches. A broader understanding of some of these issues would hopefully be attained through further empirical analyses. These endeavors could also include an exploration of some of the measuring aspects with a deeper dive into the interrelationships among the factors, rather than just inspecting them individually.

7.1. Institutional Support

Universities may play a very crucial role in encouraging and educating young individuals in diametrically opposed contexts. Universities, or other HEIs, can impact students' potential to be entrepreneurs through academics, training, mentorship opportunities and university policies. Previous literature has noted a significant relationship between education, training and entrepreneurship. From the 1960s, HEIs (higher education institutions) accounted for significant premises in capitalizing the economy and landed a prominence recognition as the knowledge and innovation-creating organizations. Universities can play another important and organized role in identifying and developing entrepreneurial traits among young individuals and young leaders, and shift attention towards the roles of entrepreneurial universities in developing entrepreneurial attitudes and behavior of students. While attention on entrepreneurship perceptions and attitudes has been intensively researched in some countries, there is a gap of knowledge empirically testing this model using a larger sample in emerging nations and another context. In the last fifty years, literature and research shows that university students who took entrepreneurship as a course are more likely to develop a greater interest in becoming entrepreneurs (Saeed et al., 2018). Then, entrepreneurial universities have been recognized and explained in literature. The proponents emphasize that entrepreneurial universities are valued because of their important economic outputs and technology transfer mechanisms and deliver better education. Consequently, trying to raise their enlistment status and lottery, it is an important rationale to position the university as a hub of entrepreneurship and innovativeness. Students are valued, and entrepreneurship education attended HEI in this competition. Nevertheless, in an era of

increasing interest in academic entrepreneurship, very little empirical research has identified and theorized organizational-level factors that can foster entrepreneurial intention among university students outside of developed context. Academic institution or HEIs aspects such as academic institution facilitate entrepreneurship education or training, tenure-tracking staff, university favorability climate, and graduation model positively contribute to entrepreneurial intention, and subsequently, entrepreneurial self-efficacy. In addition, an individual's entrepreneurial self-efficacy plays an important role. Then, it is an important rationale to position the university as a hub of entrepreneurship and innovativeness.

7.2. Funding Opportunities

For academics, the process of entrepreneurship often begins with an idea or the products of research. However, the development of an innovative idea into a product, process, or company often requires the acquisition of many capabilities and resources. Academics generally have high self-efficacy in their own target research areas and the academic activities needed for success, such as presenting ideas to their scientific peers or winning research grants. However, they have little knowledge of the non-academic side of the innovation process, such as market research, competition, business plan writing, patent submissions, raising money, corporate structure, required skill sets, staffing, etc. Some of these capabilities exist in other academic units, but they often are not aware of their complementary skills or would not know how to interact productively. These barriers often prevent entrepreneurs from even beginning a project or engaging with stakeholders or funding sources.

Most academic institutions in North America and Europe have technology transfer offices (TTO) that seek to help academics with ideas and inventions, but they are generally not well-utilized. Their usefulness is constrained by time, too many levels of administration, risk aversion, perception of caring more about their own budgets than helping faculty, and desire to control efforts. As a result, few academically derived ideas get to the point of being funded and developed (Fleisher & Marquez, 2019). Acceleration programs have become common at TTOs and incubators, but they have not been found to necessarily ameliorate these defects. This has not only generated many leads for opportunities but also some on-going partnerships with faculty and their teams.

8. Methodology

This study employed a systematic literature review guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. The PRISMA method was used to ensure transparency, comprehensiveness, and replicability in the review process. Relevant peer-reviewed articles, reports, and institutional publications were identified through electronic databases, including Scopus, Web of Science, and Google Scholar, using keywords related to academic advising, mentorship, entrepreneurship education, and student career choices. Studies published between 2010 and 2025 were included. Initial search results were screened for relevance, duplicates were removed, and the remaining articles were assessed against predefined inclusion and exclusion criteria. The final dataset was analyzed thematically to identify recurring patterns, theoretical perspectives, and practical implications related to the role of academic advising and mentorship in shaping student entrepreneurial career choices.

8.1. Meta-analyses and interpretation

This section presents meta-analyses aligned with the PRISMA-guided review and the article "The Role of Academic Advising and Mentorship in Shaping Student Entrepreneurial Career Choices." Because the included studies predominantly reported heterogeneous designs and lacked compatible effect size data, quantitative pooling (e.g., Hedges' g or odds ratios) was not possible. Accordingly, the researcher conducted structured, replicable syntheses that are appropriate under data constraints: a direction-of-effect synthesis, a meta-summary of frequencies of key outcomes, and a qualitative comparative analysis lens for subgroups. All steps followed best practice for transparent synthesis and are clearly reported below.

8.2. Methods for Meta-Analyses

- 1) Direction-of-Effect Synthesis: For each study, the researcher classified the reported association between academic advising/mentorship and entrepreneurial outcomes (e.g., intention, self-efficacy, engagement) as positive, null, or negative based on authors' statements and results tables where available.
- 2) Meta-Summary of Outcome Frequencies: The researcher extracted the presence of predefined outcomes, entrepreneurial intention, self-efficacy, student engagement/readiness, and program satisfaction—and computed narrative prevalence (i.e., how commonly each outcome was reported to improve).
- 3) Subgroup and Sensitivity Lens: Where studies described modality (online vs. face-to-face/hybrid), population (e.g., women and underrepresented students), or institutional context, the researcher summarized patterns in effects across these strata and examined whether conclusions were robust across qualitative and quantitative designs.
- 4) Risk of Bias and Certainty: Owing to varied study designs and limited numerical reporting, the researcher appraised certainty qualitatively (study design, consistency of direction, plausibility of confounding) and did not provide funnel plots or Egger tests.

9. Findings

9.1. Entrepreneurial Intention

Across the corpus, most studies that evaluated intention reported a positive association between exposure to mentorship/advising and students' entrepreneurial career intention. Programs that integrated mentorship with advising and entrepreneurship curricula showed the clearest gains. Where intention did not increase, studies commonly cited limited program intensity or lack of structured mentor matching.

9.2. Self-Efficacy and Psychological Readiness

Consistent improvements were described in entrepreneurial self-efficacy and related psychological factors (confidence, resilience, risk tolerance) when students engaged with mentors and proactive advisors. Role-model exposure and constructive feedback were repeatedly linked to stronger perceived competence.

9.3. Engagement, Readiness, and Satisfaction

Studies frequently reported higher student engagement with entrepreneurial activities, clearer pathway knowledge, and improved readiness for post-graduate opportunities following advising/mentorship interventions. Satisfaction with programs tended to increase when advising and mentoring were coordinated and when students accessed networks, internships, or incubator resources.

9.4. Modality Effects (Online vs. Face-to-Face/Hybrid)

Online and hybrid mentoring/advising models were generally feasible and acceptable. Students often perceived online platforms as useful or convenient, while some faculty preferred hybrid formats. Hybrid delivery—with upfront matching, regular check-ins, and clear expectations—appeared to balance reach relationship depth.

9.5. Equity and Underrepresented Groups

Evidence highlighted benefits for women and underrepresented students when mentorship and advising were intentional, inclusive, and connected to real opportunities. Programs with targeted outreach and community-building elements reported stronger engagement and persistence.

9.6. Institutional and Ecosystem Factors

Institutional support, advisor training, and linkage to entrepreneurial ecosystems (centers, incubators, alumni networks) were frequently cited as conditions that strengthened outcomes. Resource constraints and unclear advising roles were common barriers and explained weaker or mixed effects in some contexts.

9.7. Interpretation

- Advising and mentorship are consistently associated with improvements in entrepreneurial intention and self-efficacy.
- Program intensity, mentor–mentee matching, and integration with curricula are key drivers of positive outcomes.
- Hybrid models can extend access without sacrificing relationship quality when structured well.
- Institutions that train advisors and connect students to authentic networks and internships see stronger engagement and readiness.
- Benefits are notable for women and underrepresented students when outreach is intentional and support is sustained.
- Heterogeneous designs and limited effect-size reporting constrain formal pooling; conclusions reflect strong directional consistency rather than numeric pooled effects.

Subgroup & Sensitivity Observations

- Modality: Online-only models yielded utility and access; hybrid approaches produced the most consistent developmental gains.
- Population: Targeted mentoring for underrepresented groups amplified confidence and career clarity.
- Context: Institutions with entrepreneurship hubs and advisor–mentor coordination reported more favorable patterns.
- Sensitivity: Conclusions held across qualitative and mixed methods designs; weaker or null findings were typically linked to low program dose or limited mentor availability.

9.8. Limitations

The included studies varied in design and reporting, and many did not publish compatible effect sizes, preventing calculation of pooled statistics, heterogeneity (I^2), or publication-bias tests. Future research should report standardized outcomes (e.g., validated intention and self-efficacy scales with means/SDs or effect estimates) to enable quantitative meta-analysis.

9.9. Implications for Practice and Policy

- 1) Pair advising with structured mentoring and curricular touchpoints; ensure mentor–mentee matching and regular feedback.
- 2) Invest in advisor training specifically entrepreneurship pathways and ecosystem navigation.
- 3) Use hybrid delivery to widen access while preserving depth through scheduled, relationship-centered interactions.
- 4) Track standardized outcomes (intention, self-efficacy, engagement) to support continuous improvement and future pooling.

The following PRISMA flow diagram illustrates the process used in identifying, screening, and selecting studies for inclusion in this systematic literature review on the role of academic advising and mentorship in shaping student entrepreneurial career choices.

9.10. PRISMA Flow Steps

The PRISMA 2020 flow steps below illustrates the process used in identifying, screening, and selecting studies for inclusion in this systematic literature review on the role of academic advising and mentorship in shaping student entrepreneurial career choices.

➤ Identification

Records identified through database searching ($n = 1,245$)

Additional records identified through other sources ($n = 58$)

Total records identified ($n = 1,303$)

➤ Screening

Records after duplicates removed (n = 1,050)

Records screened (n = 1,050)

Records excluded (n = 850)

➤ Eligibility

Full-text articles assessed for eligibility (n = 200)

Full-text articles excluded, with reasons (n = 150)

- Not focused on entrepreneurship (n = 70)
- Insufficient data on advising/mentorship (n = 50)
- Not peer-reviewed (n = 30)

➤ Included

Studies included in qualitative synthesis (n = 50)

Studies included in quantitative synthesis/meta-analysis (n = 0 – data too heterogeneous)

10. Discussion

The findings indicate that academic advising and mentorship are pivotal in shaping students' entrepreneurial aspirations and career decisions. Both formal and informal advising structures provide essential academic, emotional, and social support that builds student confidence and competence. Academic advisors, by adopting a holistic approach, not only assist with course selection but also guide students toward networking opportunities, internships, and entrepreneurial resources that foster business-minded thinking. This holistic engagement enhances students' readiness for the competitive and uncertain nature of entrepreneurship.

Mentorship further strengthens entrepreneurial intention by offering students direct access to industry insights, professional networks, and lived experiences of successful entrepreneurs. Mentors serve as role models, instilling resilience, problem-solving skills, and strategic thinking traits critical for entrepreneurial success. The case studies examined highlight that institutions integrating mentorship with academic advising experience better student engagement and higher entrepreneurial uptake. Importantly, mentorship offers both instrumental and psychological benefits, empowering students to visualize and act on entrepreneurial ambitions.

However, challenges remain in maximizing the benefits of advising and mentorship. These include limited institutional resources, insufficient training for advisors in entrepreneurship-specific guidance, and underutilization of mentorship opportunities by students. Addressing these gaps requires targeted institutional strategies such as structured mentor training, cross-departmental collaboration, and leveraging digital platforms for broader mentorship access. Strengthening these support systems could significantly enhance the entrepreneurial ecosystem within higher education institutions.

11. Conclusion

This study demonstrates that academic advising and mentorship are pivotal in shaping students' entrepreneurial aspirations, confidence, and career decisions. By systematically reviewing the literature through the PRISMA framework, it highlights that the combined influence of advising and mentorship significantly enhances entrepreneurial self-efficacy, engagement, and readiness for self-employment.

Policy implications are clear: higher education institutions (HEIs) should institutionalize structured mentorship programs within academic advising units, ensuring that advisors are trained not only in course planning but also in entrepreneurship-specific guidance. Universities should invest in hybrid mentorship models that leverage digital platforms to expand access, particularly for underrepresented groups. Collaboration between faculties, entrepreneurship centres, and alumni networks can strengthen institutional ecosystems and provide students with authentic exposure to entrepreneurial pathways.

From a practice perspective, HEIs can take actionable steps such as: (i) embedding entrepreneurial career advising into curricula, (ii) offering professional development workshops for academic advisors, (iii) creating systematic mentor–mentee matching processes, and (iv) incentivizing faculty participation in mentorship through recognition and workload credit. These measures will ensure that advising and mentorship move beyond administrative support to becoming strategic tools that foster entrepreneurial intention and resilience among students. By adopting these targeted strategies, HEIs can create inclusive and supportive entrepreneurial ecosystems that not only prepare students for uncertain labour markets but also contribute to broader economic development through graduate entrepreneurship.

Author Contributions

Elizabeth Oluwakemi Ayandibu: Complete and revise the manuscript

Conflict of Interests/Disclosures

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