INTERNATIONAL JOURNAL OF RESEARCH IN ECONOMICS AND FINANCE, 2026, Vol. 3, No. 2, 122-148. https://doi.org/10.71420/ijref.v3i2.264

Key Factors in the Transition from Intention to Entrepreneurial Action Among Young Graduates: A Systematic Literature Review

Halima BAKASS
National School of Commerce and Management, Ibn Zohr University (UIZ), Agadir, Morocco.

Abdelkrim AAZZAB
National School of Commerce and Management, Ibn Zohr University (UIZ), Agadir, Morocco.

Abstract: Entrepreneurship is widely recognised as a key driver of job creation, innovation, and economic development. However, despite strong entrepreneurial intention among young graduates, only a limited proportion succeeds in transforming this intention into concrete entrepreneurial action, highlighting the need to better understand determinants underlying this transition. This study aims to identify and systematise key factors influencing the transition from entrepreneurial intention to entrepreneurial action among young graduates. The research is based on a systematic literature review conducted in accordance with the PRISMA methodology to ensure rigorous and transparent selection of relevant studies. The dataset includes 489 articles identified in the Web of Science and Scopus databases, from which 16 studies were retained after applying predefined inclusion and exclusion criteria. The analysis identifies the central role of individual and psychological determinants, including entrepreneurial self-efficacy, motivation, personal attitudes, perceived behavioural control, self-confidence, and desire for independence. Contextual determinants, such as access to financing, administrative simplification, family support, role models, entrepreneurial education, mentoring, informal learning, and exposure to supportive entrepreneurial environments, are also shown to significantly shape the transition process. The findings provide an evidence-based synthesis supporting policymakers, educators, and researchers in developing strategies to strengthen inclusive and sustainable entrepreneurial ecosystems.

Keywords: *Entrepreneurial intention; Entrepreneurial Action; Young Graduates; Entrepreneurship; Systematic Literature Review.*

1. Introduction

Entrepreneurship, and more generally business creation, is now considered an essential driver of the economy (Obschonka et al., 2010). It is a vector for economic development, contributing to value creation, national growth, and the fight against unemployment and informal work. Its effects result in particular from the entrepreneur's propensity to innovate (Dejardin, 2003). A greater number of entrepreneurs in a country thus promotes increased economic growth, making entrepreneurship a fundamental lever for economic and social progress.

In this context, business creation has become a public policy priority and a preferred alternative for tackling unemployment, particularly among young graduates, who face a persistent imbalance between labor supply and demand (Iwu et al., 2016). However, although numerous studies have examined entrepreneurial intention (EI), one question remains central and insufficiently addressed: what factors determine the transition from entrepreneurial intention (EI) to entrepreneurial action (EA) among young graduates?

Previous studies show significant divergence on this point. Some focus on external factors, such as the institutional environment and access to financing (Bogatyreva & Shirokova, 2017), while others pay more attention to internal or qualitative factors related to psychological and cognitive dimensions (Ngo et al., 2024).

This divergence makes it impossible to reach a consensus or propose an integrated conceptual model, leaving uncertainty about the specific levers that encourage or hinder the realization of entrepreneurial action (EA) (Shirokova et al., 2016). This issue is all the more important in the Moroccan context, where a small proportion of young graduates turn to entrepreneurship and actually bring their entrepreneurial projects to fruition by transforming their entrepreneurial intention (EI) into entrepreneurial action (EA) (Hibou & Tozy, 2021; World Bank, 2020). This situation weighs on economic growth and limits the emergence of innovative startups, even though young graduates are a potential driving force for accelerating entrepreneurship and stimulating innovation. From this perspective, identifying the key factors that drive the transition from entrepreneurial intention (EI) to entrepreneurial action (EA) is of major academic and practical interest, enabling researchers and public decision-makers to better understand and strengthen the internal or external resources that promote entrepreneurial action (EA).

To explore these key factors, we adopt an exploratory interpretative approach, based on a systematic review of the literature. To do this, we have adopted the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) methodology, which allows us to identify, select, and analyze relevant studies in order to propose an integrated vision and help clarify the mechanisms underlying the transition from entrepreneurial intention (EI) to entrepreneurial action (EA) among young graduates. The aim is to enrich the existing theoretical framework and provide a valuable resource for the academic community and policy makers, while offering perspectives for future research and targeted interventions in the field of entrepreneurial support.

To carry out this research, the article is structured as follows: the first part is devoted to the theoretical framework, followed by a detailed presentation of the methodology adopted, specifying the epistemological stance, the coding process, the study selection stages, the databases consulted, the keywords used, and the inclusion and exclusion criteria applied, in accordance with the PRISMA approach. Next, the selected studies are summarized and analyzed, with a synthesis of the main factors that encourage young graduates to move from entrepreneurial intention (EI) to entrepreneurial action (EA). Finally, we conclude by highlighting the main lessons learned from this analysis and pointing to future research prospects.

2. Literature review

In order to rigorously identify the key factors that drive young graduates to turn their entrepreneurial intentions into action, we must first clarify the fundamental concepts that govern our question. To this end, we began by framing the central concept of our study, before moving on to analyze the factors that influence the intention to take entrepreneurial action, with reference to various theoretical schools of thought.

a. Conceptual framework

i. Entrepreneurship

Entrepreneurship can be understood as the launch, management, creation, and development of a new business through innovative ideas aimed at providing solutions to current problems (Tripathy, 2019). It plays a key role in the creation and growth of businesses, since entrepreneurial action (EA) is triggered when a profitable opportunity meets an individual entrepreneur (Hisrich et al., 2014). However, this transition from entrepreneurial intention (EI) to entrepreneurial action (EA) cannot be understood without taking into account the psychological, cognitive, and contextual factors that influence the decision to pursue an entrepreneurial project.

Thus, entrepreneurial intention (EI) represents the first step in expressing an individual's desire to engage in entrepreneurship, but this intention must interact with factors such as self-confidence, cognitive skills, social capital, and the institutional environment in order to translate into entrepreneurial action (EA). As (Borges & Enoque, 2020) point out, “entrepreneurship involves a set of facts and situations associated with the practice of entrepreneurs, contributing to an understanding of the dynamics and specificities of their businesses”. In other words, it is not just a matter of wanting to be an entrepreneur, but of being able to mobilize a set of internal (psychological and cognitive) and external (contextual and institutional) resources that determine whether entrepreneurial intention (EI) is translated into entrepreneurial action (EA).

In this sense, entrepreneurship is primarily about “doing” and is fundamentally related to entrepreneurial action (EA) (Gartner & Teague, 2020). Entrepreneurial action (EA) is therefore the result of the interaction between entrepreneurial intention (EI) and available resources, translating into concrete initiatives aimed at exploiting opportunities based on promising business ideas and aspirations (Davidsson, 2015; McMullen & Shepherd, 2006). Hence the interest in analyzing the different dimensions that influence the transition from entrepreneurial intention (EI) **to** entrepreneurial action (EA).

ii. Entrepreneurial Intention (EI)

In entrepreneurial literature, entrepreneurial intention (EI) is recognized as a decisive phase in the business creation process, as it makes it possible to predict entrepreneurial action (EA) that is likely to materialize (Beddaa & Bachiri, 2021). According to (Remeikiene et al., 2013), EI corresponds to the mindset of a person wishing to launch a new business or create added value within an existing organization.

Definitions vary slightly from one author to another. In this regard, (Alferaih, 2022) describes EI as the desire to start a business, while (Barrera-Verdugo & Villarroel-Villarroel, 2022) emphasize an individual's propensity to engage in activities related to self-employment and business creation. Furthermore, (Maheshwari et al., 2023) conceive EI as a deliberate orientation toward business creation. Consequently, these terminological nuances reveal both a diversity of conceptualizations and a relative consensus around the idea that EI represents a conscious and action-oriented cognitive state preceding entrepreneurial action (EA).

In the context of this research, the definition provided by (Barrera-Verdugo & Villarroel-Villarroel, 2022) is considered the most relevant, as it emphasizes active willingness and individual readiness to engage in entrepreneurship, as opposed to the more vague notion of “desire” (Alferaih, 2022) or the notion of “deliberate behavior” (Maheshwari et al., 2023), which already refers to entrepreneurial action (EA). In this sense, EI is considered to be the willingness of young graduates to engage in activities related to self-employment and entrepreneurship, seen as a career choice following graduation (Phong et al., 2020). As a result, EI is neither a random choice nor a decision isolated from an individual's internal and external factors. Rather, EI represents a cognitive and motivational state that depends on a combination of internal and external determinants and may ultimately lead to entrepreneurial action (EA).

iii. Entrepreneurial Action (EA)

According to the "3E" model, Paturel (1997) assumes that entrepreneurial action (EA) depends on interactions between three essential dimensions:

- **E1: The entrepreneur (the actor)** represents the aspirations, motivations, and skills of the project leader.
- **E2: The enterprise (the vehicle)** refers to the organizational structure, resources, and capabilities put in place to bring the project to fruition.
- **E3: The environment (the carrier)** encompasses external factors such as the market, competition, regulations, and available opportunities.

The interaction between these three dimensions can lead either to the successful completion of the entrepreneurial project or to its failure and the abandonment of the idea. This illustrates that entrepreneurial intention (EI) alone is not sufficient to trigger entrepreneurial action (EA). In fact, the realization of a project depends both on the entrepreneur's internal resources, such as motivations, beliefs, and skills, and on external resources related to the environment in which they operate, which constitute essential conditions for transforming entrepreneurial intention (EI) into entrepreneurial action (EA).

In this sense, entrepreneurial action (EA) involves the creation and implementation of a new venture in which an identified opportunity is developed through the entrepreneur's perseverance and commitment. Often, entrepreneurial intention (EI) that is, the willingness of individuals to engage in entrepreneurial initiatives is considered an essential variable associated with individuals' desire to start and manage their own businesses (Phong et al., 2020). However, for entrepreneurial action (EA) to be successfully realized, entrepreneurs must mobilize a range of competencies that go beyond technical skills (Turner & Mulholland, 2017).

From this perspective, it therefore seems essential to identify the determining factors that explain why some individuals transform their entrepreneurial intention (EI) into entrepreneurial action (EA), while others abandon their intentions. This perspective contributes to a better understanding of the gap between entrepreneurial intention (EI) and entrepreneurial action (EA) (Bogatyreva et al., 2019).

b. Analysis of factors influencing the transition from intention to entrepreneurial action

The literature on entrepreneurship highlights that the determinants of entrepreneurial intention fall into several categories : cognitive, environmental, social, educational, contextual, and demographic (Maheshwari et al., 2023). These factors include entrepreneurship training (Hassan et al., 2021), the school environment (Iizuka et al., 2024), and individual dimensions such as personal values, the need for achievement, and locus of control (Hueso et al., 2020).

i. *Social factors*

According to the theory of planned behavior, entrepreneurs are shaped by their environment, and their ability to take risks and move from intention to action depends on both their convictions and their beliefs. It also depends on their relationships and the support of their social environment. In this regard, (Berglann et al., 2011) and (N. F. Krueger & Carsrud, 1993) argue that the project leader's entourage must be supportive. Therefore, the more supportive the social environment, the more positive the individual's perception of their ability to transform their intention into a concrete project (Xu et al., 2023). It is social capital that helps to foster confidence in the individual and provide them with the relationships they need to embark on their entrepreneurial journey. (Granovetter, 1995) emphasizes that human behavior cannot be explained solely by individual motivations. However, it is shaped and constrained by the structure of social relationships within which each actor evolves.

ii. ***Psychological and cognitive factors***

According to the Big Five theory established by (Costa & McCrae, 1992), individuals who choose entrepreneurship and succeed in implementing their projects often exhibit a particular psychological profile. This profile is characterized by specific traits related to the individual's beliefs, personality, cognitive orientations, and internal capabilities. Several authors support this reasoning, indicating that psychological and cognitive factors such as self-efficacy, motivation, risk tolerance, decision-making abilities, and problem-solving skills strongly influence entrepreneurial intention (EI) and the capacity to translate this intention into entrepreneurial action (EA).

In the same vein, (Rotter, 1966) introduced the concept of locus of control to explain how an individual's perception of the causes of success and failure influences entrepreneurial intention (EI) and the likelihood of engaging in entrepreneurial action (EA). To this end, he distinguishes between two types of locus:

- **Internal locus**: believing that outcomes depend primarily on one's own actions, skills, and efforts.
- **External locus**: attributing outcomes to chance, luck, or external forces.

As a result, the transition from entrepreneurial intention (EI) to entrepreneurial action (EA) is stronger when the individual's perception is based on an internal locus of control. Conversely, individuals characterized by a strong external locus of control are less likely to translate their entrepreneurial intention (EI) into entrepreneurial action (EA) and tend to exhibit greater risk aversion.

iii. ***Institutional factors***

Another perspective emphasizes the major role played by the external institutional environment, which can either promote or hinder entrepreneurial action (EA). In this regard, the institutional theory developed by (North, 1990) considers entrepreneurial action (EA) to be the result of an environment that stimulates entrepreneurial dynamics through laws, institutions, an education system, and incentive mechanisms that facilitate access to financing and make entrepreneurial initiatives less constrained through flexible regulation.

Moreover, (Liñán & Fayolle, 2015) emphasize the role of educational institutions in establishing a culture of innovation that legitimizes entrepreneurial action (EA) within society and among young people. In addition, normative and cultural institutions, such as social values, perceptions of failure, and the social recognition of entrepreneurs, have a significant influence on the realization of entrepreneurial intention (EI). A favorable institutional environment is therefore not limited to providing resources or a legal framework; it also creates a climate of trust, legitimacy, and encouragement that reduces psychological and social barriers, thereby facilitating the transformation of entrepreneurial intention (EI) into entrepreneurial action (EA).

The analysis of the relationships between entrepreneurship, entrepreneurial intention (EI), and entrepreneurial action (EA) highlights the lack of consensus on a single definition that captures all of these interdependent concepts. The literature often addresses them separately, with some studies focusing on entrepreneurial intention (EI), others on entrepreneurial action (EA), and others on the overall entrepreneurial process. Nevertheless, this research builds upon rich and complementary theoretical frameworks, including psychological and cognitive factors (personality traits, self-efficacy, opportunity recognition, cognitive styles), social factors (networks, mentors, social support), and institutional factors (laws, regulations, cultural and social norms).

We have also noted a certain convergence among authors regarding the central role of the interaction between these factors. Indeed, entrepreneurial action (EA) cannot be understood through a single determinant. However, there are differences of opinion regarding the hierarchy or weighting of these influences, as well as the measurement of entrepreneurial intention (EI) and entrepreneurial action (EA). Some scholars consider EI to be a purely psychological process, while others view it as a dynamic phenomenon integrating several dimensions that may ultimately lead to EA.

However, these theories have significant limitations. They are often static and insufficient to account for the rapid pace of change in entrepreneurial projects, particularly in today's technological environment. They do not always capture the dynamic interactions between individuals and their environment, nor the cumulative effects of internal and external factors influencing the transition from entrepreneurial intention (EI) to entrepreneurial action (EA). Furthermore, the literature is mainly focused on Western contexts, limiting its generalizability to other institutional or cultural environments. Thus, despite their richness, these approaches remain partial and call for more integrative and adaptive models capable of explaining the complexity of the transition from entrepreneurial intention (EI) to entrepreneurial action (EA) in a constantly evolving environment.

3. Methodology

This section outlines the methodology used to select relevant articles addressing the key factors in the transition from intention to entrepreneurial action among young graduates, with an emphasis on the proximity approach. The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method was adopted for this systematic review of the literature.

a. Epistemological stance

This work is part of an exploratory approach aimed at understanding and identifying the key factors that enable entrepreneurial intention (EI) to be transformed into entrepreneurial action (EA) in the form of a concrete entrepreneurial project. The issue involves three closely related but complex dimensions: entrepreneurial intention (EI), entrepreneurial action (EA), and the entrepreneurial process, whose interactions remain poorly understood (Fayolle & Liñán, 2014; N. Krueger et al., 2000).

To grasp this complexity, we have chosen to adopt an interpretive approach, which focuses on understanding the meanings and representations constructed by actors within their specific contexts (Burrell & Morgan, 2019; Gioia et al., 2013). This approach allows us to explore in depth the psychological, cognitive, social, and institutional mechanisms identified in the literature as determinants of entrepreneurial action (EA) (Ajzen, 1991; North, 1990; Scott, 2014). It also offers the possibility of moving beyond a strictly positivist perspective by integrating the subjectivity of actors and the dynamics of entrepreneurial environments. Thus, the interpretivist approach appears particularly relevant for highlighting the diversity of entrepreneurial trajectories and understanding how similar entrepreneurial intentions (EI) can lead to different entrepreneurial actions (EA) depending on contextual conditions and individual perceptions.

b. Presentation of the systematic approach

The systematic method used in this article is PRISMA 2020, an improved version of PRISMA 2009 developed by (Moher et al., 2009), to reflect methodological advances in systematic reviews. This approach aims to ensure clear and reliable conclusions while managing large amounts of data, following four distinct phases : identification, selection, eligibility, and inclusion (Allouli & Boumeska, 2023).

The choice of this method is justified by its ability to select and identify relevant references to include in the qualitative or quantitative analysis. Thus, this method is now widely considered to be the least biased and most rational way to synthesize research results and a powerful tool that provides the best available knowledge on a research topic (Fox, 2005; Zaugg et al., 2014).

c. Choice of keywords and databases

We began by exploring all the articles published in the Web of Science and Scopus databases. To optimize the relevance of the results, we developed a search strategy based on specific keywords used in English. In addition, we used a combination of all keywords with Boolean operators such as “AND” and “OR” to refine our search.

As a result, an exhaustive literature search was conducted in the Web of Science and Scopus databases, which are considered the leading sources of high-quality bibliometric data covering a wide variety of scientific disciplines, including entrepreneurship research. These databases ensure scientific rigor and minimize selection bias by providing access to publications that have been validated through peer review processes.

In addition, we determined a selection of keywords used to identify appropriate studies: “entrepreneurial intention” AND “entrepreneurial action” AND “factors” OR “factor” AND “young graduates” OR “university graduates” OR “students graduates” OR “graduates” OR ‘students’ OR “student”.

d. Selection of inclusion and exclusion criteria

The methodological approach used to select articles reflects a rigorous and clear process aimed at ensuring the relevance and consistency of the sources chosen for the research. The structure of our research follows the steps for filtering results described in the PRISMA method. We identified a total of 489 documents (the search was conducted in June 2025) during the initial keyword search.

Next, inclusion and exclusion criteria were applied at each stage of the selection process, as shown in Table 1. First, we selected a publication period ranging from 2010 to 2025. In terms of document type and availability, only open-access scientific articles related to our topic were selected.

Finally, we limited the selection to documents published in English, which is the most widely used language in the scientific world. ZOTERO software was used for bibliographic management, classification, and elimination of duplicate references.

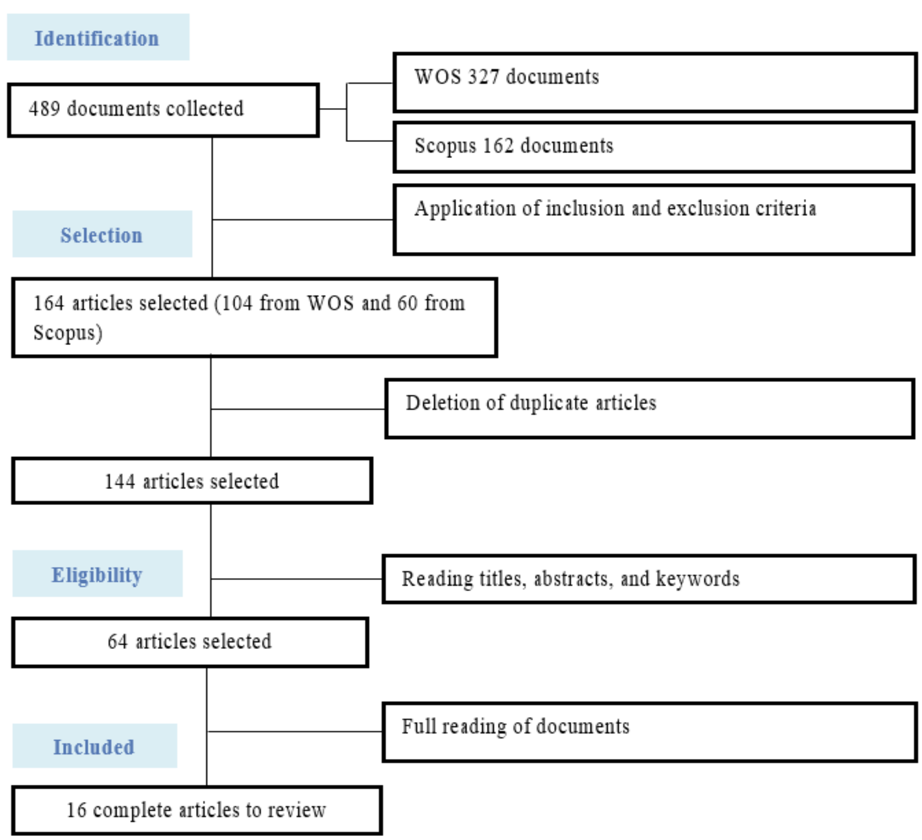
Table 1. Inclusion and exclusion criteria

Selection criteria	Inclusion criteria	Exclusion criteria
Publication period	2010 to 2025	<2010
Document type	Scientific articles.	Any other type of document (theses, book chapters, etc.).
Subject of study	Documents containing relevant keywords in the title or abstract.	Social, economic, environmental.
Language	English.	Publication in any other language.
Availability	Full-text document available.	Document without full-text access.

Source: Authors' construction

As shown in figure 1, the PRISMA diagram illustrated below provides a graphical representation of the various stages of our research, highlighting the results obtained at each phase of the process.

Figure 1. PRISMA Flowchart of Study Selection



Source: Authors' construction

e. Coding process

The coding process followed a rigorous approach inspired by the work of (Strauss & Corbin, 1998) and (Braun & Clarke, 2006). First, lexical extraction was used to identify the most frequent words in the corpus, a step similar to open coding, which consists of fragmenting the data and assigning initial labels to units of meaning. This initial operation was accompanied by visualization in the form of a word cloud, a tool that facilitates the identification of dominant terms, as presented in Table 2.

Second, the construction of a frequency table enabled a more detailed classification of occurrences, allowing connections to be established between codes. This phase refers to axial coding, which aims to link categories together and structure the data around intermediate themes. Finally, selective coding was used to consolidate emerging categories and isolate the central dimensions of the phenomenon under study. Thus, in accordance with the recommendations of (Miles & Huberman, 2003), coding was designed as an iterative and progressive process, allowing us to move from lexical identification to the construction of relevant analytical themes.

Table 2. Coding structure and thematic categories explaining the transition from EI to EA

Coding stage	Category	Themes	Key items identified	Main supporting studies	Link with EI → EA
Open coding	Psychological determinants	Entrepreneurial capability	Entrepreneurial self-efficacy, internal locus of control, commitment, proactive personality	Bernardus et al. (2020); Duong (2023); Neneh & Dzomonda (2024)	Strengthens individuals' perceived ability to transform entrepreneurial intention (EI) into entrepreneurial action (EA)
Open coding	Cognitive resources	Psychological and cognitive capital	Psychological capital, opportunity recognition, entrepreneurial alertness, cognitive styles	Aamir et al. (2021); Baluku et al. (2020); Li et al. (2020)	Facilitates decision-making and opportunity identification required to operationalize EI
Axial coding	Educational environment	Experiential entrepreneurship education	Entrepreneurship education, university support, mentoring, incubators, experiential learning	Adomdza et al. (2022); Botha et al. (2020); Ngo et al. (2024)	Reinforces entrepreneurial competence and increases the probability that EI leads to EA
Axial coding	Social environment	Social capital and relational support	Family support, entrepreneurial networks, role models, peer influence	Kong et al. (2020); Baluku et al. (2020); Bogatyreva & Shirokova (2017)	Encourages individuals to implement entrepreneurial projects and reduces uncertainty associated with EA
Selective coding	Contextual moderators	Barriers and contextual triggers	Fear of failure, perceived barriers, institutional support, economic opportunities	Duong (2023); Kong et al. (2020); Kuvshinikov & Kuvshinikov (2023)	Moderates the strength of the relationship between EI and EA
Selective coding	Central mechanism	Intention–action dynamic	Entrepreneurial intention, implementation intentions, entrepreneurial commitment	Alam et al. (2019); Shirokova et al. (2016)	EI acts as the central mediator translating psychological and contextual factors into EA

Source: Authors' coding based on the systematic review of selected articles

4. Results of the analysis

In order to complete our literature review, we will conduct a two-part analysis of the results from the selected reference sample. First, we will present an analysis of the descriptive statistics for all of the selected references. Second, we will focus on an in-depth qualitative lexical analysis of the articles included in the study.

a. Results of the document selection

Using two main databases, Web of Science and Scopus, a total of 489 articles were initially identified (327 from Web of Science and 162 from Scopus). The application of inclusion and exclusion criteria reduced this number to 164 articles (104 from Web of Science and 60 from Scopus).

After removing duplicates, the number of articles was reduced to 144. An additional step, based on a careful review of the abstracts, identified 64 articles that met the relevance criteria defined upstream. After a detailed reading and an in-depth methodological evaluation, only 16 articles were selected to constitute the final sample. Table 3 below presents the document selection procedure:

Table 3. Document selection process

Source	Articles collected	After applying inclusion and exclusion criteria	After removing duplicate articles	After reading titles, keywords, and abstracts	Articles downloaded after reading in full
Web of Science	327	104			
Scopus	162	60			
Total	489	164	144	64	16

Source: Authors' construction

b. Results of the lexical analysis

The analysis of the abstracts mainly reveals the most frequent and most repeated words. This indicates the relevance of the keywords in each article. The word cloud generated from importing the articles into Nvivo 15 provides a striking visual perspective of the most predominant terms in our analysis. The words that stand out most in this cloud reflect the recurrence and importance of certain concepts within the literature reviewed.

Figure 2 below presents a word cloud reflecting the most representative terms identified from our selection of articles:

Figure 2. Word frequency cloud (NVivo 15)

The word cloud above highlights three categories of keywords. The orange words are those with a higher frequency of repetition, ranging from 1,067 to 742 repetitions, such as “entrepreneurship”, “entrepreneurial intention”, “business”, “intentions” and “behavior.”

The second category, represented in dark gray and surrounding the orange words, has a lower frequency, such as “education, students, action, model, university”. Finally, the light gray words have a lower frequency than the other two, such as “management individuals, social and personality”.

Table 4. Word frequency

Word	Frequency
Entrepreneurship	1067
Entrepreneurial intention	899
Business	896
Intentions	822
Behavior	742
Education	517
Recent graduates	469
Taking action	467
Entrepreneurial model	459
University	359
Management	297
Individuals	291
Social	275
Personality	270
Control	258
Psychology	213
Factors	182
Learning	192
Motivation	122

Source: Authors’ construction

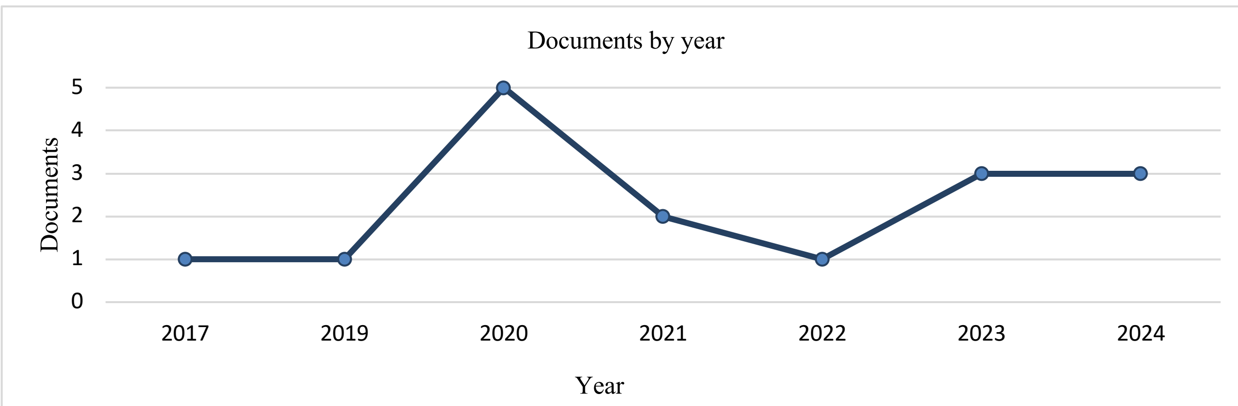
Table 4 (word frequency) highlights several major trends in our corpus, which partially correspond to the theoretical frameworks used. The high occurrence of the terms “entrepreneurship”, “entrepreneurial intention” and “behavior” underscores the centrality of psychological and cognitive factors such as personality, motivation, and locus of control, which have already been highlighted by personality trait theory (McClelland, 1961; Rauch & Frese, 2007). At the same time, the significant presence of the words “university” and “education” reflects the importance of institutional factors, in line with (North, 1990)'s institutional theory and recent work by (Liñán & Fayolle, 2015) on the role of educational systems in legitimizing entrepreneurial activity.

On the other hand, the absence of social dimensions in word frequency could be explained by contextual characteristics specific to Morocco. Indeed, unlike other environments where social networks, relational capital, and community ties play a central role in transforming intention into entrepreneurial action (Aldrich & Zimmer, 1986; Granovetter, 1995), recent studies on Morocco emphasize that institutional constraints, limited access to financing, and the quality of the education system weigh more heavily than relational factors. In other words, in this context, psychological (motivation, need for success) and institutional (regulation, public support mechanisms) determinants appear to be more salient than social dimensions. This reveals a divergence from approaches rooted in social embeddedness theory (Granovetter, 1995), but also a convergence with (North, 1990)'s institutional theory, which considers the regulatory and educational environment to be decisive. This specificity highlights the importance of taking into account the contextual dimension of theories, as the mechanisms explaining the transition from intention to entrepreneurial action may vary depending on contextual factors.

c. Distribution of selected studies by geographic area and year of publication

In order to analyze trends in publications on the key factors influencing the transition from entrepreneurial intention to action among young graduates, it is essential to focus on the trend in references published by year of publication and by geographical area. Figure 3 shows the distribution of studies according to their year of publication:

Figure 3. Distribution of selected studies by year of publication

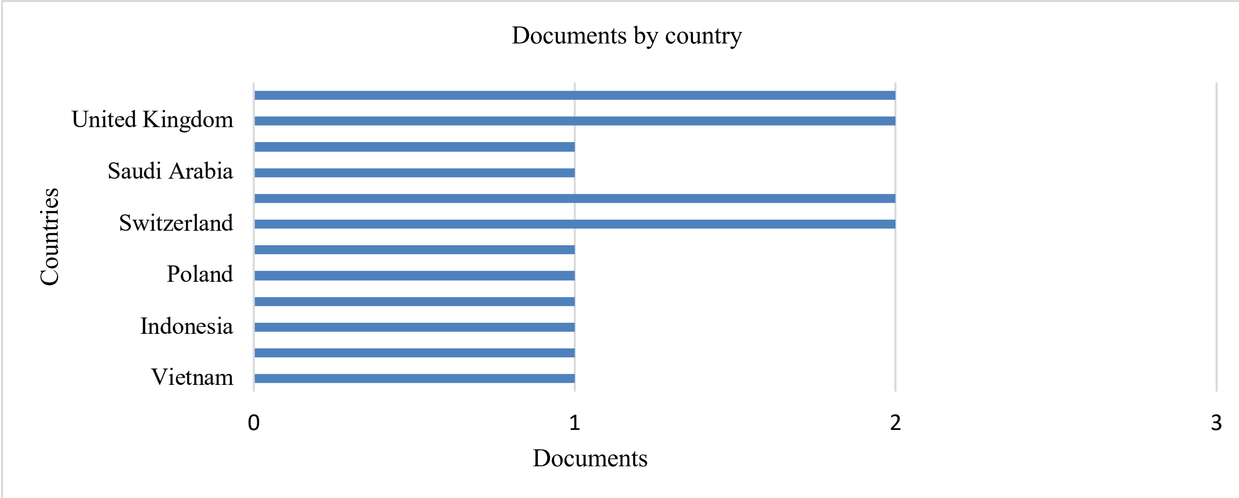


Source: Authors' construction

We observe a significant concentration of publications in 2020, when the number of studies peaked. This trend could be linked to growing interest in research on our topic, particularly in the post-crisis context marked by the COVID-19 pandemic, which has prompted much reflection on the employability, innovation, and entrepreneurship of young graduates.

In contrast, the years 2017, 2019, and 2022 shows a lower number of publications, which can be explained by less academic interest or less visibility of the subject during these periods. From 2023 onwards, we see a resurgence in the volume of publications, a sign that the topic continues to attract the attention of researchers. This trend highlights the importance of regularly monitoring the literature in order to capture new dynamics in entrepreneurial intent and behavior.

Figure 4. Breakdown by geographic area of the studies selected



Source: Authors' construction

Figure 4 illustrates the distribution of articles according to the countries of origin of the studies. China, the United Kingdom, Germany, and Switzerland stand out with two articles each. Other countries, such as South Africa, Saudi Arabia, and the United States, are represented by only one article. This geographical diversity reflects the global interest in the topics addressed in the research. It also reflects the importance of country-specific contextual factors in understanding the transition to entrepreneurship.

Finally, we note that no research has been conducted in Morocco. This observation leads us to conclude that studies conducted in the African context, particularly in Morocco, are rare, which constitutes a research gap to be exploited in order to investigate the subject in the Moroccan context.

d. Results of the exploratory qualitative analysis

The results of this analysis, based on 16 articles selected using the PRISMA method, highlight a set of factors influencing the transition from entrepreneurial intention (EI) to entrepreneurial action (EA) among young graduates. However, beyond a simple description, a cross-sectional reading reveals both convergences and notable divergences between the studies.

Overall, entrepreneurial self-efficacy appears to be one of the most robust determinants. In line with social cognitive career theory (SCCT), (Duong, 2023) shows that confidence in one's ability to be an entrepreneur promotes entrepreneurial intention (EI), but that entrepreneurial action (EA) only materializes in the absence of perceived barriers that are too high. This idea is reinforced by (Bernardus et al., 2020), who consider internal locus of control to be a more decisive lever than creativity or demographic traits. These results therefore converge on the importance of control beliefs, but diverge on the role of stable traits such as creativity, which some studies consider secondary.

Similarly, entrepreneurial motivation is a key driver, although its effects are nuanced. (Alam et al., 2019) argue that entrepreneurial intention (EI) alone is not sufficient ; only motives related to independence and success lead to entrepreneurial action (EA). This finding is consistent with (B. Neneh & Dzomonda, 2024), who emphasize personal commitment and belief in control over one's destiny. However, some studies relativize this dynamic by pointing out that motivation can be hampered by fear of failure (Kong et al., 2020), revealing a contradiction between an optimistic interpretation (motivation as a universal lever) and a more contingent interpretation (motivation modulated by contextual constraints).

At the cognitive level, several studies (Aamir et al., 2021; Baluku et al., 2020) highlight thinking styles and psychological capital (optimism, resilience, confidence) as facilitators of entrepreneurial action (EA). Nevertheless, while some authors emphasize a direct effect, others qualify this by showing that these resources only become decisive in the presence of social or family support, which reflects an interaction between cognitive and social variables.

With regard to institutional and educational factors, there appears to be a strong convergence of views. Indeed, entrepreneurial education, exposure to real-world experiences, and the presence of role models generally stimulate entrepreneurial action (EA) (Adomdza et al., 2022; Botha et al., 2020; Ngo et al., 2024). However, the results diverge as to the extent of this impact. In this regard, some studies emphasize the structuring effect of education, while others suggest that its influence remains indirect, mainly reinforcing entrepreneurial intention (EI) and beliefs of control.

Furthermore, (Bogatyreva & Shirokova, 2017) show that dynamic regional environments encourage entrepreneurial action (EA), while other studies highlight the ambivalent effects of the role of universities or entrepreneurial heritage. This heterogeneity suggests that certain factors, such as self-efficacy and locus of control, have cross-sectional validity, while others, such as education, social models, or culture, remain context-sensitive.

In fact, while there is agreement on the importance of control beliefs and motivation in fostering the transition from entrepreneurial intention (EI) to entrepreneurial action (EA), differences arise in the relative weight given to contextual and social variables. These contradictions reflect both the richness and the limitations of current theoretical approaches, confirming that no single framework can fully explain the transition from entrepreneurial intention (EI) to entrepreneurial action (EA).

e. Discussion of results

This section highlights the diversity of methodological approaches, geographical contexts, and empirical results observed in the selected studies. In order to better understand the key mechanisms underlying the transition from entrepreneurial intention (EI) to entrepreneurial action (EA) among young graduates, an in-depth review of the scientific literature was conducted.

Table 5. Summary of selected articles

Title	Authors/Years and Journals	Country	Methodology	Results
A moderated mediation model of perceived barriers, entrepreneurial self-efficacy, intentions, and behaviors: A social cognitive career theory perspective	(Duong, 2023) ; Oeconomia Copernicana	Poland	Quantitative empirical study	The results show that entrepreneurial intention partially mediates the relationship between entrepreneurial self-efficacy and entrepreneurial behavior. Perceived barriers negatively moderate both the direct relationship between intention and behavior and the indirect mediation between self-efficacy and behavior via intention.
Signifying the Effect of Relational and Experiential Cognitive Styles on Entrepreneurial Behavior: A Mediated Moderated Model	(Aamir et al., 2021) ; Frontiers in Psychology	Switzerland	Quantitative empirical study	Perceived support from the university positively influences entrepreneurial action (EA) via psychological capital, entrepreneurial intention, and entrepreneurial knowledge. Psychological capital has a strong mediating effect.
Impact of Entrepreneurial Learning on Entrepreneurial Self-Efficacy and Intention: Role of a Design-Based Entrepreneurship Education	(Adomdza et al., 2022) ; European Journal of Contemporary Education	United States	Quantitative empirical study	The results show that design-based entrepreneurial learning positively influences entrepreneurial self-efficacy (ESE) and entrepreneurial intention (EI). Contextual learning and social/personal emergence are key factors, particularly through interactive learning, team projects, and collaboration. Although entrepreneurial action (EA) is not directly observed, the study suggests that these factors can promote the transition to action by reinforcing beliefs in one's ability to be an entrepreneur. The authors recommend examining this link in future research.
Role of entrepreneurial motivation on entrepreneurial intentions and behaviour: theory of planned behaviour extension on engineering students in Pakistan	(Alam et al., 2019) ; Journal of Global Entrepreneurship Research	Pakistan	Quantitative empirical study	The study confirms that personal attitude and perceived behavioral control significantly influence entrepreneurial intention. Intention, in turn, influences entrepreneurial action (EA). Entrepreneurial motivation plays an important moderating role in transforming intention into behavior.
The entrepreneurial intention-action relationships among young entrepreneurs: A taxonomy-based perspective	(Alshibani et al., 2024) ; Entrepreneurship Research Journal	Saudi Arabia (MENA: 7 countries studied)	Quantitative empirical study	Positive emotions (joy, enthusiasm) promote entrepreneurial intention, which in turn influences entrepreneurial action (EA). Emotional regulation acts as a key mediator.
The role of entrepreneurial	(Asenkerschbau	Germany	Quantitative	The results show that entrepreneurial imaginativeness

imaginativeness for implementation intentions in new venture creation	mer et al., 2023) ; International Entrepreneurship and Management Journal		empirical study	influences the formation of implementation intentions. Creative imaginativeness and practical imaginativeness have a curvilinear relationship with these intentions (inverted U-shape), while social imaginativeness has no significant effect. The study confirms the role of imaginativeness as a possible antecedent of implementation intentions in the business creation process, shedding light on the link between entrepreneurial intention and action.
Positive Psychological Attributes and Entrepreneurial Intention and Action: The Moderating Role of Perceived Family Support	(Baluku et al., 2020) ; Frontiers in Psychology	Germany	Quantitative study	Proactive personality and psychological capital influence entrepreneurial intention and then entrepreneurial action (EA). Family support reinforces this relationship by moderating the intention to implement.
Which psychological characteristics strengthen "The entrepreneurial intention-action relationship"? An extension of the theory of planned behavior	(Bernardus et al., 2020) ; Cogent Business & Management	Indonesia	Quantitative study	Entrepreneurial self-efficacy plays a central role in the transition from intention to action. Entrepreneurial education and attitude positively influence this transition through self-efficacy.
From Entrepreneurial Aspirations to Founding a Business: The Case of Russian Students	(Bogatyreva & Shirokova, 2017) ; Foresight-Russia	Russia	Quantitative empirical study	Three factors influence the decision to start a business: 1) a favorable university environment, 2) a good regional institutional framework, and 3) the absence of a family entrepreneurial background (negative effect). The environment is more decisive than family background.
Modelling the relationship between prior entrepreneurial exposure, entrepreneurship education and entrepreneurial action using neural networks	(Botha et al., 2020) ; Development Southern Africa	South Africa	Quantitative empirical study	Entrepreneurial action is best explained by nonlinear relationships between education, prior exposure, and action. Entrepreneurial exposure and education interact positively to promote action.
Impact of dark tetrad personality traits on nascent entrepreneurial behavior: the mediating role of entrepreneurial intention	(Cai et al., 2021) ; Frontiers of Business Research in China	China	Quantitative empirical study	The traits of the dark tetrad (narcissism, psychopathy, Machiavellianism, sadism) positively influence entrepreneurial intention and nascent entrepreneurial action (EA). Intention partially mediates this relationship. Machiavellianism and sadism are the strongest predictors.
The Relationship Between Entrepreneurial Intention and	(Kong et al., 2020) ; Frontiers	Switzerland	Hierarchical regression	1. Entrepreneurial intention positively influences entrepreneurial action (EA). 2. Fear of failure weakens this

Action: The Effects of Fear of Failure and Role Model	in Psychology		analysis on 698 graduate students	relationship. 3. Entrepreneurial role models reinforce entrepreneurial intention and action.
Forecasting entrepreneurial motivations and actions: development and validation of the entrepreneurial trigger scale	(Kuvshinikov & Kuvshinikov, 2023) ; Journal of Small Business and Enterprise Development	United Kingdom	Mixed approach	The study identifies four key triggers for entrepreneurial action (EA): (1) personal fulfillment, (2) job dissatisfaction, (3) innovation, and (4) inheritance/death. These triggers play a critical role in moving from entrepreneurial intention to action.
Entrepreneurial Passion to Entrepreneurial Behavior: Role of Entrepreneurial Alertness, Entrepreneurial Self-Efficacy and Proactive Personality	(Li et al., 2020) ; Frontiers in Psychology	Chine	Quantitative empirical study	Entrepreneurial passion positively influences entrepreneurial intention and action, with proactive personality playing a key moderating role. Entrepreneurial alertness and self-efficacy mediate this relationship.
Transitioning from entrepreneurial intention to actual behaviour: The role of commitment and locus of control	(B. N. Neneh & Dzomonda, 2024) ; The International Journal of Management Education	Royaume-Uni	Quantitative study	The transition from intention to action is reinforced by entrepreneurial commitment, which acts as a mediator, and moderated by internal locus of control.
Empowering entrepreneurs: bridging the attitude-intention behaviour gap through dynamic entrepreneurship education	(Ngo et al., 2024) ; Asia Pacific Journal of Innovation and Entrepreneurship	Vietnam	Quantitative empirical study	Entrepreneurial education (EE) directly influences entrepreneurial action (EA), but not directly entrepreneurial intention. EE acts indirectly via attitude and perceived behavioral control. The study confirms that active participation in practical activities (internships, competitions, mentoring) reinforces the transition from intention to action.

Source: Authors' construction

Among the 489 articles initially identified, 16 publications from different countries were selected according to the PRISMA methodology. Table 5 presents an analytical synthesis of these studies, allowing comparison across contexts and identification of global trends while taking into account the specific characteristics of each environment studied.

i. *Robust determinants of the transition from EI to EA*

The cross-analysis of the selected studies reveals several determinants that appear consistently across different geographical contexts and methodological approaches. Among these, entrepreneurial self-efficacy and internal locus of control emerge as the most robust predictors of the transition from entrepreneurial intention (EI) to entrepreneurial action (EA). These determinants operate as key psychological resources that enable individuals to transform their entrepreneurial aspirations into concrete behaviour.

Entrepreneurial self-efficacy refers to an individual's belief in their ability to successfully perform the tasks associated with entrepreneurial activity, such as identifying opportunities, mobilizing resources, and managing uncertainty. In the entrepreneurship literature, this construct has been widely recognized as a central mechanism linking intention to action. Empirical evidence from studies grounded in Social Cognitive Career Theory (SCCT) supports this argument. For instance, Duong (2023) demonstrates that entrepreneurial intention partially mediates the relationship between self-efficacy and entrepreneurial behaviour. In other words, individuals who perceive themselves as capable of successfully undertaking entrepreneurial activities are more likely to develop strong entrepreneurial intentions, which subsequently increase the likelihood of engaging in entrepreneurial action.

Similarly, Bernardus et al. (2020), building on the Theory of Planned Behavior (TPB) framework, highlight the central role of entrepreneurial self-efficacy in strengthening the relationship between entrepreneurial intention and entrepreneurial action. Their findings indicate that self-efficacy acts as a psychological catalyst that enhances the probability that intentions will translate into concrete entrepreneurial behaviour. In this sense, entrepreneurial self-efficacy reduces the uncertainty associated with venture creation and increases individuals' confidence in their capacity to overcome potential obstacles.

Beyond self-efficacy, the internal locus of control also appears as a robust determinant of entrepreneurial action. Individuals characterized by a strong internal locus of control tend to perceive outcomes as the result of their own efforts, decisions, and competencies rather than external forces such as luck or environmental constraints. This perception of control fosters proactive behaviour and strengthens individuals' willingness to engage in entrepreneurial activities. Neneh and Dzomonda (2024) confirm this mechanism by showing that entrepreneurial commitment mediates the relationship between intention and action, while internal locus of control acts as a moderating factor reinforcing this transition. Individuals who believe they can influence the outcomes of their actions are therefore more likely to persist in the entrepreneurial process and ultimately engage in venture creation.

Motivational factors also play a decisive role in facilitating the transition from EI to EA. Alam et al. (2019) demonstrate that personal attitudes and perceived behavioural control significantly influence entrepreneurial intention, which subsequently predicts entrepreneurial action. Motivations related to independence, self-realization, and the pursuit of economic opportunities appear particularly important in encouraging individuals to pursue entrepreneurial careers. These motivational drivers provide the psychological energy necessary to move from the cognitive stage of intention formation to the behavioural stage of action implementation.

Furthermore, the literature suggests that entrepreneurial commitment functions as a critical mechanism bridging intention and action. According to Neneh and Dzomonda (2024), individuals who display a high level of commitment toward their entrepreneurial goals are more likely to transform their intentions into concrete entrepreneurial initiatives. Commitment strengthens persistence, resilience, and the capacity to cope with uncertainty, which are essential characteristics for successfully initiating a business venture. Taken together, these findings indicate that the transition from entrepreneurial intention to entrepreneurial action is strongly influenced by a combination of psychological control beliefs, motivational drivers, and personal commitment.

ii. *Contradictions and divergent findings in the literature*

Despite these convergences, the literature also reveals several contradictions regarding the relative importance of certain determinants.

For instance, while motivational factors are widely recognized as important drivers of entrepreneurial behaviour, their influence appears to vary across studies. Alam et al. (2019) emphasize the role of motivations related to independence and success in strengthening entrepreneurial intention. Conversely, other studies highlight that these motivations can be constrained by contextual barriers such as fear of failure (Kong et al., 2020), which weakens the relationship between entrepreneurial intention and entrepreneurial action.

Similarly, the influence of cognitive and personality factors remains debated. Some studies emphasize the importance of psychological capital and proactive personality in stimulating entrepreneurial action (Baluku et al., 2020; Li et al., 2020), while others highlight the influence of less conventional personality traits, such as those associated with the “dark tetrad,” which may also stimulate entrepreneurial intention and nascent entrepreneurial behaviour (Cai et al., 2021). These divergences suggest that the intention–action relationship cannot be explained by a single determinant but rather results from the interaction between multiple psychological, social, and institutional factors.

iii. *Implications for research and entrepreneurial support policies*

Taken together, these findings provide several important implications for both research and practice.

From a theoretical perspective, the results confirm that the transition from entrepreneurial intention to entrepreneurial action should be understood as a multi-level process, involving individual psychological resources, social support mechanisms, and institutional conditions. The intention-action gap therefore cannot be explained solely by individual motivations but must be analysed within a broader ecosystem perspective.

From a practical standpoint, the findings highlight the importance of strengthening entrepreneurial self-efficacy and perceived behavioural control among young graduates. Experiential learning methods, mentoring programmes, and practical entrepreneurial activities may play a crucial role in facilitating this transition.

Moreover, universities and public institutions can contribute to reducing the intention-action gap by creating supportive entrepreneurial ecosystems that combine training, networking opportunities, and access to entrepreneurial resources.

iv. *Implications and operational recommendations*

The findings of this systematic review provide several analytical insights and operational implications for universities, policy makers, and entrepreneurial support organizations seeking to reduce the gap between entrepreneurial intention (EI) and entrepreneurial action (EA) among young graduates. By identifying entrepreneurial self-efficacy, internal locus of control, perceived barriers, fear of failure, and experiential entrepreneurship education as key determinants of the EI–EA transition, this study highlights the need for targeted interventions aimed at strengthening both individual capabilities and institutional support mechanisms.

First, the results underline the central role of entrepreneurial self-efficacy as a robust determinant facilitating the transformation of entrepreneurial intentions into concrete action. Individuals who believe in their capacity to identify opportunities, mobilize resources, and manage entrepreneurial risks are significantly more likely to initiate entrepreneurial projects. Consequently, universities should move beyond purely theoretical entrepreneurship courses and adopt experiential learning approaches that allow students to engage directly in entrepreneurial activities. Concretely, higher education institutions could integrate project-based learning modules, startup laboratories, student venture competitions, and incubation programs within their curricula. These initiatives would enable students to experiment with entrepreneurial processes, develop problem-solving skills, and gradually strengthen their confidence in their entrepreneurial abilities.

Second, the literature consistently emphasizes the influence of internal locus of control in shaping entrepreneurial behaviour. Individuals who perceive entrepreneurial outcomes as dependent on their own efforts and decisions demonstrate a stronger capacity to persist in entrepreneurial projects despite uncertainty. In this regard, entrepreneurship education programs should incorporate personal development and entrepreneurial mindset training, including leadership workshops, decision-making simulations, and coaching sessions aimed at reinforcing students' sense of agency and responsibility in the entrepreneurial process. By fostering an internalized perception of control, such initiatives may significantly enhance the likelihood that entrepreneurial intentions will translate into concrete entrepreneurial actions.

Third, the analysis highlights the importance of addressing perceived barriers and fear of failure, which frequently weaken the relationship between entrepreneurial intention and action. Many young graduates hesitate to engage in entrepreneurial activities due to financial uncertainty, administrative complexity, or social stigma associated with business failure. To mitigate these constraints, public institutions and entrepreneurial ecosystems should implement risk-mitigation mechanisms, such as simplified procedures for business creation, early-stage funding schemes for student entrepreneurs, and mentorship programs connecting young entrepreneurs with experienced business founders. In addition, promoting a culture that normalizes entrepreneurial failure through entrepreneurial storytelling, alumni testimonials, and "learning from failure" workshops may help reduce psychological barriers and encourage greater entrepreneurial experimentation.

Fourth, experiential entrepreneurship education appears as a key lever for facilitating the EI–EA transition, particularly when combined with exposure to entrepreneurial environments. Programs integrating internships within startups, mentoring by entrepreneurs, participation in innovation challenges, or collaboration with incubators can provide students with practical insights into the entrepreneurial process. Such experiences not only enhance entrepreneurial competencies but also reduce uncertainty by allowing individuals to better understand the realities of venture creation.

Finally, entrepreneurial support structures including incubators, accelerators, and university-based innovation hubs should play a more proactive role in facilitating the transition from intention to action by providing integrated support mechanisms combining training, mentoring, networking opportunities, and access to financial resources. These structures can act as intermediary platforms that help young graduates overcome perceived barriers while strengthening their entrepreneurial self-efficacy and commitment to venture creation.

Overall, these findings suggest that reducing the gap between entrepreneurial intention and entrepreneurial action requires a multi-level intervention strategy combining psychological empowerment, experiential learning, and supportive institutional environments. By implementing targeted initiatives aimed at strengthening entrepreneurial self-efficacy, reinforcing internal locus of control, reducing perceived barriers and fear of failure, and expanding experiential entrepreneurship education, universities and policy makers can significantly increase the likelihood that entrepreneurial aspirations among young graduates translate into concrete entrepreneurial initiatives.

5. Conclusion

This systematic review was conducted in a context where graduate entrepreneurship is playing an increasingly important role in economic and social development strategies, particularly in response to youth unemployment and the need to stimulate innovation. Although entrepreneurial intention (EI) has been widely studied, the actual transition to entrepreneurial action (EA) remains insufficiently explored, even though it constitutes a decisive stage in the entrepreneurial dynamic.

The aim of this review was to gain a better understanding of the factors that facilitate or hinder the transition from entrepreneurial intention (EI) **to** entrepreneurial action (EA) by rigorously analyzing 16 studies selected according to the PRISMA method, covering various geographical, methodological, and theoretical contexts. This analysis provided an overview of the main determinants of entrepreneurial action (EA) among young graduates and identified important gaps in the existing literature.

The results reveal that several dimensions interact in a complex way during this critical phase. Psychological factors, such as self-efficacy, entrepreneurial commitment, proactive personality, and internal locus of control, enhance young people's ability to transform entrepreneurial intention (EI) **into** entrepreneurial action (EA) (Bernardus et al., 2020; Duong, 2023). In addition, cognitive factors, including thinking styles and the presence of role models, moderate or facilitate this transition (Aamir et al., 2021; Baluku et al., 2020). Thus, entrepreneurial motivation, when driven by aspirations to independence or personal fulfillment, acts as a powerful lever for the transition from entrepreneurial intention (EI) **to** entrepreneurial action (EA) (Alam et al., 2019; B. N. Neneh & Dzomonda, 2024). Moreover, the institutional and educational context also plays a structuring role depending on whether it offers a stimulating learning environment, early entrepreneurial experiences, or active support through public policies (Adomdza et al., 2022; Botha et al., 2020; Ngo et al., 2024). Finally, contextual triggers, such as disruptive events or the family and professional environment, can exert a decisive influence on the activation of entrepreneurial action (EA) (Bogatyreva & Shirokova, 2017; Kuvshinikov & Kuvshinikov, 2023).

Compared with previous work, this review makes several major contributions:

- It offers an integrative synthesis combining psychological, cognitive, motivational, and institutional factors, unlike many previous studies focused on a single dimension (Bandura, 1986; McClelland, 1961).

- It identifies robust determinants facilitating the transition from entrepreneurial intention (EI) to entrepreneurial action (EA) (such as self-efficacy and locus of control) and distinguishes them from factors whose influence appears to be more contextual (education, role of networks, and public policies).
- It highlights the existence of the gap between entrepreneurial intention (EI) and entrepreneurial action (EA), often discussed in the entrepreneurship literature, while pointing out the methodological limitations of existing studies, including reliance on linear models, the lack of temporal perspectives, unplanned entrepreneurial trajectories, and the bias associated with the selection of English-only articles.

Furthermore, this study has certain limitations:

- Lack of local empirical data to validate findings from the literature.
- Under-representation of the Moroccan context and developing countries, limiting the generalizability of the results.
- Time constraints related to the selection of articles.
- Finally, several recommendations emerge from this review:
- Develop experiential entrepreneurship programs and mentoring schemes in Moroccan universities.
- Strengthen the role of incubators and support structures by adapting financial aid and support to the profiles of young graduates.
- Encourage students to develop their self-efficacy, motivation, and resilience through practical workshops and personalized coaching.
- Promote local empirical research to confirm findings in the literature and identify the specificities of the Moroccan context.
- Integrate longitudinal approaches to monitor the evolution of entrepreneurial intention (EI) and its transformation into entrepreneurial action (EA) over time.

In conclusion, this systematic review contributes to a better understanding of the complex mechanisms linking entrepreneurial intention (EI) and entrepreneurial action (EA) among young graduates. It provides a solid conceptual basis for guiding future research and formulating targeted recommendations for public policies and support mechanisms aimed at strengthening youth entrepreneurial dynamics.

6. References

- Aamir, M., Sarfraz, M., Khawaja, K., Usman, H., & Hu, Z. (2021). Signifying the effect of relational and experiential cognitive styles on entrepreneurial behavior: A mediated moderated model. *Frontiers in Psychology, 12*. https://doi.org/10.3389/fpsyg.2021.762403
- Adomdza, G., Asiedu, M., & Sarfo, J. (2022). Impact of entrepreneurial learning on entrepreneurial self-efficacy and intention: Role of a design-based entrepreneurship education. *European Journal of Contemporary Education, 11*(3), 674–685. https://doi.org/10.13187/ejced.2022.3.674
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*(2), 179–211. https://doi.org/10.1016/0749-5978(91)90020-T

- Alam, M., Kousar, S., & Rehman, C. (2019). Role of entrepreneurial motivation on entrepreneurial intentions and behaviour: Theory of planned behaviour extension on engineering students in Pakistan. *Journal of Global Entrepreneurship Research, 9*(1). https://doi.org/10.1186/s40497-019-0175-1
- Aldrich, H., & Zimmer, C. (1986). Entrepreneurship through social networks. In D. Sexton & R. Smilor (Eds.), *The art and science of entrepreneurship* (pp. 3–23). Ballinger Publishing Company.
- Alferaih, A. (2022). Starting a new business? Assessing university students' intentions towards digital entrepreneurship in Saudi Arabia. *International Journal of Information Management Data Insights, 2*(2), 100087. https://doi.org/10.1016/j.jjimei.2022.100087
- Allouli, N., & Boumeska, M. (2023). The impact of digital transformation on external auditing: New perspectives and emerging practices: A systematic literature review. *Alternatives Managériales Économiques, 5*, 135–153. https://doi.org/10.48374/IMIST.PRSM/AME-V5I4.44213
- Alshibani, S. M., Bukhari, A., Ramadani, V., & Hughes, M. (2024). The entrepreneurial intention–action relationship among young entrepreneurs: A taxonomy-based perspective. *Entrepreneurship Research Journal*. https://doi.org/10.1515/erj-2023-0327
- Asenkerschbaumer, M., Greven, A., & Brettel, M. (2023). The role of entrepreneurial imaginativeness for implementation intentions in new venture creation. *International Entrepreneurship and Management Journal*. https://doi.org/10.1007/s11365-023-00929-3
- Baluku, M., Kikooma, J., Otto, K., König, C., & Bajwa, N. (2020). Positive psychological attributes and entrepreneurial intention and action: The moderating role of perceived family support. *Frontiers in Psychology, 11*. https://doi.org/10.3389/fpsyg.2020.546745
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Barrera-Verdugo, G., & Villarroel-Villarroel, A. (2022). Evaluating the relationship between social media use frequency and entrepreneurial perceptions and attitudes among students. *Heliyon, 8*(4), e09214. https://doi.org/10.1016/j.heliyon.2022.e09214
- Beddaa, M., & Bachiri, M. (2021). L'impact du potentiel touristique sur les intentions entrepreneuriales dans le tourisme durable: Cas de la ville de Merzouga.
- Berglann, H., Moen, E. R., Røed, K., & Skogstrøm, J. F. (2011). Entrepreneurship: Origins and returns. *Labour Economics, 18*(2), 180–193. https://doi.org/10.1016/j.labeco.2010.10.002
- Bernardus, D., Murwani, F., Ardyan, E., Padmawidjaja, L., Aji, I., Jatiperwira, S., Kusumojanto, D., Wardoyo, C., & Hermanto, Y. (2020). Which psychological characteristics strengthen the entrepreneurial intention–action relationship? *Cogent Business & Management, 7*(1). https://doi.org/10.1080/23311975.2020.1823579
- Bogatyreva, K., & Shirokova, G. (2017). From entrepreneurial aspirations to founding a business: The case of Russian students. *Foresight and STI Governance, 11*(3), 25–36. https://doi.org/10.17323/2500-2597.2017.3.25.36
- Bogatyreva, K., Edelman, L. F., Manolova, T. S., Osiyevskyy, O., & Shirokova, G. (2019). When do entrepreneurial intentions lead to actions? The role of national culture. *Journal of Business Research, 96*, 309–321. https://doi.org/10.1016/j.jbusres.2018.11.034
- Borges, A. F., & Enoque, A. G. (2020). Entrepreneurship research: The French literature in perspective. *Cadernos EBAPE.BR, 18*(4), 906–923. https://doi.org/10.1590/1679-395120190075x

- Botha, M., Pohl, M., & Mubita, L. (2020). Modelling the relationship between prior entrepreneurial exposure, entrepreneurship education and entrepreneurial action using neural networks. *Development Southern Africa, 38*(2), 264–281. https://doi.org/10.1080/0376835X.2020.1826291
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa
- Burrell, G., & Morgan, G. (2019). *Sociological paradigms and organisational analysis*. Routledge. https://doi.org/10.4324/9781315609751
- Cai, L., Murad, M., Ashraf, S., & Naz, S. (2021). Impact of dark tetrad personality traits on nascent entrepreneurial behavior. *Frontiers of Business Research in China, 15*(1). https://doi.org/10.1186/s11782-021-00103-y
- Costa, P. T., & McCrae, R. R. (1992). *Revised NEO personality inventory (NEO PI-R) and NEO five-factor inventory (NEO-FFI) professional manual*. Psychological Assessment Resources.
- Davidsson, P. (2015). Entrepreneurial opportunities and the entrepreneurship nexus: A reconceptualization. *Journal of Business Venturing, 30*(5), 674–695. https://doi.org/10.1016/j.jbusvent.2015.01.002
- Dejardin, M. (2003). Entrepreneuriat et croissance: Une conjonction évidemment favorable?
- Duong, C. (2023). A moderated mediation model of perceived barriers, entrepreneurial self-efficacy, intentions and behaviors. *Oeconomia Copernicana, 14*(1), 355–388. https://doi.org/10.24136/oc.2023.010
- Fayolle, A., & Liñán, F. (2014). The future of research on entrepreneurial intentions. *Journal of Business Research, 67*(5), 663–666. https://doi.org/10.1016/j.jbusres.2013.11.024
- Gartner, W. B., & Teague, B. T. (2020). Introduction to the research handbook on entrepreneurial behavior, practice and process. In *Research handbook on entrepreneurial behavior, practice and process* (pp. 1–10). Edward Elgar Publishing. https://doi.org/10.4337/9781788114523.00007
- Gioia, D. A., Corley, K. G., & Hamilton, A. L. (2013). Seeking qualitative rigor in inductive research. *Organizational Research Methods, 16*(1), 15–31. https://doi.org/10.1177/1094428112452151
- Granovetter, M. (1995). *Getting a job: A study of contacts and careers* (2nd ed.). University of Chicago Press.
- Hassan, A., Anwar, I., Saleem, I., & Islam, K. (2021). Individual entrepreneurial orientation, entrepreneurship education and entrepreneurial intention. *Strategic Change*. https://doi.org/10.1002/jsc.2415
- Hibou, B., & Tozy, M. (2021). *Tisser le temps politique au Maroc*. Sciences Po Press.
- Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2014). *Entrepreneurship* (9th ed.). McGraw-Hill Education.
- Hueso, J. A., Jaén, I., Liñán, F., & Basuki, W. (2020). The influence of collectivistic personal values on the formation of entrepreneurial intentions. *Entrepreneurship Theory and Practice*. https://doi.org/10.1177/0266242620903007
- Iizuka, E. S., de Moraes, G. H. S. M., & de Souza, M. G. (2024). College environment and entrepreneurial intention in high school. *Revista de Gestão, 31*(1), 101–114. https://doi.org/10.1108/REGE-10-2021-0189

- Iwu, C. G., Ezeuduji, I. O., Eresia-Eke, C., & Tengeh, R. (2016). The entrepreneurial intention of university students: The case of a university of technology in South Africa.
- Kong, F., Zhao, L., & Tsai, C. (2020). The relationship between entrepreneurial intention and action: The effects of fear of failure and role model. *Frontiers in Psychology, 11*. https://doi.org/10.3389/fpsyg.2020.00229
- Krueger, N. F., & Carsrud, A. L. (1993). Entrepreneurial intentions: Applying the theory of planned behaviour. *Entrepreneurship & Regional Development, 5*(4), 315–330. https://doi.org/10.1080/08985629300000020
- Krueger, N., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing, 15*(5–6), 411–432. https://doi.org/10.1016/S0883-9026(98)00033-0
- Kuvshinikov, P., & Kuvshinikov, J. (2023). Forecasting entrepreneurial motivations and actions. *Journal of Small Business and Enterprise Development*. https://doi.org/10.1108/JSBED-06-2022-0274
- Li, C., Murad, M., Shahzad, F., Khan, M., Ashraf, S., & Dogbe, C. (2020). Entrepreneurial passion to entrepreneurial behavior. *Frontiers in Psychology, 11*. https://doi.org/10.3389/fpsyg.2020.01611
- Liñán, F., & Fayolle, A. (2015). A systematic literature review on entrepreneurial intentions. *International Entrepreneurship and Management Journal, 11*(4), 907–933. https://doi.org/10.1007/s11365-015-0356-5
- Maheshwari, G., Kha, K. L., & Arokiasamy, A. R. A. (2023). Factors affecting students' entrepreneurial intentions. *Management Review Quarterly, 73*(4), 1903–1970. https://doi.org/10.1007/s11301-022-00289-2
- McClelland, D. C. (1961). *The achieving society*. Princeton University Press.
- McMullen, J. S., & Shepherd, D. A. (2006). Entrepreneurial action and the role of uncertainty. *Academy of Management Review, 31*(1), 132–152. https://doi.org/10.5465/amr.2006.19379628
- Miles, M. B., & Huberman, A. M. (2003). *Analyse des données qualitatives*. De Boeck.
- Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & PRISMA Group. (2009). Preferred reporting items for systematic reviews and meta-analyses. *BMJ, 339*, b2535. https://doi.org/10.1136/bmj.b2535
- Neneh, B. N., & Dzomonda, O. (2024). Transitioning from entrepreneurial intention to actual behaviour. *International Journal of Management Education, 22*(2). https://doi.org/10.1016/j.ijme.2024.100964
- Ngo, T., Le, T., Pham, T., Nguyen, T., & Duong, C. (2024). Empowering entrepreneurs: Bridging the attitude–intention–behaviour gap. *Asia Pacific Journal of Innovation and Entrepreneurship, 18*(4), 355–374. https://doi.org/10.1108/APJIE-05-2023-0095
- North, D. C. (1990). *Institutions, institutional change and economic performance*. Cambridge University Press. https://doi.org/10.1017/CBO9780511808678
- Obschonka, M., Silbereisen, R., & Schmitt-Rodermund, E. (2010). Entrepreneurial intention as developmental outcome. *Journal of Vocational Behavior, 77*(1), 63–72. https://doi.org/10.1016/j.jvb.2010.02.008
- Paturel, R. (1997). *Théorie de l'organisation*. Economica.
- Phong, N. D., Thao, N. T. P., & Nguyen, N. P. (2020). Entrepreneurial intent of business students. *Cogent Business & Management, 7*(1). https://doi.org/10.1080/23311975.2020.1747962

- Rauch, A., & Frese, M. (2007). Let's put the person back into entrepreneurship research. *European Journal of Work and Organizational Psychology, 16*(4), 353–385. https://doi.org/10.1080/13594320701595438
- Remeikiene, R., Startiene, G., & Dumciuviene, D. (2013). Explaining entrepreneurial intention of university students.
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs, 80*(1), 1–28. https://doi.org/10.1037/h0092976
- Scott, W. R. (2014). *Institutions and organizations: Ideas, interests and identities* (4th ed.). Sage Publications.
- Shirokova, G., Osiyevskyy, O., & Bogatyreva, K. (2016). Exploring the intention–behavior link in student entrepreneurship. *European Management Journal, 34*(4), 386–399. https://doi.org/10.1016/j.emj.2015.12.007
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research*. Sage Publications.
- Tripathy, M. (2019). Overcoming the major challenges in new entrepreneurship. *Smart Journal of Business Management Studies, 15*(2), 38. https://doi.org/10.5958/2321-2012.2019.00013.7
- Turner, J., & Mulholland, G. (2017). Enterprise education. *Journal of Management Development, 36*(6), 801–816. https://doi.org/10.1108/JMD-09-2016-0176
- World Bank. (2020). *Doing business 2020: Comparing business regulation in 190 economies*. World Bank.
- Xu, R., Shahzad, F., & Xiao, Y. (2023). Sustainable innovation in SMEs. *Journal of Small Business Management*. https://doi.org/10.1177/10704965231211585
- Zaugg, V., Savoldelli, V., Sabatier, B., & Durieux, P. (2014). Improving healthcare practices and organization. *Santé Publique, 26*(5), 655–667. https://doi.org/10.3917/spub.145.0655