

Creativepreneurship in the Campus Environment: Studies in Undergraduate Program Students

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Abstract

This study examines creative entrepreneurship practices among undergraduate students and investigates how university support is perceived in relation to the continuity of campus-based creative ventures. Adopting a descriptive-exploratory design, data were collected through online questionnaires from 150 respondents comprising 120 undergraduate student creativepreneurs and 30 institutional stakeholders, including lecturers, mentors, and entrepreneurship program managers. The findings indicate that student creativepreneurship is characterized by the use of individual creativity, digital literacy, social media, and digital platforms in initiating and operating creative ventures. At the same time, respondents reported recurring challenges related to academic pressure, time management, managerial capability, financial limitations, and uneven institutional support. Comparison of student and stakeholder perspectives further highlights a gap between the formal availability of university entrepreneurship support and how such support is experienced in terms of relevance, continuity, coordination, and integration with academic structures. Rather than establishing causal relationships, the study identifies descriptive patterns that position campus-based creativepreneurship as a multilevel process involving individual capabilities, peer-community dynamics, and institutional support mechanisms. The study contributes to the Discussion on student entrepreneurship in higher education by emphasizing the importance of integrated academic support, continuous mentoring, and institutional coordination in supporting the continuity of student-led creative ventures.

Keywords: creativepreneurship; undergraduate students; higher education; entrepreneurial ecosystem; institutional support; digital entrepreneurship.

A. INTRODUCTION

Higher education institutions are increasingly expected to prepare graduates not only for participation in formal labor markets but also for the creation of independent economic opportunities. This shift has strengthened the role of entrepreneurship education as part of contemporary higher education, particularly as universities seek to develop students' entrepreneurial knowledge, capabilities, and experiential learning opportunities. Entrepreneurship education has been shown to influence entrepreneurial learning and intention, although its outcomes depend substantially on pedagogical design and the broader institutional environment in which such education is delivered (Nabi et al., 2017; Bell & Bell, 2020; Hägg & Gabrielsson, 2020). Universities therefore need to move beyond the transmission of business knowledge toward educational and institutional environments in which entrepreneurial activity can be explored, practiced, and progressively developed.

Within this context, digital transformation has expanded the possibilities for students to initiate entrepreneurial activities through digital platforms, social media, and technology-enabled business models. Digital entrepreneurship differs from conventional entrepreneurial activity because digital technologies can reshape entrepreneurial processes, reduce some traditional entry barriers, and create new forms of opportunity development and market interaction (Nambisan, 2017; Kraus et al., 2019). These developments are especially relevant to creative entrepreneurial activities, where value often derives from ideas, symbolic meaning, design, content, identity, and other intangible resources. Research on creative and cultural entrepreneurship similarly indicates that creativity and innovation increasingly intersect with entrepreneurial activity within digital and knowledge-intensive environments (Dobrev & Ivanov, 2020; Gouvea et al., 2021; Repenning & Oechslen, 2023).

Undergraduate students represent an important group within this changing entrepreneurial landscape. Their proximity to digital technologies, peer networks, university communities, and experimentation-oriented learning environments can provide opportunities to initiate ventures while still completing formal

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education. Previous studies show that student entrepreneurship can be supported by combinations of entrepreneurship education, stimulation, incubation, social networks, and institutional support (Jansen et al., 2015; Longva, 2021). In the Indonesian higher education context, entrepreneurship education has also become increasingly embedded within university programs and institutional initiatives intended to strengthen students' entrepreneurial orientation and activities (Wardana et al., 2020; Amalia & von Korflesch, 2021; Astuty et al., 2022).

However, the ability to initiate a student venture does not necessarily imply that the venture can be sustained. Student entrepreneurs operate within a distinctive institutional context in which entrepreneurial activity must coexist with coursework, assessment, academic scheduling, and other educational responsibilities. Student venture development therefore depends not only on individual entrepreneurial capabilities, but also on access to social networks, mentoring, incubation, academic support, and institutional arrangements that facilitate the transition from experimentation toward more sustained entrepreneurial activity (Longva, 2021). Research on university entrepreneurship ecosystems further suggests that entrepreneurship support becomes more effective when education, incubation, institutional structures, and entrepreneurial resources operate in a coordinated rather than fragmented manner (Guerrero & Urbano, 2012; Guerrero et al., 2016; Astuty et al., 2022).

This broader perspective is consistent with entrepreneurial ecosystem research, which conceptualizes entrepreneurship as embedded within configurations of interdependent actors, institutions, networks, resources, and support mechanisms. Rather than treating entrepreneurial outcomes as the product of isolated individual characteristics, ecosystem approaches emphasize the relational and institutional conditions through which entrepreneurial activity is enabled or constrained (Spigel, 2017; Roundy et al., 2018; Stam & van de Ven, 2021; Wurth et al., 2022). In university environments, this perspective is particularly relevant because formal entrepreneurship support may exist through courses, incubators, mentoring programs, competitions, and other initiatives, while students may experience these mechanisms differently in terms of accessibility, continuity, relevance, and integration. Evidence from student entrepreneurship research similarly indicates that the functioning of university entrepreneurship ecosystems depends on how institutional support is translated into actual entrepreneurial activity and student experience (Longva, 2021; Maritz et al., 2022; Astuty et al., 2022).

Despite the development of entrepreneurship education and entrepreneurial ecosystem research, several gaps remain relevant to campus-based creativepreneurship. First, much of the entrepreneurship education literature has focused on entrepreneurial intention and educational outcomes rather than on the continuity of ventures already being operated by students (Nabi et al., 2017; Martínez-Gregorio et al., 2021). Second, digital entrepreneurship research has established the importance of digital technologies in transforming entrepreneurial processes, but less attention has been given to how digital capability interacts with academic and institutional conditions in student-led creative ventures (Nambisan, 2017; Rippa & Secundo, 2019; Secundo et al., 2020). Third, student entrepreneurship ecosystem studies have highlighted the importance of networks and university support, yet the relationship between the formal availability of institutional support and how student entrepreneurs experience that support remains an important area for further investigation (Longva, 2021; Maritz et al., 2022; Astuty et al., 2022).

Accordingly, this study explores creativepreneurship practices among undergraduate students and examines how university support is perceived in relation to the continuity of campus-based creative ventures. Using a descriptive-exploratory approach, the study incorporates the perspectives of undergraduate student creativepreneurs and institutional stakeholders within a university setting in Indonesia. Rather than testing causal relationships, the study seeks to identify recurring patterns of entrepreneurial practice, perceived supporting and constraining conditions, and areas of convergence or divergence between student and institutional perspectives. Particular attention is directed toward the potential gap between the formal provision of entrepreneurship support and how such support is experienced by student creativepreneurs in terms of relevance, continuity, accessibility, and integration. By bringing these perspectives together, the study contributes to a contextual understanding of campus-based creativepreneurship as a multilevel process involving individual capabilities, peer and network dynamics, and institutional support mechanisms.

B. LITERATURE REVIEW

Creativepreneurship as an Embedded Entrepreneurial Practice

Creativepreneurship can be understood as entrepreneurial activity in which value creation depends substantially on creativity, originality, symbolic meaning, design, cultural expression, and other intangible resources. In such ventures, competitive differentiation may emerge less from physical assets and more from the capacity to transform ideas, identities, and creative competencies into products, services, or experiences with market value. Research on cultural and creative entrepreneurship has increasingly emphasized that entrepreneurial activity within creative industries involves distinctive combinations of creativity, innovation, identity, market interaction, and resource mobilization (Dobrev & Ivanov, 2020; Gouvea et al., 2021). Recent bibliometric evidence also suggests that creative entrepreneurship has become a growing research domain within educational settings, particularly in relation to creativity, problem solving, entrepreneurial learning, and professional development.

The expansion of digital technologies has further transformed the conditions under which creative entrepreneurship develops. Digital entrepreneurship research shows that digital technologies can alter the nature of entrepreneurial opportunity formation, market access, business models, and venture development (Nambisan, 2017; Kraus et al., 2019). Digital platforms can reduce some traditional barriers to entrepreneurial entry by enabling entrepreneurs to experiment with content, communicate with customers, test ideas, and reach markets without extensive physical infrastructure. These affordances are particularly relevant to creative ventures, where social media, digital marketplaces, and platform-mediated interaction can become part of both value creation and commercialization processes. Studies of digitally mediated creative entrepreneurship further show that online platforms can become spaces through which creative entrepreneurs construct identities, develop audiences, and organize entrepreneurial practices (Repenning & Oechslen, 2023).

However, digital accessibility should not be interpreted as equivalent to venture continuity. The possibility of entering a market through digital platforms does not eliminate managerial, financial, organizational, or institutional challenges. Digital entrepreneurship therefore provides an important basis for understanding how students may initiate creative ventures relatively easily, while offering only a partial explanation of why some ventures continue, and others remain temporary experiments. This distinction between entrepreneurial entry and continuity becomes particularly important in university settings, where entrepreneurial activities coexist with academic responsibilities and institutional arrangements.

Undergraduate Students as Emerging Creative Agents

Undergraduate students occupy a distinctive position within the entrepreneurial landscape because they simultaneously participate in educational, social, digital, and increasingly entrepreneurial environments. Universities expose students to knowledge, peer networks, project-based activities, competitions, entrepreneurial education, and potentially incubation or mentoring mechanisms. These environments can create opportunities for students to experiment with entrepreneurial activity before completing formal education. Research on student entrepreneurship has shown that venture development is influenced by more than entrepreneurship education alone. Jansen et al. (2015), for example, demonstrate the importance of combining education, stimulation, and incubation in supporting student entrepreneurship. Longva (2021) further shows that social networks play an important role as students move from student status toward entrepreneurship, suggesting that venture creation is embedded within evolving relationships and entrepreneurial ecosystems. University support has also been linked to students' entrepreneurial perceptions and intentions, although the effectiveness of such support depends on how students experience institutional programs rather than merely on their formal presence (Lu et al., 2021).

The Indonesian context reinforces the relevance of these issues. Entrepreneurship education has become increasingly incorporated into higher education programs, reflecting broader efforts to strengthen entrepreneurial capability among students. Studies have documented the development of entrepreneurship education programs across Indonesian higher education institutions and highlighted the importance of institutional ecosystems in supporting student entrepreneurship (Amalia & von Korfflesch, 2021; Maritz et al., 2022; Astuty et al., 2022). The development of such programs suggests that universities are

increasingly expected not only to teach entrepreneurship but also to create environments in which entrepreneurial activity can be experienced and developed. Maritz et al. specifically identify the emergence of entrepreneurship education programs within Indonesian higher education and their connection with entrepreneurial university and ecosystem perspectives.

Nevertheless, much of the student entrepreneurship literature has historically concentrated on entrepreneurial intention, attitudes, or educational outcomes rather than the continuity of ventures already being operated by students. Meta-analytic research confirms that entrepreneurship education can influence entrepreneurial intention and related outcomes, although effects vary according to educational and contextual conditions (Nabi et al., 2017; Martínez-Gregorio et al., 2021). This suggests an important analytical distinction: the factors associated with becoming interested in entrepreneurship may not be identical to those involved in sustaining an operating student venture. For creative student ventures, this distinction may be especially relevant. Digital technologies and social media may provide opportunities for rapid experimentation and entrepreneurial entry, while continuity may require additional capabilities involving planning, coordination, time management, mentoring, financial resources, and institutional accommodation. Indonesian evidence also suggests that digital technology and social media can play a particularly visible role in shaping creative entrepreneurial orientations among university students.

Universities as Creativepreneurship Ecosystems

The entrepreneurial university perspective provides an institutional foundation for understanding student entrepreneurship within higher education. Guerrero and Urbano (2012) conceptualize the development of entrepreneurial universities as an institutional process involving formal and informal environmental factors rather than entrepreneurship being limited to isolated courses or technology-transfer activities. Their framework emphasizes that entrepreneurial transformation requires supportive organizational and environmental conditions. Later research extended this perspective by examining different models through which universities engage in entrepreneurship and innovation (Guerrero et al., 2016). Under this view, universities may support entrepreneurship through curriculum, experiential learning, mentoring, incubation, competitions, knowledge transfer, networks, and access to resources. The relevant analytical question therefore becomes not simply whether entrepreneurship programs exist, but how these mechanisms interact and how effectively they support entrepreneurial development.

This argument is closely aligned with entrepreneurial ecosystem theory. Entrepreneurial ecosystems consist of interdependent actors and contextual elements that enable or constrain entrepreneurship, rather than isolated determinants operating independently (Spigel, 2017; Roundy et al., 2018). Stam and van de Ven (2021) similarly conceptualize ecosystems in terms of interdependent actors and factors, including institutional arrangements, resources, networks, leadership, talent, and support structures. Their perspective is particularly useful for campus entrepreneurship because universities themselves contain multiple organizational actors and support mechanisms whose effectiveness depends on coordination.

A university may therefore possess entrepreneurship courses, incubators, competitions, mentoring programs, and funding initiatives without necessarily functioning as a coherent entrepreneurial ecosystem. Formal availability does not automatically imply integration. Entrepreneurship programs may be institutionally present while remaining disconnected from one another or poorly synchronized with academic structures and student needs. This distinction is central to the present study because students and institutional actors may perceive the same university environment differently.

Research specifically examining student entrepreneurship ecosystems supports this interpretation. Maritz et al. (2022) describe student entrepreneurship ecosystems as configurations of institutional components and support mechanisms that shape the growth, sustainability, and success of student startups. Their study emphasizes the importance of understanding these components as an integrated system rather than as independent programs. Astuty et al. (2022) similarly highlight the importance of synergy within university entrepreneurship ecosystems, particularly in linking institutional actors and activities that support student entrepreneurship. These perspectives indicate that the effectiveness of university entrepreneurship support should be considered in terms of accessibility, continuity, coordination, and relevance. An institution may offer substantial formal support while students experience that support as fragmented or difficult to navigate. This possibility creates an important conceptual distinction between institutional provision and experienced institutional support.

From Individual Capability to Institutionalized Creativepreneurship

The literature reviewed above suggests that campus-based creativepreneurship can be understood across three interconnected analytical levels. At the individual level, creativity, digital capability, entrepreneurial motivation, and practical entrepreneurial competencies provide students with resources for initiating and operating creative ventures. Digital entrepreneurship research is particularly relevant here because technological capabilities can facilitate experimentation, communication, market access, and rapid venture initiation (Nambisan, 2017; Kraus et al., 2019). At the peer and network level, students develop entrepreneurial activity within social environments involving classmates, communities, mentors, digital networks, and other entrepreneurial actors. Longva (2021) demonstrates that social network development is especially important during the transition from student to entrepreneur, while entrepreneurial ecosystem research more generally emphasizes relational connections among ecosystem actors (Spigel, 2017; Roundy et al., 2018). At the institutional level, universities provide formal structures such as entrepreneurship curricula, incubation, mentoring, academic policies, competitions, and access to institutional resources. The entrepreneurial university and student entrepreneurship ecosystem literature indicates that these mechanisms are most meaningful when they function as connected elements of an institutional environment rather than as isolated initiatives (Guerrero & Urbano, 2012; Jansen et al., 2015; Maritz et al., 2022; Astuty et al., 2022).

Importantly, these dimensions should not be interpreted as independent determinants or statistically established causal pathways. Their analytical relevance lies in how they coexist within the university environment. Students may possess creativity and digital capability while experiencing difficulty sustaining ventures because of academic pressure, managerial limitations, or fragmented institutional support. Conversely, formal entrepreneurship programs may exist while students perceive them as insufficiently relevant or accessible. This multilevel interpretation addresses an important gap in existing literature. Entrepreneurship education research has generated substantial evidence concerning intention, attitudes, educational design, and entrepreneurial learning (Nabi et al., 2017; Bell & Bell, 2020; Hägg & Gabrielsson, 2020; Martínez-Gregorio et al., 2021), while entrepreneurial ecosystem research has emphasized contextual and institutional conditions (Spigel, 2017; Stam & van de Ven, 2021; Wurth et al., 2022). Student entrepreneurship research has increasingly examined networks and university ecosystems (Longva, 2021; Maritz et al., 2022; Astuty et al., 2022). However, fewer studies have brought these perspectives together to examine how creative and digitally enabled student ventures are experienced simultaneously across individual, peer-network, and institutional levels. The present study therefore uses these three levels as an interpretive framework for examining campus-based creativepreneurship. Particular attention is given to whether formal institutional entrepreneurship support is experienced by students as relevant, accessible, continuous, and integrated with their academic and entrepreneurial activities.

Conceptual Framework of Campus-Based Creativepreneurship

Drawing on the preceding literature, the study organizes its descriptive-exploratory analysis around three interconnected dimensions: individual capability, peer and network dynamics, and institutional support. The individual dimension includes creativity, digital capability, and entrepreneurial competencies associated with the initiation and operation of student creative ventures. The peer and network dimension includes informal learning, collaboration, campus communities, mentors, and digital networks through which students gain information, feedback, and social support. The institutional dimension includes entrepreneurship curriculum, mentoring arrangements, incubation, institutional resources, and academic policies that may facilitate or constrain venture continuity.

These dimensions are not proposed as a causal sequence. Rather, they constitute an analytical structure for examining how student creativepreneurship is situated within the broader university environment. The framework therefore supports comparison between student and institutional perspectives while remaining consistent with the study's descriptive-exploratory design.

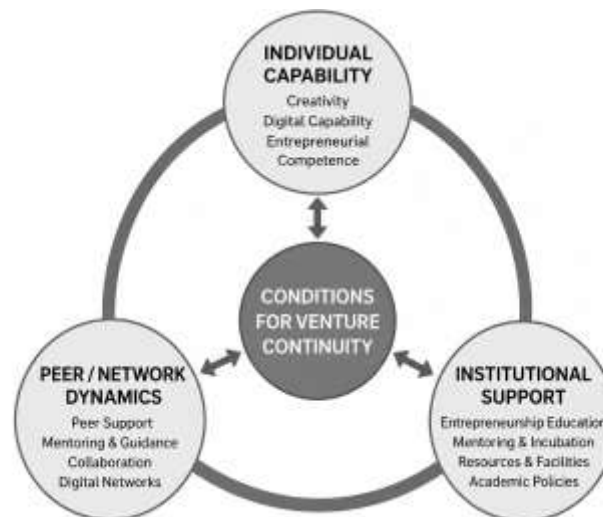


Figure 1. Conceptual Framework of Campus-Based Creativepreneurship

Source: Authors' Own Work, 2026

C. METHODS

Research Design

This study employed a descriptive-exploratory survey design to examine creativepreneurship practices among undergraduate students and to explore how university support is perceived in relation to the continuity of campus-based creative ventures. The design was selected because the study sought to identify recurring patterns of entrepreneurial practice, perceived supporting and constraining conditions, and areas of convergence or divergence between student creativepreneurs and institutional stakeholders. The study was not designed to test causal relationships, estimate statistical effects, or evaluate hypotheses. Instead, the analysis focused on interpreting respondents' reported experiences across the individual, peer-network, and institutional dimensions identified in the conceptual framework. This positioning is consistent with the exploratory purpose of the study and avoids treating the framework as a statistically validated causal model.

Research Context and Participants

The study was conducted at a private higher education institution with academic and institutional activities related to digital innovation, entrepreneurship education, business incubation, and student entrepreneurship development. The institutional setting was considered relevant because it provides an environment in which student creative ventures can emerge alongside formal academic activities. The study involved 150 respondents, comprising 120 undergraduate student creativepreneurs and 30 institutional stakeholders. Participants were selected purposively because the study required respondents with direct experience of either operating student creative ventures or supporting student entrepreneurship within the university.

Student respondents were included when they met three criteria: (1) they were actively enrolled as undergraduate students; (2) they were engaged in an individual or group-based creative venture; and (3) their venture had been operating for at least one academic semester. The ventures represented several creative fields, including digital content creation, design and illustration, fashion and merchandise, creative services, and related activities. Institutional stakeholders included lecturers, entrepreneurship mentors, business incubation personnel, and entrepreneurship program managers directly involved in student entrepreneurship development or program implementation. Including these two respondent groups enabled the study to examine campus-based creativepreneurship from both the student entrepreneurial perspective and the institutional support perspective.

Research Instrument and Data Collection

Data were collected through two parallel online questionnaires administered using Google Forms: one questionnaire for undergraduate student creativepreneurs and another for institutional stakeholders. The student questionnaire consisted of five sections. The first captured respondent and venture characteristics, including academic status, creative business field, and venture duration. The second examined creativepreneurship practices, including entrepreneurial motivation and the digital platforms used in venture operations. The third addressed perceived supporting conditions, including creativity, digital capability, social media utilization, peer and community support, and institutional support. The fourth focused on perceived constraints such as time-management difficulties, academic pressure, financial limitations, managerial capability, and institutional support. The final section examined students' perceptions of the university's role in supporting entrepreneurship.

The institutional stakeholder questionnaire covered four broad areas: respondent profile and institutional role; perceptions of student creativepreneurship development; institutional support mechanisms, including curricular integration, mentoring, and incubation; and challenges affecting the continuity of student creative ventures. The questionnaire items were developed with reference to the conceptual dimensions identified in the literature review. However, because the available study documentation does not provide sufficiently detailed evidence regarding formal instrument-validation procedures, the present study does not claim that the questionnaire constitutes a psychometrically validated measurement scale.

Analytical Dimensions

The analysis was organized around four broad analytical areas. The first concerned student creativepreneurship practices, including venture characteristics, entrepreneurial motivations, and the use of digital platforms. The second concerned supporting conditions, including creativity, digital capability, social media utilization, peer and community interaction, mentoring, and institutional support. The third concerned constraints to venture continuity, including time-management difficulties, academic pressure, managerial limitations, financial constraints, and limited institutional integration. The fourth concerned institutional support, including entrepreneurship education, mentoring, incubation, access to institutional resources, academic arrangements, and perceived coordination among support mechanisms. These analytical areas were interpreted through the broader conceptual framework comprising individual capability, peer and network dynamics, and institutional support. They served as organizing categories rather than statistically defined latent constructs.

Data Analysis

Survey responses were analyzed using a descriptive and interpretive approach. Responses from student creativepreneurs and institutional stakeholders were first examined separately to identify recurring patterns within each group. The two sets of responses were subsequently compared to identify areas of convergence and divergence concerning entrepreneurial practices, academic constraints, mentoring, incubation, institutional coordination, and the broader campus entrepreneurship environment. The comparative analysis was descriptive rather than inferential. No hypothesis testing, causal estimation, statistical significance testing, or claims regarding effect size were undertaken. The identified patterns were subsequently interpreted in relation to the study's conceptual framework and the literature on creativepreneurship, student entrepreneurship, entrepreneurial universities, and entrepreneurial ecosystems.

Instrument Development and Data Quality Procedures

Several procedures were used to support the internal coherence of the research process. Questionnaire content was aligned with the study objectives and analytical dimensions identified from the literature. The two questionnaires were designed to capture complementary perspectives from students and institutional stakeholders, while responses were reviewed before analysis to identify incomplete or inconsistent entries. Importantly, the available study documentation does not report formal procedures such as pilot testing, expert validation, internal consistency coefficients, or construct-validity assessment. Accordingly, no claims regarding statistical reliability or psychometric validity are made. This methodological limitation is explicitly recognized and is considered when interpreting the findings.

D. RESULTS AND DISCUSSION

Respondent and Venture Characteristics

The study involved 150 respondents, comprising 120 undergraduate student creativepreneurs and 30 institutional stakeholders. The student respondents were active undergraduate students engaged in individual or group-based creative ventures that had been operating for at least one academic semester. The ventures represented several creative fields, including digital content creation, design and illustration, fashion and merchandise, creative services, and related activities.

The institutional stakeholder group consisted of lecturers, entrepreneurship mentors, business incubation personnel, and entrepreneurship program managers involved in supporting student entrepreneurship. The inclusion of both groups provided two complementary perspectives: students represented the experience of operating creative ventures within the academic environment, while institutional stakeholders represented the perspective of those involved in designing or delivering entrepreneurship support. This respondent composition provides the basis for examining campus-based creativepreneurship not only from the student venture perspective but also from the institutional support perspective.

Patterns of Student Creativepreneurship

Student respondents reported several motivations for initiating creative ventures, including personal interests and hobbies, economic considerations, academic activities, and perceived market opportunities. These responses indicate that campus-based creativepreneurship may originate from multiple motivations rather than from exclusively commercial considerations. Students also reported using social media, digital marketplaces, and other digital channels in operating their ventures. Instagram and TikTok were among the platforms identified in the responses, alongside digital marketplaces used for promotion, communication, and interaction with potential customers. The use of digital platforms illustrates the digitally enabled character of the creative ventures represented in the study. Digital channels provided students with opportunities to communicate with audiences, present creative products and services, and experiment with market engagement while continuing their academic activities. At the same time, the ventures were operated alongside formal academic responsibilities. This coexistence of academic study and entrepreneurial activity provides an important contextual condition for interpreting the challenges associated with venture continuity.

Perceived Supporting Conditions

Student responses identified several conditions associated with their experience of developing creative ventures. At the individual level, creativity and digital capability were repeatedly reflected in descriptions of how students generated ideas, developed content, communicated with audiences, and operated through digital platforms. At the peer and network level, respondents referred to peer interaction and campus communities as sources of informal learning, idea exchange, feedback, and collaboration. These social environments provided opportunities for students to discuss entrepreneurial ideas and interact with others involved in creative or entrepreneurial activities.

Digital platforms also functioned as part of the support environment by facilitating communication, promotion, market interaction, and access to audiences. In this respect, digital capability was connected not only to individual technological competence but also to broader network and market engagement. Perceptions of formal institutional support were less uniform. Students acknowledged the availability of university entrepreneurship initiatives but also reported that institutional mechanisms were not always experienced as closely connected to the practical requirements of operating their ventures. The responses therefore indicate differences between the availability of institutional support and how that support is experienced in practice.

Constraints to Venture Continuity

Student responses identified several recurring challenges associated with maintaining creative ventures while completing undergraduate study. These included difficulties in managing time, academic responsibilities, managerial capability, financial limitations, and the alignment of institutional support with entrepreneurial activities. Academic responsibilities created a particular tension because

entrepreneurial activities had to be conducted alongside coursework, assignments, assessments, and other academic requirements. Students therefore operated their ventures within limited temporal and organizational space.

Managerial capability represented another reported challenge. Operating a venture required competencies beyond creativity and the use of digital platforms, including planning, coordination, decision-making, and business management. Financial limitations were also reflected in responses concerning the resources required to maintain production, promotion, operations, or further venture development. Students additionally reported that available institutional support did not always correspond closely with the practical demands encountered in operating their ventures. Taken together, these responses indicate that venture continuity involves challenges extending beyond the initial ability to develop creative ideas or enter digital markets.

Institutional Support for Campus-Based Creativepreneurship

Respondents identified several forms of university entrepreneurship support, including entrepreneurship-related education, training activities, mentoring, and business incubation. These mechanisms indicate that student entrepreneurship is formally recognized within the institutional environment. From the student perspective, however, the existence of these mechanisms did not always correspond with an experience of continuous or practically aligned support. Students described instances in which entrepreneurship initiatives were experienced as insufficiently connected to the operational needs of their ventures.

Institutional stakeholders provided a complementary interpretation. Their responses referred to challenges involving student commitment, institutional resources, academic arrangements, and coordination among organizational units. Mentoring and incubation were viewed as relevant mechanisms for student entrepreneurship development, while their implementation was also discussed in relation to broader institutional coordination. The responses from the two groups indicate that the central institutional issue is not simply whether entrepreneurship initiatives are available. Rather, attention is required to how different institutional mechanisms are connected and how they are experienced by student creativepreneurs.

Student–Institutional Perceptual Comparison

Comparison of the two respondent groups indicates several areas of convergence and divergence in their perceptions of campus entrepreneurship support. Students described institutional support primarily through their experience of using or accessing entrepreneurship-related mechanisms. Concerns were associated with practical relevance, continuity, academic compatibility, and coordination. Institutional stakeholders approached similar issues from an organizational perspective, referring to academic arrangements, resource limitations, implementation challenges, and coordination across institutional units.

Both perspectives therefore pointed to difficulties in connecting entrepreneurship support with students' academic and entrepreneurial activities. The principal difference concerned the position from which these issues were experienced: students emphasized the usability of support, whereas institutional stakeholders emphasized the organizational conditions affecting its implementation. Academic responsibilities represented another area of convergence. Students described the challenge of balancing academic requirements with entrepreneurial activity, while institutional stakeholders recognized that academic arrangements could affect the development of student entrepreneurship. Mentoring and incubation were also viewed positively by both groups, although students focused on their experience of continuity and practical accessibility, while stakeholders emphasized implementation and institutional coordination.

The comparison also reveals broad agreement regarding the importance of mentoring and incubation. Students value institutional assistance but perceive its practical implementation as uneven, whereas stakeholders recognize mentoring and incubation as critical mechanisms whose effectiveness depends on stronger coordination and integration. This pattern points to an implementation gap rather than a fundamental disagreement over the value of university entrepreneurship support.

Table 1. Descriptive Comparison of Student and Institutional Perspectives

Dimension	Student Perspective	Institutional Stakeholder Perspective	Comparative Interpretation
Academic structure	Entrepreneurship support is not always experienced as aligned with practical venture needs	Academic arrangements are identified as a challenge for student entrepreneurship	Convergence regarding the need for stronger academic–entrepreneurial alignment
Mentoring	Support is experienced as uneven or discontinuous in some cases	Mentoring is regarded as important but affected by implementation conditions	Shared recognition of mentoring, with different perspectives on implementation
Incubation	Available programs are not always experienced as closely connected to venture operations	Incubation is regarded as an important institutional mechanism	Difference between formal provision and student-level experience
Academic responsibilities	Academic demands complicate the management of entrepreneurial activities	Academic arrangements are recognized as affecting student entrepreneurship	Convergence regarding academic–entrepreneurial tension
Managerial capability	Students report challenges involving planning and business management	Student capability development is recognized as part of entrepreneurship support	Broad convergence
Institutional coordination	Support can be experienced as fragmented	Coordination among institutional units is identified as a challenge	Convergence regarding coordination

Source: Authors' Own Work, 2026

Summary of Empirical Patterns

The descriptive findings indicate three broad patterns in campus-based creativepreneurship. First, student creative ventures were associated with creativity, digital capability, social media, digital marketplaces, and peer-network interaction. These elements formed part of the environment within which students initiated and operated their ventures. Second, respondents identified challenges associated with maintaining entrepreneurial activity alongside academic study. Time management, academic responsibilities, managerial capability, financial limitations, and institutional alignment were recurring themes in student responses.

Third, formal entrepreneurship support was recognized by both students and institutional stakeholders, while the two groups also identified limitations concerning continuity, academic compatibility, implementation, and institutional coordination. This comparison highlights a distinction between formal institutional provision and experienced institutional support. These descriptive patterns provide the empirical basis for the Discussion. In particular, they enable further interpretation of the distinction between venture initiation and venture continuity, the role of digital capability, and the relationship between formal entrepreneurship programs and students' experience of institutional support.

Discussion

Creative Capability Enables Entry, but Not Necessarily Continuity

The findings highlight an important distinction between the conditions associated with initiating a student creative venture and those involved in maintaining it. Students described creativity, digital capability, personal interests, and access to digital channels as important elements of their entrepreneurial activities. These characteristics are consistent with research showing that digital technologies can reshape entrepreneurial processes by lowering some conventional barriers to experimentation, communication, and market engagement (Nambisan, 2017; Kraus et al., 2019). Within creative entrepreneurship specifically, digital platforms can become intertwined with the development, presentation, and commercialization of creative work (Repenning & Oechslen, 2023).

The present findings nevertheless suggest that the conditions supporting entrepreneurial entry should not be treated as equivalent to those associated with venture continuity. Students simultaneously reported difficulties involving academic responsibilities, time management, managerial capability, financial limitations, and institutional alignment. This distinction extends a broader concern in entrepreneurship education research: developing entrepreneurial interest or facilitating venture initiation does not by itself provide the full range of capabilities and contextual conditions required for continued entrepreneurial activity (Nabi et al., 2017; Bell & Bell, 2020).

This interpretation is particularly relevant to student entrepreneurship because student ventures develop within an environment in which entrepreneurial and academic activities coexist. Longva (2021) shows that the transition from student to entrepreneur involves the development of relationships and social networks within entrepreneurial ecosystems, indicating that venture creation cannot be understood solely through individual competence. Similarly, Jansen et al. (2015) demonstrate that student entrepreneurship benefits from combinations of education, stimulation, and incubation rather than from a single educational intervention.

The contribution of the present findings is therefore not to establish that creativity or digital capability statistically predicts venture initiation or continuity. Rather, the descriptive patterns suggest that entrepreneurial entry and venture continuity represent analytically distinct stages of the student entrepreneurial experience. Creativity and digital capability may provide resources for experimentation and market engagement, whereas maintaining a venture introduces additional managerial, temporal, financial, relational, and institutional requirements. This distinction shifts attention from the question of whether universities can encourage students to start entrepreneurial activities toward the broader question of how higher education environments can support students once those activities have moved beyond initial experimentation.

Digital Platforms Lower Entry Barriers but Do Not Resolve Sustainability Constraints

Digital platforms were repeatedly present in students' descriptions of how their creative ventures were operated. Social media and digital marketplaces provided channels through which students could communicate with audiences, present creative outputs, interact with potential customers, and experiment with market opportunities. This observation corresponds closely with the digital entrepreneurship perspective, which emphasizes that digital technologies alter the boundaries, processes, and opportunities associated with entrepreneurship (Nambisan, 2017). The relevance of digital platforms may be particularly pronounced in creative ventures. Repenning and Oechslen (2023), for example, show that digital platforms such as Instagram become intertwined with the everyday entrepreneurial practices of creative producers, supporting creative development, audience formation, marketing, and sales while simultaneously generating new constraints. Digital platforms should therefore not be understood merely as promotional tools; they can form part of the entrepreneurial environment within which creative ventures take shape.

The findings of the present study nevertheless indicate that digital accessibility does not remove the wider challenges of maintaining entrepreneurial activity. Students who used digital platforms also reported difficulties involving academic demands, management, financial resources, and institutional support. Consequently, the ability to participate in digital markets should not be interpreted as evidence that a student venture possesses the broader organizational conditions required for continuity. This observation is theoretically useful because it separates digital entrepreneurial accessibility from venture continuity. Digital technologies may expand opportunities for experimentation and market engagement, but continuity involves additional dimensions that cannot be substituted by technological familiarity alone. These include managerial competence, time allocation, access to resources, social networks, mentoring, and supportive institutional arrangements.

For universities, this suggests that entrepreneurship support aimed at digitally capable students should not focus only on digital tools, online marketing, or venture ideation. Greater attention is also needed to the less visible requirements of continuing a venture, such as planning, operational management, mentoring relationships, resource coordination, and the accommodation of entrepreneurial activity within academic structures.

The Institutional Support–Experience Gap

The most important interpretive insight emerging from the comparison of students and institutional stakeholders concerns the distinction between formal institutional provision and experienced institutional support. Respondents acknowledged the presence of entrepreneurship-related education, mentoring, incubation, and other university initiatives. At the same time, students described differences in how accessible, continuous, practically relevant, or academically compatible those mechanisms were experienced to be. Institutional stakeholders identified related challenges involving implementation, academic arrangements, resources, and coordination. This pattern is consistent with the entrepreneurial

university perspective. Universities become entrepreneurial not merely by establishing individual entrepreneurship programs, but through institutional environments in which entrepreneurial activities are supported by interconnected formal and informal arrangements (Guerrero & Urbano, 2012; Guerrero et al., 2016). Entrepreneurial ecosystem research similarly emphasizes that entrepreneurship is embedded within systems of interdependent actors, resources, networks, and institutional arrangements rather than being generated by isolated interventions (Stam & van de Ven, 2021; Wurth et al., 2022). These publications and their metadata are independently verifiable.

The student entrepreneurship literature provides further support for this interpretation. Longva (2021) demonstrates that students navigate entrepreneurial ecosystems through relationships and networks during venture creation, while research on student entrepreneurship ecosystems explicitly emphasizes the importance of integrated ecosystem components for the growth, sustainability, and success of student startups. Indonesian evidence also emphasizes the role of synergy among institutional environments and university entrepreneurship mechanisms in supporting student entrepreneurial activity (Astuty et al., 2022). Against this theoretical background, the pattern observed in the present study may be conceptualized as an institutional support–experience gap. The term refers to a condition in which entrepreneurship support is formally available within the university but is not necessarily experienced by student entrepreneurs as equally accessible, continuous, coordinated, or relevant to their entrepreneurial and academic circumstances. Importantly, the present study does not establish this gap as a statistically validated construct. It is proposed as an analytical interpretation of the descriptive convergence and divergence observed between student and institutional perspectives. This distinction is necessary because the study was not designed to estimate the magnitude of the gap or test its effect on venture outcomes.

The concept nevertheless provides a useful way of interpreting an apparent institutional paradox. Universities may legitimately report the existence of entrepreneurship curricula, mentoring, incubation, competitions, or other support programs, while students may simultaneously experience difficulties navigating or integrating those mechanisms into their entrepreneurial activities. The two accounts are not necessarily contradictory. They represent different levels of the same institutional environment: one concerns the provision of support, while the other concerns the experience of support. This distinction suggests that assessments of university entrepreneurship ecosystems should consider not only what institutions provide, but also how those mechanisms are encountered by the students they are intended to support.

From Fragmented Programs to an Integrated Campus Creativepreneurship Ecosystem

The findings further suggest that campus-based creativepreneurship can be interpreted more productively as an ecosystem-level phenomenon than as the outcome of individual entrepreneurship programs. Students' entrepreneurial activities were situated simultaneously within individual, peer-network, digital, academic, and institutional environments. The conceptual framework therefore becomes particularly useful for understanding why the presence of isolated forms of support may not be sufficient to address the multiple challenges associated with venture continuity. Entrepreneurial ecosystem scholarship emphasizes precisely this interdependence. Stam and van de Ven (2021) conceptualize entrepreneurial ecosystems as combinations of institutional arrangements and resource endowments involving networks, leadership, finance, talent, knowledge, and support infrastructure. Wurth et al. (2022) similarly argue that entrepreneurial ecosystems should be understood through the mechanisms and interactions through which ecosystem elements evolve rather than as static lists of supportive conditions.

Within higher education, this ecosystem logic implies that entrepreneurship education, mentoring, incubation, peer networks, institutional resources, and academic arrangements should not be treated as unrelated initiatives. Jansen et al. (2015) already demonstrate the value of combining education, stimulation, and incubation in student entrepreneurship, while Maritz et al. (2022) specifically position student entrepreneurship within an integrated higher education ecosystem concerned with the development and sustainability of student startups. The latter study explicitly frames student entrepreneurship ecosystems in terms of their constituent components and dynamics.

The present findings extend this interpretation by highlighting the importance of the student's position within such an ecosystem. An entrepreneurship ecosystem may appear institutionally complete from the perspective of program provision while remaining difficult to navigate from the perspective of a student operating a venture. Integration therefore requires more than organizational coexistence. It involves

functional connections among entrepreneurship education, mentoring, incubation, academic structures, peer networks, and other forms of support throughout the student entrepreneurial journey.

The needs associated with that journey may also change. During venture initiation, students may benefit particularly from experimentation, peer interaction, creative capability, and digital market access. As entrepreneurial activity continues, other requirements become increasingly relevant, including managerial development, mentoring continuity, financial resources, institutional coordination, and the ability to reconcile entrepreneurial activity with academic responsibilities. The present descriptive findings do not establish a universal developmental sequence, but they suggest that support systems should be sufficiently flexible to accommodate these different requirements. Campus-based creativepreneurship can therefore be interpreted as a multilevel ecosystem process in which individual capability, peer and network dynamics, and institutional support coexist. The institutional task is not simply to maximize the number of entrepreneurship programs, but to strengthen the connections among those mechanisms and their relevance to students' actual entrepreneurial experiences.

Under this interpretation, the strategic shift is from entrepreneurship program provision → entrepreneurship ecosystem integration. Such a shift also helps clarify why the institutional support–experience gap matters. If entrepreneurship support is treated as an ecosystem, institutional effectiveness cannot be inferred solely from the existence of courses, incubators, mentoring programs, or other initiatives. It must also be considered in terms of whether those components form a coherent environment through which student creative ventures can progress from experimentation toward more sustained entrepreneurial practice.

Theoretical Contributions

This study makes three principal theoretical contributions to the literature on creativepreneurship, student entrepreneurship, and entrepreneurial universities. First, the study advances the distinction between venture initiation and venture continuity in the context of student creativepreneurship. Existing research on entrepreneurship education has frequently emphasized entrepreneurial intention, learning outcomes, and venture entry (Nabi et al., 2017; Martínez-Gregorio et al., 2021), while digital entrepreneurship research has highlighted how digital technologies can expand entrepreneurial opportunities and lower some barriers to entry (Nambisan, 2017; Kraus et al., 2019). The present findings suggest that the conditions associated with initiating a creative venture should be analytically distinguished from those involved in maintaining it. Creativity, digital capability, and access to digital platforms may facilitate experimentation and market engagement, whereas continuity introduces additional managerial, temporal, financial, relational, and institutional requirements. This distinction broadens the analytical focus of student entrepreneurship from whether students are able to start ventures toward the conditions under which those ventures can be sustained.

Second, the study introduces the concept of an institutional support–experience gap as an interpretive lens for understanding university entrepreneurship ecosystems. Entrepreneurial university and ecosystem research emphasizes the importance of institutional arrangements, coordination, networks, and support structures in enabling entrepreneurship (Guerrero & Urbano, 2012; Guerrero et al., 2016; Stam & van de Ven, 2021; Wurth et al., 2022). The present study adds to this perspective by distinguishing between the formal provision of entrepreneurship support and the student experience of that support. The descriptive comparison indicates that entrepreneurship programs may be institutionally available while students experience differences in accessibility, continuity, coordination, or practical relevance. The institutional support–experience gap is therefore proposed not as a statistically validated construct, but as a theoretically informed interpretation of the convergence and divergence observed between student and institutional perspectives.

Third, the study develops a multilevel understanding of campus-based creativepreneurship by integrating individual capability, peer and network dynamics, and institutional support within a single interpretive framework. Prior research has separately emphasized digital entrepreneurial capability (Nambisan, 2017), social networks in student venture development (Longva, 2021), and university entrepreneurship ecosystems (Jansen et al., 2015; Maritz et al., 2022; Astuty et al., 2022). The present study brings these perspectives together to interpret creativepreneurship as a process situated simultaneously within individual, relational, and institutional environments. This multilevel perspective avoids treating creativepreneurship as solely an individual entrepreneurial behavior and instead positions

student venture development within the broader configuration of peer interaction, digital networks, academic structures, mentoring, incubation, and institutional arrangements. Taken together, these contributions reposition campus-based creativepreneurship from a narrow concern with entrepreneurial entry toward a broader concern with the conditions that shape the continuity of student-led creative ventures. The study therefore provides a conceptual basis for future research to examine these relationships using validated measures, multi-institutional samples, and longitudinal or explanatory designs.

Practical and Policy Implications

The findings have several practical implications for universities, entrepreneurship program managers, and higher education policymakers seeking to strengthen campus-based creativepreneurship. The central implication is that entrepreneurship support should not be evaluated solely by the existence or number of programs provided. Greater attention should be given to whether students experience those programs as relevant, accessible, continuous, and sufficiently connected to the realities of operating a venture while completing their academic responsibilities. This implication is consistent with the distinction identified in the study between formal institutional provision and experienced institutional support.

First, universities should strengthen the integration between entrepreneurial activities and academic structures. The findings indicate that students experience tension between academic responsibilities and venture development, while institutional stakeholders also recognize challenges associated with academic arrangements. Universities may therefore consider more structured mechanisms for connecting student ventures with project-based learning, experiential learning, entrepreneurship courses, or other academically recognized activities. Such arrangements should not reduce academic standards, but should make the relationship between learning and entrepreneurial practice more coherent.

Second, entrepreneurship support should extend beyond short-term training toward more continuous mentoring. Students operating ongoing ventures may require guidance in areas such as planning, decision-making, resource management, market development, and business continuity. The findings also indicate that both students and institutional stakeholders recognize mentoring as important, while its practical implementation may vary. A more continuous mentoring model could therefore help connect entrepreneurship education with the changing needs of student ventures.

Third, business incubation should be treated as part of a broader student entrepreneurship pathway rather than as an isolated institutional unit. Incubation can be more useful when it is connected with entrepreneurship education, mentoring, student communities, institutional resources, and academic arrangements. The findings suggest that the issue is not simply whether incubation exists, but how effectively it is connected to other forms of support and to students' entrepreneurial activities.

Fourth, universities should strengthen managerial capability alongside creativity and digital capability. Student respondents described challenges involving planning, coordination, decision-making, time management, and business management. Entrepreneurship development programs should therefore move beyond idea generation and digital promotion toward the practical capabilities required to maintain an operating venture. This may include business planning, financial management, operational coordination, customer management, and strategies for balancing entrepreneurial and academic responsibilities.

Fifth, stronger coordination among institutional units is needed. Entrepreneurship education, incubators, academic departments, student affairs, mentoring programs, and other support units may individually provide useful services, yet students can still experience support as fragmented when these mechanisms are poorly connected. Institutional stakeholders in this study similarly referred to coordination and implementation challenges. Universities should therefore consider mechanisms that allow these units to operate as parts of a connected entrepreneurship ecosystem rather than as separate programs.

From a policy perspective, the findings support greater recognition of student entrepreneurship as a form of experiential learning. Flexible academic arrangements may be considered where they allow legitimate entrepreneurial activities to be connected with formal learning outcomes, provided that such flexibility remains accompanied by clear academic standards, supervision, assessment, and institutional accountability. The present study does not evaluate any specific national higher education policy; therefore, the implications should be interpreted as institutional recommendations derived from the descriptive findings rather than as evidence of the effectiveness of a particular policy.

E. CONCLUSIONS

This study explored campus-based creativepreneurship among undergraduate students and examined how university support is perceived in relation to the continuity of student creative ventures. Drawing on the perspectives of 120 student creativepreneurs and 30 institutional stakeholders, the findings indicate that student entrepreneurial activities are associated with creativity, digital capability, social media, digital marketplaces, and peer-network interaction. At the same time, respondents reported challenges related to academic responsibilities, time management, managerial capability, financial limitations, and institutional alignment. The findings also indicate that formal entrepreneurship support is present within the university through education, mentoring, incubation, and related initiatives. However, student and institutional perspectives suggest that the existence of such mechanisms does not necessarily correspond with a consistently accessible, continuous, coordinated, or practically relevant experience of support. This distinction provides the basis for the study's interpretation of an institutional support–experience gap, understood as a difference between formal institutional provision and how that support is experienced by student creativepreneurs.

The study further suggests that campus-based creativepreneurship is best interpreted as a multilevel process involving individual capability, peer and network dynamics, and institutional support. Creativity and digital capability form part of the conditions within which students initiate and operate ventures; peer and network interaction contributes to informal learning and collaboration; and institutional mechanisms shape the broader environment within which entrepreneurial activity is pursued. The findings therefore support a shift in analytical attention from the mere presence of entrepreneurship programs toward the integration, continuity, and student-level experience of those mechanisms. Because the study adopts a descriptive-exploratory design, its conclusions should be interpreted as contextual patterns rather than statistically established relationships or causal effects. Nevertheless, the study contributes to a more nuanced understanding of student creativepreneurship by distinguishing between venture initiation and venture continuity and by highlighting the importance of aligning individual, relational, and institutional dimensions within the campus entrepreneurship environment.

Limitations and Future Research

This study has several limitations that should be considered when interpreting its findings. First, the study was conducted within a single university context and employed purposive sampling. The findings are therefore intended to provide contextual insight rather than statistical generalization to the broader population of university students or higher education institutions. The sample also consisted of two respondent groups of unequal size—120 student creativepreneurs and 30 institutional stakeholders—which means that the comparative findings should be interpreted as complementary perspectives rather than as balanced group-level comparisons. Second, the study relied on self-reported questionnaire responses. The findings therefore reflect respondents' perceptions and reported experiences of creativepreneurship practices, institutional support, and continuity-related challenges rather than objectively observed entrepreneurial behavior or venture performance. This limitation is particularly relevant to the interpretation of the institutional support–experience gap, which represents a perceived distinction between formal institutional provision and how that support is experienced by student creativepreneurs.

Third, the study adopted a descriptive and interpretive approach rather than an inferential research design. No hypothesis testing, causal estimation, statistical significance testing, or effect-size analysis was undertaken. Accordingly, the relationships among individual capability, peer and network dynamics, institutional support, and venture continuity should not be interpreted as statistically established associations or causal pathways. The conceptual framework serves as an interpretive structure for organizing the patterns identified in the study. Fourth, the available study documentation does not report formal psychometric procedures such as pilot testing, expert validation, internal consistency testing, or construct-validity assessment. The study therefore does not make claims regarding the statistical reliability or psychometric validity of the measurement instrument. This limitation should be considered when interpreting the descriptive patterns derived from the questionnaire responses. The current Methods section already acknowledges this limitation explicitly.

Future research can extend the present study in several directions. Longitudinal research would be particularly valuable for examining how student creative ventures develop over time, including whether

they continue, grow, change direction, or discontinue. Such designs could provide stronger evidence for distinguishing the conditions associated with venture initiation from those related to longer-term continuity. Multi-institutional studies are also needed to examine whether the patterns identified in the present study are specific to one university context or are observed across different higher education environments. Comparative research involving institutions with different entrepreneurship curricula, incubation systems, academic arrangements, and institutional support structures could provide a stronger basis for assessing the transferability of the findings.

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