

## **The Effectiveness of Career Guidance Program to Improve Entrepreneurial Skill for Adolescents : a Systematic Literature Review**

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### **Abstract.**

Career guidance programs are considered as one of the important strategies to improve entrepreneurial skills in adolescents, especially in preparing them to face the challenges of an increasingly competitive world of work. This Systematic Literature Review (SLR) aims to analyze the effectiveness of career guidance programs in developing adolescent entrepreneurship skills based on empirical studies from published journals between 2020 and 2025. The research method followed the PRISMA protocol with a literature search in Scopus, ScienceDirect, ERIC, and Google Scholar databases using keywords such as “career guidance”, “entrepreneurial skills,” and “youth entrepreneurship.” Of the 5000 articles identified, 21 journals met the inclusion criteria, such as empirical studies, youth focus, and publication within the specified time frame. The results of the analysis show that structured and practice-based career guidance programs, such as entrepreneurship training, mentoring, and business simulation, significantly improve adolescents' entrepreneurial cognitive and behavioral skills, including creativity, risk management, and business planning capabilities. Supporting factors such as collaboration with industry players, project-based curriculum, and experiential learning approach also contributed to the success of the program. However, challenges such as limited resources, lack of training for counseling teachers, and gaps between theory and practice are still found in some studies. This SLR confirms that career guidance programs are effective in fostering adolescent entrepreneurial spirit, provided they are designed comprehensively and involve various stakeholders. Recommendations for future research include exploring the long-term impact of the program as well as adapting the web 3.0 based career guidance model to increase accessibility and participant engagement.

**Key words:** career guidance, entrepreneurial skills, youth entrepreneurship

### **INTRODUCTION**

Entrepreneurship Education (EE) has become an increasingly important topic on the global educational agenda. Many studies hypothesize that EE can develop new entrepreneurs and ventures, and act as a driver for economic growth and innovation. However, the effectiveness of these programs, particularly at the pre-university level, remains a subject of debate with often conflicting results (Nabi et al., 2017). This systematic literature review aims to synthesize the findings from various studies that explore the impact of EE programs on adolescents and students.

Amid global challenges such as the Industrial Revolution 4.0 and the Society 5.0 era, the younger generation is required to possess superior competencies to be competitive (Syamsuddin & Dewi, 2021). The issue of unemployment, especially among vocational high school graduates, is a serious problem that highlights a gap between the skills graduates possess and the needs of the job market (Hilmi et al., 2025). This condition encourages a paradigm shift in education, from merely preparing a workforce for industry to fostering a creative and independent entrepreneurial spirit.

Career guidance emerges as a key strategy to bridge this gap. It does not only focus on job selection in the formal sector, but also on the formation of a clear vocational identity, mature career planning, and the mental readiness to face an unpredictable working world (Rahmi et al., 2022). Therefore, career guidance programs need to be innovated and adapted to the needs of the times to become more relevant and effective (Maree, 2021).

One promising approach is collaborative career guidance, where educational institutions cooperate with various parties, such as State-Owned Enterprises (BUMN) and alumni. This model aims to provide real-world experience, improve soft skills, and build the character needed in the workforce (Syamsuddin & Dewi, 2021). Through collaboration, students and adolescents can gain a broader insight into industry demands and develop relevant skills.

In addition, the effectiveness of career guidance is strengthened by the use of specific techniques. Studies show that approaches based on life skills and problem-solving techniques can significantly increase entrepreneurial motivation (Saadah & Azmi, 2022). Similarly, the live modeling technique, which showcases successful entrepreneurial role models, has been proven effective in fostering

entrepreneurial interest in students (Khoirunnisa & Muslikah, 2024).

These programs are designed to address various problems faced by young people, such as pessimism, a lack of determination, and fear of taking risks (Rahmadewi et al., 2023). With structured guidance, adolescents can develop an entrepreneurial attitude, defined as a description of personality through physical movements and cognitive responses to entrepreneurship. This attitude is an important foundation that precedes entrepreneurial intent and behavior.

By leveraging the role of career guidance, educational institutions such as pesantren (Islamic boarding schools) can also play a more active role in preparing a productive and entrepreneurial younger generation (Nurihsan et al., 2024). Career guidance integrated with religious values and character development can be a valuable asset for santri (students) after graduation. The various empirical evidence from these diverse contexts indicates that career guidance is a vital component in an educational ecosystem aimed at producing competent and competitive entrepreneurs.

## METHODS

This study adopts a systematic literature review approach based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. This process is designed to systematically identify, select, evaluate, and synthesize findings from relevant articles.

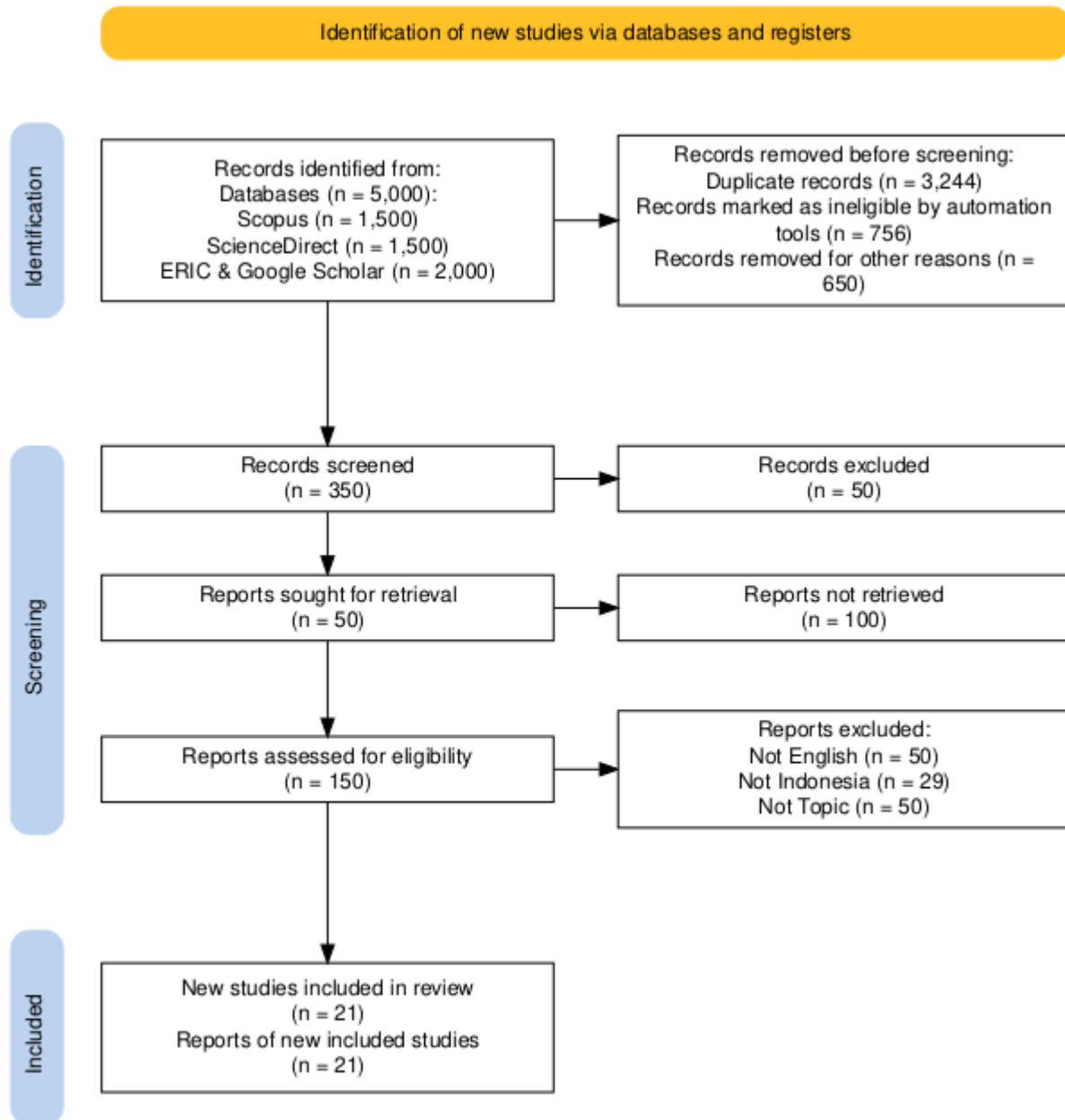
- **Search Strategy:** A literature search was conducted across several major academic databases, including Scopus, ScienceDirect, ERIC, and Google Scholar. The keywords used in the search included "career guidance", "youth entrepreneurship", and "entrepreneurial skill", combined with Boolean operators (AND/OR).
- **Inclusion and Exclusion Criteria:** Articles considered for inclusion had to meet certain criteria, such as: (i) published in a reputable scientific journal between 2020 and 2025, (ii) focusing on the effectiveness of entrepreneurship education or career guidance programs, (iii) involving adolescents or students as research subjects, and (iv) using quantitative, qualitative, or mixed methods. Articles in the form of reviews, meta-analyses, conference abstracts, or editorials were excluded.
- **Study Selection Process:** The selection process was conducted in stages. First, studies found were identified and duplicates were removed. Second, the titles and abstracts of the articles were screened to determine their relevance. Third, articles that passed the screening were analyzed in full text to ensure they met the inclusion criteria.
- **Data Extraction:** Data from each selected article were extracted and summarized in a table format to facilitate the synthesis of findings. The data extracted included the research objective, methods used, key findings, and implications.
- **Data Synthesis:** The findings from all analyzed articles were then synthesized narratively to identify common patterns and trends regarding the impact and effectiveness of entrepreneurship education programs.

## RESULTS AND DISCUSSION

During the identification phase, a total of 5,000 records were retrieved from various databases: Scopus (1,500), ScienceDirect (1,500), and ERIC and Google Scholar (2,000). Prior to the screening process, 3,244 records were removed from duplicate data, 756 records deemed ineligible by the automated tool, and 650 records removed for other reasons. After this process, 350 records remained for the next screening phase. The screening phase began with a review of the remaining 350 records. Of these, 50 were immediately excluded due to their irrelevance. Furthermore, only 50 reports were searched for retrieval, but 100 were not successfully retrieved. This indicates limitations in the availability or access to original documents, despite initial searches.

The eligibility assessment phase involved the 150 successfully retrieved reports. At this stage, reports

that did not meet the criteria were excluded: 50 reports were in languages other than English, 29 reports were not from an Indonesian context, and 50 reports were not relevant to the research topic. This process ensured that only studies truly relevant to the research focus would be included in the systematic review. Ultimately, the final results showed that only 21 new studies met all criteria and were included in the review. These 21 reports constitute the primary data for further analysis in the systematic review. This rigorous selection process reflects the high standards of quality in the preparation of literature reviews, ensuring that conclusions are based on valid, relevant evidence, and aligned with the research objectives.



## 1. The Effectiveness of EE on Entrepreneurial Intent and Attitude

- **Positive and Significant Results:** Most studies show that EE programs have a positive and significant impact on entrepreneurial intent and attitude. For instance, one study found that a

STEM-based entrepreneurship program for female high school students significantly increased their entrepreneurial intent (Shahin et al., 2021). Another study among Chinese students found that entrepreneurial intent scores rose significantly after participating in EE (Yan et al., 2023).

- **Intent vs. Behavior:** Although entrepreneurial intent increases, some research finds that this intent does not necessarily translate directly into actual entrepreneurial behavior (e.g., starting a business). Intent appears to be a prerequisite, but other factors are also needed to drive action (Kautonen et al., 2015).
- **Mediating Role:** Several studies identify that entrepreneurial attitude plays an important mediating role. The increase in intent often occurs because these programs successfully foster a more positive attitude toward entrepreneurship, which then drives the intent to act (Shahin et al., 2021).

## 2. Impact on Entrepreneurial Skills

- **Skills Development:** EE programs are proven effective in developing various entrepreneurial skills, such as creativity, problem-solving, initiative, teamwork, and self-efficacy. These skills are considered important not only for starting a business but also for general career success (Jemini Gashi et al., 2023).
- **The Importance of Self-Efficacy:** The concept of self-efficacy (belief in one's own ability) repeatedly emerges as a key factor. Interventions that successfully increase career self-efficacy in adolescents tend to result in a significant increase in their career intent and goal-setting (Jemini Gashi et al., 2023; Porfirio et al., 2023).
- **Soft Skills and Hard Skills:** There is a shift in focus from merely teaching managerial and business knowledge (hard skills) to developing soft skills such as creative thinking, risk-taking, and leadership. A systematic literature review indicates that programs at the primary and secondary levels focus more on skills, while programs in higher education and for professionals delve deeper into more complex managerial concepts (Jardim et al., 2021).

## 3. The Role of Career Guidance and Collaborative Programs

- A number of studies, especially from the Indonesian context, highlight the effectiveness of programs that focus on guidance and collaboration. Career guidance programs based on life skills and problem-solving techniques are proven effective in increasing the entrepreneurial motivation of santri in pesantren (Saadah & Azmi, 2022).
- Similarly, a collaborative model involving BUMN and alumni successfully improves students' soft skills, character, and career maturity (Syamsuddin & Dewi, 2021).
- Live modeling and behavioral rehearsal techniques are also found to be effective for instilling an entrepreneurial attitude in students (Rahmadewi et al., 2023). This shows that an integrated approach of guidance, collaboration, and character development is crucial, especially in educational institutions like pesantren, to produce productive and entrepreneurial graduates (Nurihsan et al., 2024).

## 4. The Effectiveness of Career Guidance Programs in Improving Entrepreneurial Skills

- **Forming Vocational Identity:** Structured career guidance programs in higher education are very important to help students form a clear and stable vocational identity. This, in turn, prepares them to enter the workforce or start a business with more confidence (Rahmi et al., 2022).
- **Understanding the World of Industry and Business (IDUKA):** Career guidance and counseling help individuals gain insight into their own competencies and understand the demands of the industrial world. These programs introduce basic competencies such as educational competence, technological commercialization, globalization, and future strategies that are essential in the digital era (Korompot et al., 2022).
- **Increasing Interest and Skills:** Career guidance services, especially those using techniques like live modeling, are proven effective in increasing the entrepreneurial interest of vocational high school students (Khoirunnisa & Muslikah, 2024). This method presents real-life examples of successful entrepreneurs, who can inspire students to develop interest and motivation.

## 5. Contextual Factors Influencing Effectiveness

- **Pedagogy and Program Design:** Interactive, problem-based, and practical (learning by

doing) program designs tend to be more effective than traditional teaching methods. The use of simulations, pitching, and group work are examples of successful strategies (Cumberland et al., 2024; Porfirio et al., 2023).

- **Culture and Environment:** Family background (e.g., having entrepreneurial parents), the entrepreneurial culture in schools and countries, and the presence of role models have a significant influence. A supportive environment can strengthen the positive impact of entrepreneurship education (Porfirio et al., 2023).
- **Target Group:** The effectiveness of programs can vary depending on the target group. Some studies show that programs are more beneficial for those with limited access to entrepreneurial opportunities (Lyons & Zhang, 2018). There is also research that highlights the need for a specific approach for underrepresented groups, such as women (Shahin et al., 2021).

### Summary of Results and Discussion

| No. | Article Title                                                                                                                                                                       | Objective & Method                                                                                                                                              | Key Findings                                                                                                                                                                                                                | Implications                                                                                                                                                   |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | <b>Gashi et al. (2023)</b><br><i>Effectiveness of career guidance workshops on the career self-efficacy, outcome expectations, and career goals of adolescents</i>                  | To evaluate the effectiveness of career guidance workshops for high school students in Kosovo using a pre-post intervention design.                             | Showed a significant increase in career self-efficacy and career goals, but not in outcome expectations.                                                                                                                    | Career guidance intervention is a valuable foundation for improving adolescents' career decision-making skills.                                                |
| 2   | <b>Shahin et al. (2021)</b><br><i>The impact of a STEM-based entrepreneurship program on the entrepreneurial intention of secondary school female students</i>                      | To examine the effect of a one-day STEM-based entrepreneurship program on the entrepreneurial intent of female high school students in Australia using PLS-SEM. | The program significantly increased entrepreneurial intent. Inspiration and learning acted as mediators between the program and intent.                                                                                     | The development of soft skills (creativity, problem-solving) and meaningful human connections (role models) is important for fostering entrepreneurial intent. |
| 3   | <b>Adeel et al. (2023)</b> <i>The effect of entrepreneurship education on the determinants of entrepreneurial behaviour among higher education students: A multi-group analysis</i> | To analyze how EE influences the development of entrepreneurial skills and behavior in university students using multi-group analysis.                          | The predictive model for entrepreneurial behavior varies between students who participate in EE and those who do not. Students who participate in EE are better at recognizing opportunities and aligning their motivation. | EE is relevant for fostering entrepreneurship by improving students' ability to detect opportunities and align their motivation.                               |
| 4   | <b>Jardim et al. (2021)</b><br><i>Towards a Global Entrepreneurial Culture: A Systematic Review of the Effectiveness of Entrepreneurship Education Programs</i>                     | A systematic review to synthesize the characteristics and effectiveness of EE programs globally.                                                                | EE programs are effective in promoting entrepreneurial skills, but less effective in increasing the                                                                                                                         | EE programs should be prioritized in the early school years to form the predispositions needed for the development of                                          |

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|   |                                                                                                                                                                                                                 |                                                                                                                                                                         | intent to start a business, which is more determined by individual predisposition and socio-cultural context.                                                                                     | entrepreneurial intent.                                                                                                                                            |
| 5 | <b>Freeman et al. (2024)</b><br><i>Integrating Youth Readiness Intervention and Entrepreneurship in Sierra Leone: A Hybrid Type II Cluster Randomized Trial</i>                                                 | To test the feasibility and impact of a mental health intervention integrated into an entrepreneurship program for post-conflict youth in Sierra Leone.                 | Participants in the entrepreneurship program showed significant improvements in symptoms of depression and anxiety, as well as improvements in overall behavior and work performance.             | Integrating mental health interventions into entrepreneurship programs can be a viable and effective strategy for addressing mental health service gaps.           |
| 6 | <b>Yan et al. (2023)</b><br><i>Assessing the impact of entrepreneurial education activity on entrepreneurial intention and behavior: role of behavioral entrepreneurial mindset</i>                             | To explore the relationship between entrepreneurship education and entrepreneurial intent among Chinese university students using the Theory of Planned Behavior (TPB). | Participation in EE significantly increased entrepreneurial intent. Entrepreneurial attitude has a favorable correlation with intent.                                                             | These findings can be used by policymakers to understand how EE activities increase students' intent to become entrepreneurs.                                      |
| 7 | <b>Syamsuddin &amp; Dewi (2021)</b> <i>BIMBINGAN KARIR MODEL KOLABORATIF DALAM MENINGKATKAN KEMATANGAN KARIR MAHASISWA</i>                                                                                      | To examine the effectiveness of a collaborative career guidance model in increasing students' career maturity at Universitas Malikussaleh, Indonesia.                   | The collaborative model is effective in improving students' soft skills, language, character, and self-presentation. Students' career maturity was in the mature category after the intervention. | The collaborative career guidance model can be an effective approach to developing students' career maturity, especially through cooperation with BUMN and alumni. |
| 8 | <b>Saadah &amp; Azmi (2022)</b> <i>Efektivitas Bimbingan Karir Berbasis Life Skills Teknik Problem Solving Meningkatkan Motivasi Entrepreneurship Santri di Pondok Pesantren Entrepreneur Al-Mawaddah Kudus</i> | To test the effectiveness of career guidance services based on life skills and a problem-solving technique to increase the entrepreneurial motivation of santri.        | Career guidance services based on life skills are effective in increasing the entrepreneurial motivation of santri. There was a significant difference between scores before and after            | The life skills and problem-solving approach is an effective and sustainable strategy for fostering entrepreneurial motivation in a pesantren environment.         |

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|    |                                                                                                                                                                                      |                                                                                                                                                                                             | the intervention.                                                                                                                                                                                             |                                                                                                                                                                                                          |
| 9  | <b>Rahmadewi et al. (2023)</b> <i>Group guidance with life modeling and behavioral rehearsal techniques to increase entrepreneurship</i>                                             | To use a systematic literature review to explore the effectiveness of group guidance with life modeling and behavioral rehearsal techniques to increase students' entrepreneurial attitude. | Low entrepreneurial attitude is a common problem in adolescents. Life modeling (imitating role models) and behavioral rehearsal (practicing behavior) can be solutions to instill an entrepreneurial mindset. | The role of guidance and counseling teachers and the presence of role models is very important for increasing students' entrepreneurial attitude.                                                        |
| 10 | <b>Nurihsan et al. (2024)</b> <i>PENGEMBANGAN KARAKTER ENTREPRENEURSHIP ANAK-ANAK SANTRI MELALUI PROGRAM RUANG RAMAH KONSELING (RRK)</i>                                             | To examine the impact of the Counseling Friendly Space (RRK) program on the development of entrepreneurial character in santri at a pesantren.                                              | The RRK program had a positive impact, helping pesantren caregivers acquire skills in developing an entrepreneurial spirit in santri.                                                                         | Pesantren have an important role in preparing a productive and entrepreneurial-minded young generation with a religious spirit through integrated counseling programs.                                   |
| 11 | <b>Setyoningsih et al. (2024)</b> <i>PENDAMPINGAN KELOMPOK KARANG TARUNA DALAM UPAYA MENINGKATKAN SOFTSKILL MINAT WIRAUSAHA DI ERA SOCIETY 5.0</i>                                   | To provide training to improve knowledge, skills, and soft skills to foster an entrepreneurial spirit among the karang taruna youth group in Klampok Village, Indonesia.                    | Participants showed 90% satisfaction and successfully understood the program material, especially in improving soft skills and entrepreneurial interest.                                                      | Group assistance can effectively increase entrepreneurial interest and skills, helping village communities utilize the potential of human and natural resources to advance the economy.                  |
| 12 | <b>Khoirunnisa &amp; Muslikah (2024)</b> <i>THE EFFECTIVENESS OF GROUP GUIDANCE LIVE MODELING TECHNIQUE AS AN EFFORT TO INCREASE ENTREPRENEURIAL INTEREST OF VOCATIONAL STUDENTS</i> | To analyze the effectiveness of group guidance services with the live modeling technique to increase the entrepreneurial interest of vocational high school students.                       | Group guidance with the live modeling technique is effective in increasing students' entrepreneurial interest. There was a significant increase in the average score from pre-test to post-test.              | Guidance and counseling services can support students' success in entrepreneurship. The live modeling technique is effective for fostering entrepreneurial interest by presenting real-life role models. |
| 13 | <b>Hilmi et al. (2025)</b> <i>Cultivating Students' Entrepreneurial</i>                                                                                                              | To review the relationship between entrepreneurial interest,                                                                                                                                | Entrepreneurial interest, independent                                                                                                                                                                         | Students' interest and independence are important foundations                                                                                                                                            |

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|    | <i>Readiness: A Systematic Study of the Role of Interest and Field Work Practice</i>                                                                        | independent learning, and fieldwork practice in forming the entrepreneurial readiness of vocational high school students in Indonesia.                           | learning, and productive skills are key factors that support each other in shaping entrepreneurial readiness. Fieldwork practice is an effective strategy to encourage students to solve real-world challenges.                  | for entrepreneurial readiness. Schools need to integrate productive skills training with fieldwork practice.                                                                                    |
| 14 | <b>Cumberland et al. (2024)</b> <i>Entrepreneurship Program Evaluation: Examining the Impact of a Training Program on Women and Underrepresented Groups</i> | To evaluate an entrepreneurship training program for adults with a special interest in women and underrepresented groups using the Kirkpatrick evaluation model. | The program significantly increased knowledge and perceived behavioral control for all groups, with more positive reactions from women and non-white participants.                                                               | The Kirkpatrick evaluation model is suitable for assessing entrepreneurship training programs. EE can support marginalized groups.                                                              |
| 15 | <b>Ho et al. (2024)</b> <i>Development and validation of the adolescent's entrepreneurial attributes inventory: A mixed-methods approach</i>                | To develop and validate the Adolescent Entrepreneurial Attributes (AEA) scale using a mixed-methods approach with high school students in Hong Kong.             | The AEA scale is a reliable and valid tool that measures a nested profile of adolescent entrepreneurial attributes. There are seven specific attributes, including innovativeness, risk-taking propensity, and ethical thinking. | The AEA scale can be used by educators to assess and foster generic entrepreneurial attributes in adolescents comprehensively.                                                                  |
| 16 | <b>Rahmi et al. (2022)</b> <i>Guidance Program Career In Formation Vocational Identity On Student</i>                                                       | A literature study to reveal career guidance programs that help in the formation of vocational identity in university students.                                  | A clear and stable vocational identity is important for career success. Career guidance in higher education is necessary to help students prepare for the workforce.                                                             | Career guidance programs must be integrated and include a variety of services, such as seminars, workshops, individual counseling, and group counseling, to form students' vocational identity. |
| 17 | <b>Korompot et al. (2022)</b> <i>Understanding the World of Industry and Business from the</i>                                                              | A literature study to understand the world of industry and business (IDUKA) from the                                                                             | Career guidance and counseling can help individuals                                                                                                                                                                              | Career guidance and counseling is very necessary to help individuals,                                                                                                                           |

|    |                                                                                                                                                     |                                                                                                                                                             |                                                                                                                                                                                                                     |                                                                                                                                                                                      |
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|    | <i>Perspective of Career Guidance and Counseling</i>                                                                                                | perspective of career guidance and counseling.                                                                                                              | gain insight into their own competencies and understand the world of IDUKA.<br>The basic competencies needed include educational competence, technological commercialization, globalization, and future strategies. | especially adolescents and adults, understand the competencies needed and plan careers in the digital era.                                                                           |
| 18 | <b>Malete et al. (2022)</b><br><i>Effects of a sport-based positive youth development program on youth life skills and entrepreneurial mindsets</i> | To examine the effects of a sport-based positive youth development program on life skills and entrepreneurial mindsets in youth in three African countries. | The intervention led to significant changes in life skills and entrepreneurial mindsets. Skills such as leadership, goal setting, and time management showed improvement.                                           | Sport-based programs can be used intentionally to foster an entrepreneurial mindset and life skills in youth.                                                                        |
| 19 | <b>Chioda et al. (2021)</b><br><i>Making Entrepreneurs: Returns to Training Youth in Hard Versus Soft Business Skills</i>                           | To test the medium-term impact (3.5 years) of a mini-MBA training program on youth in Uganda, comparing hard skills and soft skills training.               | Both types of training were effective in increasing skills and earnings. However, only soft skills training was directly linked to an increase in self-efficacy, as well as negotiation and persuasion skills.      | Training soft skills is equally or even more effective than hard skills in boosting a transformational entrepreneurial mindset and long-term economic success.                       |
| 20 | <b>Maree (2021)</b><br><i>Innovating and contextualising career counselling for young people during the Covid-19 pandemic</i>                       | To report how the career counseling needs of young people during the COVID-19 pandemic can be met.                                                          | Innovative and contextualized career counseling can enhance the adaptability, employability, and entrepreneurship of young people.                                                                                  | The need for career counseling must be met through an innovative and contextually relevant framework, such as e-counseling, to rekindle a sense of hope and purpose in young people. |
| 21 | <b>Kim et al. (2020)</b> <i>The Effect of Youth Entrepreneurship Education Programs: Two Large-Scale Experimental</i>                               | To develop appropriate indicators for assessing EE for adolescents in Korea and to test the effectiveness of                                                | EE had a positive influence on variables such as opportunity discovery,                                                                                                                                             | Adequate training time is important for a significant impact. Programs must be tailored to the                                                                                       |

|  |                |              |                                                                                                                                                            |                                             |
|--|----------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
|  | <i>Studies</i> | the program. | opportunity<br>exploitation,<br>entrepreneurial<br>orientation,<br>creativity<br>capacity, social<br>problem-solving,<br>and<br>entrepreneurial<br>intent. | developmental stage<br>of the participants. |
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## CONCLUSION

Based on this review, career guidance programs show promising effectiveness, especially in fostering an entrepreneurial attitude, skills, and intent in adolescents and students. However, the impact on actual behavior still requires a deeper understanding. The key to successful programs lies in a design oriented towards skills development, the use of interactive and practical teaching methods, and support from the surrounding environment, including family and school, especially guidance and counseling teachers. These findings highlight that entrepreneurship education should be viewed as a long-term process that begins in the early years and is continuously adapted to individual development.

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