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Influence of Entrepreneurship Education on Students' Aspiration Towards Becoming Entrepreneurs

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Abstract

One of the most creative and significant factors influencing the state of a nation's competitive economy is the quality of its entrepreneurial education. Entrepreneurial development programs aim for developing a person's entrepreneurial drive and obtaining skills besides abilities essential toward carry out their entrepreneurial position successfully to develop individuals with certain skills who are able to start their own businesses. The Indian government encourages youth entrepreneurship through a number of programs. India's youth are supported and inspired by Made in India, Start-up India, and Stand-up India initiatives. This article will examine the type of citizen that is cultivated when entrepreneurship is studied in colleges. The examination's base is empirical research, explorative in nature, where primary data has been collected on two dimensions, entrepreneurial education and entrepreneurial intention construct, from the third-year engineering students who exclusively studied the subjects: descriptive analysis, scale reliability, ANOVA, and simple regression methods applied to test the relational hypothesis. The findings indicate the scope of entrepreneurial opportunities is fewer among females, although creation of value and self-esteem are higher. Comparatively with males, the entrepreneurial intention among females was found to be lower. Overall, approximately 13% of the variance explained in becoming entrepreneurs, whether male or female, is positively impacted by entrepreneurship education.

Keywords: *Entrepreneurship Education, Intention, Regression Analysis, Students.*

Introduction

Entrepreneurship is the final phase of the entrepreneurial process, during which one searches for expansion and diversification following the establishment of a venture. An individual who launches a business is an entrepreneur. He looks for and reacts to change. Together with land, labor, and capital, he is considered by economists to be the fourth component of production. Others still believe that innovators who develop novel concepts for goods, markets, or methods are entrepreneurs.

The word "entrependre" in French, which means "one who undertakes" or "a go-between," is where the name originates. Three main career paths exist for entrepreneurs. The first one is small business ownership, which focuses on owning and running small businesses locally. The second category pertains to growth-oriented initiatives, which are dedicated to expanding new firms. The third category is intercorporate behavior, which refers to entrepreneurs who have relations to established business enterprises as employees.

The procedure a person uses to further his commercial interests is known as entrepreneurship. It is an activity that will help him or her launch their business and involves creativity and ingenuity. Establishment of novel businesses or the revitalization of prevailing are examples of entrepreneurship. especially new companies that typically respond to openings that have been discovered. An innovative human activity, entrepreneurship involves moving resources from one productive level to another.

Entrepreneurship contributes immensely for developing an economy, such as increasing capital formation,

generating large-scale jobs right away, and facilitating balanced regional development. In order to start and manage a business, an entrepreneur must fulfill thirteen tasks, according to Peter Kilby (1971).1. Perception of market prospects 2. Acquiring control over limited resources 3. Investing in resources 4. Promotion of the goods.5. Communicating with officials 6. Overseeing the organization's human resources 7. Handling relationships with suppliers and customers 8. Management of finances 9. Production administration 10. Purchasing and managing factory assembly 11. The field of industrial engineering 12. Enhancing the product and process 13. Innovating unique products, methods, and services.

The definition of the entrepreneurial essence in advanced countries, education fosters creativity, invention, and outside-the-box thinking; in developing nations, nonetheless, it serves as a means of fostering an optimistic outlook toward self-employment and entrepreneurship. As defined, a person has an entrepreneurial intention when intend to launch a novel business then deliberately anticipates to do at a later date. Another definition of entrepreneurship education is a course that imparts knowledge of both the study of entrepreneurship and its application and is provided by universities (Ginanjar, 2016).

Table 1 Four Different Kinds of Entrepreneurship Education program

S.No	Entrepreneurship Education Program	Aim
1	Entrepreneurial Awareness Education	Influence impact of Entrepreneurship
2	Education for start-up	Develop Entrepreneurial Idea
3	Education for Entrepreneurial Dynamism	Start-up phase
4	Continuing Education for Entrepreneurs	Lifelong learning program

Source: Linan (2004)

Irrespective of line of work or workplace, there are benefits to going above and beyond what is required. It increases self-assurance; individuals begin to regard you as a leader; others begin to trust you; and higher authorities begin to respect you for being tagged as an entrepreneur. Entrepreneurial culture cultivates allegiance from superiors as well as underneath. With the coordinated effort of men, material, and money, business creates riches, fosters cooperation, and makes one feel proud and satisfied. As an entrepreneur, be able to convince consumers, investors, and key personalities that solving a relevant problem and that peculiar solution has sounded value proposition and business model.

Adetayo, J. O. (2014) well-defined that entrepreneurs are not born but rather are formed by their experiences and surroundings as they grow and learn, influenced by their guardians, mentors, tutors, teachers, and role models. There has been an augmented emphasis among scholars with regard to entrepreneurship teaching. However, the students' aspirations to become entrepreneurs were not supported by entrepreneurship education. (Kusumojanto et al., 2020). The qualities and abilities necessary to succeed as an entrepreneur can be learned, such as how to be goal-oriented, self-assured, persistent, etc. Entrepreneurship and wage employment are the two main career categories from which one might select.

Table 2 Wage Employment v/s Entrepreneurship

Wage Employment	Entrepreneurship
1. Work for others	1. Own Boss
2. Follow Instructions	2. Make own Plans
3. Routine Job	3. Creative Activity
4. Earning is Fixed	4. Generally Surplus
5. Can be Negative	5. Never Negative Sometimes
6. Does not create wealth	6. Creates Wealth, Contributes to GDP

Kumar, A. (2012). Entrepreneurship: Creating and leading an entrepreneurial organization. Pearson Education India.

Students who receive an education in entrepreneurship can improve their future professional achievement and cultivate a positive attitude toward entrepreneurship. Psychological motivation may increase students' chances of starting their own business. An improved understanding of how individual traits impact the desire to begin a new company. By starting innovative, sustainable companies, entrepreneurs resolve issues in the market. Identifying chances, grabbing them, and assisting entrepreneurs in creating new business opportunities are all part of entrepreneurship. However, in order to succeed as entrepreneurs, students must possess professional proficiency in soft skills. As a result, it is imperative to raise the caliber of education by enhancing faculty, which will ultimately aid in achieving sustainable development objectives. There is a considerable correlation between the university's entrepreneurial environment and students' views toward entrepreneurship Jaleel et al., (2017)

Integrating entrepreneurship education allows educational institutions the chance to inspire their students to start new businesses that may benefit the individual entrepreneurs. Because entrepreneurship

education helps new graduates start their own businesses rather than depending on outside sources for work, it helps lower unemployment rates among recent graduates. The nation's socioeconomic imbalance results from the current labor market's inadequacy to cope with all recent university graduates.

Objectives of the study: The most important question to be answered for the success of such efforts stays whether or not students are demonstrating their approach towards entrepreneurship education, particularly in advanced learning. Regardless of whether they decide to launch their own company or not, entrepreneurship education gives graduates a fresh perspective on the world to grab opportunities. Ascertain the graduates' perspective regarding institution-level entrepreneurial education programs.

i. Inspect the impact of control variables, gender, and entrepreneurial intention.
ii. Infer the challenges that affect student interest in the Entrepreneurship program.
iii. Address whether the existing entrepreneurship curriculum at technical institutions satisfies the needs of potential entrepreneurs.

Research questions

The major question needs to address to what extent the graduates perceive the benefit of entrepreneur education in building their abilities and profession to launch a company of their own, helping the society and, in turn, the economy of the country overcome the challenges of the unemployment scenario. In addition, to address the need for new curriculum courses, technical training, and incubation hubs, mentorship to access the facilities and services provided by the government.

Need of the study

Research on the results of entrepreneurial education is lacking, observes (Fayolle et al., 2006) Students' attitudes of entrepreneurship can be improved by entrepreneurship education, leading them to believe that generating and implementing company ideas is exciting and that it is not difficult to do. The "entrepreneurial education" doesn't always result in entrepreneurs, but it might strengthen the potential to become one with updated educational objectives and resources (Ferreira, 2011). Majority of articles that have been articulated are closely related to training and creativity Shabbir et al., (2022). According to Rideout and Gray (2013), experiments have not yet proven the value of entrepreneurship education. Research has indicated a there exists linkage between entrepreneurship and the need for achievement motive (Martinez et al., 2010).

Identification of Research Gap

However, the fundamental distinctions between entrepreneurship are not being addressed in the courses. Many of these programs consequently fall short in showcasing the entrepreneurial success stories. The study of entrepreneurial education requires the application of various teaching and training methodologies. Considering the lack of regional or national surveys on people's willingness to become entrepreneurs, research surveys on entrepreneurial education have a lot of potential. Identifying the relationships between various factors influencing entrepreneurial education and those factors effects relationships have on the results of entrepreneurship is crucial.

Literature

Entrepreneurship is one of the job alternatives available to educated graduates, both the job loss rate and societal issues brought on by joblessness are lessened as a result. Male and female students may have distinct ideas about entrepreneurial prospects and obstacles due to the blending of psychological prejudices and societal gender roles that are constructed. Male and female participation in entrepreneurship is driven by distinct factors. Male students believed that working for themselves would give them additional time to complete their business-related tasks. Female students stated that their primary reasons for wanting to work for themselves were the need for greater flexibility and autonomy. Due to the lack of jobs, young individuals are motivated and have desire to transform. Instead of merely looking for work, the country's young people are increasingly starting their own businesses.

Entrepreneurship education

Entrepreneurship education focuses on the mindset and abilities required for a person to adapt to his surroundings when establishing, developing, and successfully operating a business. Sontsele (2020) suggests that informal forms of entrepreneurship education could be equally as successful as more formal. Early exposure to this type of education may also boost the possibility that entrepreneurs will investigate and launch new companies effectively. Consequently, implementing an entrepreneurial education program is basically a means for students to determine whether they are qualified for a future in entrepreneurship. Research indicates that entrepreneurship education prior to college may be very useful in raising interest in this discipline. Students who receive education besides training in entrepreneurship have the opportunity to find employment and overcome their anxiety of being unemployed. Students' career preferences were impacted by the entrepreneurship

course; they were drawn to it and thought it was a good option that wouldn't affect their ability to get employment in the future.

Elahi (2012) notes that traditional business courses constituted the majority of entrepreneurship education in India throughout the new millennium's transition, with specialist programs lacking to enhance students' entrepreneurial knowledge and experience. Authorities encourage tools like entrepreneurship education to boost entrepreneurial activity because they understand how important entrepreneurship is in fostering economic development (Fayolle et al., 2006).

Students' knowledge, skills, attitudes, and character qualities can all be enhanced by teaching them about entrepreneurship. (Liñán et al., 2008). Collegiate students' knowledge and abilities in business have significantly improved, contending that education in entrepreneurship could assist females in acquiring competencies and skills that they can use to solve difficulties in their future professions as entrepreneurs. Students inspired by the teachings in entrepreneurship education impacts much more to grab opportunities and start enterprises by implementing their business ideas. On the flip side, even though students' potential for entrepreneurship is enormous, the entrepreneurship curriculum is below par.

Amos (2013) emphasized the need for entrepreneurship education and found that people believe it to be significantly important. Courses among Nigerian college of education students, since the courses give them the chance to become creative, independent, and future leaders. Six main barriers to teaching entrepreneurship in India are categorized as follows: 1. Insufficient institutionalization 2. Lack of knowledge about native culture 3. Lack of competent instructors 4. A results-oriented short-term focus 5. Pedagogical limitations 6. Not regarded as core subject area. Hope (2016) New ideas regarding entrepreneurship outside of the corporate setting are generated by classroom instruction, and pedagogical specialists are starting to exhibit interest among students. Chen et al., (1998) discovered that students who received an entrepreneurial education had greater intents to launch new companies and higher levels of confidence in themselves.

Entrepreneurship Intention

It is hard to pinpoint the exact proportion of students who happen to be entrepreneurs or who desire to become one, therefore, intents must be looked at. The goals of students to begin their own start-ups have recently drawn attention of more academics. Te and Mat (2019) the decision to track an entrepreneurial career by students remains inclined by their outlook about entrepreneurship. Educational initiatives that promote private enterprise as a viable business option have the potential to enhance students' abilities to be entrepreneurs. Seng Te et al., (2019) mentioned that students are further expected to pursue careers now in entrepreneurship if they have a favorable opinion of the values, positive aspects, and benefits of it.

Numerous studies have demonstrated that students' inclination to become entrepreneurs can be strongly predicted by entrepreneurial education. Education professionals working in entrepreneurship must give students a variety of education opportunities to support their aspiration should get into business for themselves. Growth of students' business-oriented aptitude and their participation in entrepreneurship education have been shown to be strongly correlated by a quantity of academic trainings.

Students had a strong desire to become entrepreneurs and would lead to a greater sense of fulfilment. (Ranga et al., 2019). Analysis of perspectives of college students toward private enterprise by masculinity revealed female students are fewer likely than male students to launch their own companies. Education in entrepreneurship affected students' increased self-efficacy in entrepreneurship (ESE) besides intents (EI). Only male students showed a statistically significant rise in ESE, despite the fact that both genders of students had an increased intent (EI) as per the analysis of research studies. Information based on gender discovered that while females are less probable than men to begin their own enterprises, men are more superior at identifying, grabbing, and turning new opportunities into successful ventures.

The ability to identify circumstances that could lead to intriguing business innovations constitutes the way for students Henry (2005). One way to gauge the quality of entrepreneurship is through entrepreneurial aspiration. Bosma and Levie (2010)

Sunanda (2017) demonstrates the favorable correlation between the entrepreneurial climate and attitude in a college or university. Therefore, it may be inferred that engineering students' entrepreneurial attitudes are being enhanced by their college atmosphere and access to entrepreneurial possibilities. Wan and Ahmad (2024) The likelihood of entrepreneurship is higher among graduates pursuing entrepreneurship education programs.

Gender might affect entrepreneurial intentions indirectly by altering the intents' antecedents. Within the university, educators are also crucial in encouraging students to pursue entrepreneurial goals. Both male and female students felt that they should have equal opportunities to

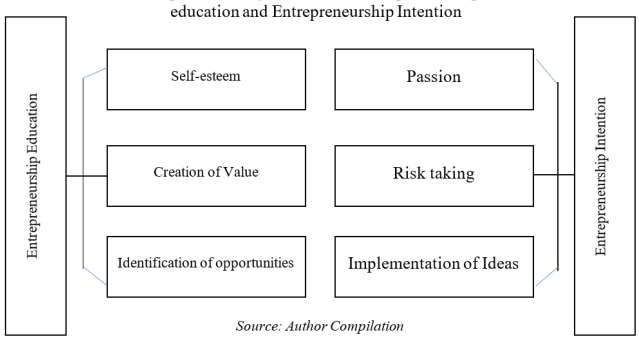
pursue entrepreneurship; nevertheless, effective business concepts differ depending on the characteristics that are considered feminine or masculine. Perhaps the zeal to succeed remains same among males and females, yet the challenges encountered by females might affect (Cohoon et al., 2010) Results from other scholar's support notion that men have significantly stronger entrepreneurial impulses than do females. (Mei et al., 2016).

Conceptual framework

Dimensions that of business-oriented programs purpose differ significantly depending on elements include gender, competitive experience, previous business familiarity, and personal background of self-employed. Gender, involvement in the cutting-edge business rivalry that is currently taking place, and family background. One of the aspects of entrepreneurship education that shows notable variations is self-employment. The students' intents to start their own business have been affected by a multiplicity of elements, such as work experience and the balance between optimism and anxiety of failure. The effects of individual characteristics, household and peer support, besides entrepreneurship learning effect on students' propensity towards entrepreneurial inclination have been researched by Maitilee (2015).

In general, there are five psychological and financial elements that drive women to become entrepreneurs. They are listed in the following order: A desire to gain wealth, a drive to profit from their business ideals, the startup environment's charm, a steadfast desire to operate their own company - they found nothing appealing about working for somebody else. The proposed dimensions and its variables studied in the research work were clearly depicted.

Figure 1*:* Study Variables of Entrepreneurship education and Entrepreneurship Intention



Source: Author Compilation

Research Design and Methodology

The research method is primarily exploratory in nature, the data from respondents was collected through filled-in questionnaires using the primary method by a well-designed questionnaire using a summated scale for entrepreneurial education and entrepreneurial intention, which consists of nine questions for each construct.

Table 3 Questionnaire construct and Item inventory

Entrepreneurial Education			**Entrepreneurial Intention.**		
Variable	No of items	Cronbach's Alpha	Variable	No of items	Cronbach's Alpha
Self-esteem	3	0.839	Passion	**3**	0.935
Creation of value	3		Risk taking	**3**	
Identification of opportunities	3		Implementation of ideas	**3**	

Source: Author Compilation for Results outcome

Further relational hypothesis is formulated about the correlation between entrepreneurial intention and education among third year undergraduates belonging to computer science and IT engineering branches who exclusively studied entrepreneurship electives during their course time. Disproportionate stratified sampling, in which elements are selected form strata in different proportions from those that appear in the population.

Table 4 Sampling Distribution of Respondents

Engineering Branch	**Total population**	**Sample Size**	**Proportion**
CSE	6 sections x 70 = 420	218	52%
IT	4 sections x 70 = 320	44	14 %
Total	740	262	

Source: Author compilation - Sample size determination

Analysis of Data

Data analysis covers the responses from age, gender, and branch levels, among other demographic information. For the persistence of the study, entrepreneurship education has been taken as dependent variable besides entrepreneurial intention as an independent variable. The data suggests that approximately 57% of the participants are under the age of twenty, that male participation is higher (60%) than female participation (40%), and that the majority of respondents are in their third year of B. Tech engineering, with 83 percent and 17 percent of them specializing in computer science and IT, respectively.

Table 5 Descriptive Statistics

		Frequency	Percent
Gender	Male	158	60.3
	Female	104	39.7
Age	19 years	5	2.3
	20 years	150	57.3
	21 years	91	34.7
	22 years	15	5.7
Branch	CSE	218	83.2
	IT	44	16.8

Source: Author compilation – Data Output

Making use of Cronbach's alpha test the evaluation has been conducted on the internal item consistency of the entrepreneurial education and entrepreneurial intention constructs. Computed coefficients for the total sample of 262 respondents are (α =.839) and (α =.935), which show excellent internal consistency between the variables. The table provides a clear illustration of each variable's reliability.

Table 6 Reliability, Mean and Standard Deviation

Dimension / Factors	Cronbach's Alpha	Mean	Std Dev
Entrepreneurship Education	0.839	75.84	9.11
a. Self Esteem	.698	13.32	1.59
b. Creation of Value	.713	12.41	2.05
c. Identification of opportunities	.714	12.03	2.15
Entrepreneurship Intention	0.935	64.13	14.60
a. Passion	.886	10.78	2.96
b. Risk Taking	.918	10.87	2.87
c. Implementation of ideas	.703	10.60	2.64

Source: Author Compilation - Data analysis

Students' intentions to become entrepreneurs, whether male or female, are positively impacted by entrepreneurship education.

Table 7 Simple Linear regression Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	df1	df2	Sig. F Change	Durbin Watson	F	Sig
1	.367[a]	0.135	0.132	4.43996	1	260	0	1.783	40.568	.000[b]

Source: Author Compilation - Data analysis

An examination of simple linear regression was performed to assess the degree to which students want to start their own businesses, whether male or female, are positively impacted by and could predict entrepreneurship education. Significant regression was discovered. (F ([1], [260]) = [40.568], p = [<.001]). The values of Durbin-Watson 1.783 satisfy the assumption of independence of data. The R^2 was [.13], indicating that students 'intentions explained approximately 13% of the variance in becoming entrepreneurs, whether male or female, are positively impacted by entrepreneurship education.

The regression equation was: [entrepreneurship education] = [30.639] + [0.222] (Entrepreneurship intention).

In comparison to female students, male students score highly on the following aspects of entrepreneurship education: a) self-esteem; b) creation of value; and c) Identification of Opportunities.

Table 8 Hypothesis – 2 Outcomes

	Gender	N	Mean	Std. Deviation	Std. Error	F	Sig
Self esteem	Male	158	13.1646	1.78765	0.14222	4.233	0.041
	Female	104	13.5769	1.22032	0.11966		
Creation of value	Male	158	12.3544	2.17125	0.17274	0.314	0.576
	Female	104	12.5000	1.87472	0.18383		
Opportunities	Male	158	11.6962	2.25933	0.17974	10.405	0.001
	Female	104	12.5577	1.87382	0.18374		

Source: Author Compilation - Data analysis

To determine the substantial disparities in respondents' perceptions of several aspects of entrepreneurship education, an ANOVA is carried out for comparison among male and female scores. After careful observation, results indicate self-esteem: F (1, 260) = 4.233, p = 0.041, Creation of Value: F (1, 260) = 0.314, p = 0.576 besides Identification of Opportunities: F (1, 260) = 10.405, p = 0.001, It shows that although self-esteem and creation of value are higher among females, in addition, females lack identification of opportunities comparatively with males. Perhaps the government of India launched several schemes to promote women's empowerment.

: In terms of entrepreneurial intention, female students score lower than male students in the following areas: a) passion, b) risk taking, and c) implementation of ideas.

Table 9 Hypothesis – 3 Outcomes

	Gender	N	Mean	Std. Deviation	Std. Error	F	Sig
Passion	Male	158	11.0000	3.32908	0.26485	2.072	0.151
	Female	104	10.4615	2.29361	0.22491		
Risk taking	Male	158	11.1646	3.16602	0.25188	3.998	0.047
	Female	104	10.4423	2.31847	0.22734		
Implementation of ideas	Male	158	10.8734	3.03847	0.24173	4.218	0.041
	Female	104	10.1923	1.82792	0.17924		

Source: Spss Outcomes from data analysis

ANOVA results indicate entrepreneurial intention variables a) passion, F (1, 260) = 2.072, p = 0.151, risk taking; and F (1, 260) = 3.998, p = 0.047 besides implementation of ideas. F (1, 260) = 4.218, p = 0.041, It indicates that while educating about entrepreneurship has greater exert an influence on women, perhaps the goal to become entrepreneurs between females with regard to passion, risk taking and implantation of ideas is less as compared to males. self-esteem and creation of value is higher. The null hypothesis has been proved as the F values of all variables are greater than 0.005 significance level.

Discussion: Technology-driven competitiveness, the rise of techno-entrepreneurs, and the quick introduction of innovative goods and services across practically every economic sector are becoming hallmarks of India's business environment. Entrepreneurship education courses that assist aspiring budding entrepreneurs in establishing themselves will become more and more in demand. Making sure that education and entrepreneurship go hand in hand. The need to improve students' entrepreneurial attitudes is something that academicians, lawmakers, and government officials should all be aware of. Developing understanding of the funding programs, tax policies, registration processes, and regulatory frameworks provided by the national and state governments may strengthen technical graduates' capabilities to innovate and launch new businesses. Through education, students can enhance their talents and obtain abilities that will provide them a competitive advantage in commercial prospects. Students are more likely to launch a company if they take part in entrepreneurship education courses.

By providing creative alternatives for self-employment, the Support to Training and Employment Program for Women seeks to empower women. It encompasses industries such as agriculture, horticulture, handlooms, stitching, food processing, handicrafts, technology, tailoring, sari, and embroidery.

The social, cultural, besides economic advancement of society is impacted by young entrepreneurship. New tools have been developed by young entrepreneurs that assist businesses innovate and grow and help the government create new laws to encourage and guide economic progress. It would be essential to understand the graduates' goals and objectives in order to inspire them to succeed in their endeavors. Educational institutions and other organizations in charge of entrepreneurship development rework the curriculum to detect students' inclination toward entrepreneurship. The governments of several nations are also very interested in assisting entrepreneurs in launching their businesses in an effort to boost national economies and employment rates.

Programs for Entrepreneurship Awareness (EAPs): They concentrate on teaching the different aspects of industrial activity that are necessary for starting micro and small businesses (MSEs). A variety of skills are covered in the EAP curriculum, such as creating project profiles, marketing strategies, pricing products and services, export prospects.

Entrepreneurship skill development program are comprehensive training courses intended to improve the technical proficiency of current employees, new MSE technicians, and prospective business owners. Various managerial activities are covered in short-term Management Development Programs (MDPs), which are customized to meet participant and industry demands.

Under the Ministry of Trade, Industry, and Marketing, small industries development organization was established in 1973. Developing strategies to support and grow small-scale industries is the responsibility of this top organization. Institute for the Development of Entrepreneurship through top-notch training, research, and instruction, it seeks to become a catalyst in the development of the next generation of entrepreneurs.

Conclusion: Creating an environment on campus that encourages entrepreneurship is one of the major roles of institutions. Millennials who are graduating should be personally interested in expanding their understanding of the scope and procedures of launching their own business. They should also actively participate in seminars and competitions to foster creativity and innovation. A student who completes four years of study can become a founder of their own firm in addition to receiving a degree First-year engineering students can schedule a time to come and study with us in the second year. Professionals who are currently employed may also choose to embark on an entrepreneurial journey. Entrepreneurship programs combined with the development of a product and company is a concept that many with master's degree can envision. Assist educators and administrators in advancing entrepreneurship education by assessing the potential and interests of assisting students in starting their own enterprises. The Indian government's groundbreaking "Made in India" initiative was introduced by Prime Minister Narendra Modi in 2014. Its objective is to strengthen the nation's indigenous manufacturing capabilities. As of March 2024, the startup ecosystem in India has 114 unicorns, a record number with a total valuation of $350 billion. Fifty-five unicorns were born in 2021 and twenty-two in 2022. Out of these 114 unicorns, 19 companies are either privately held or have been acquired by a publicly traded company.

In addition, this will help to create or strengthen the environment that fosters students to succeed in their entrepreneurial goals. The entrepreneur is shaped by a diversity of aspects, together with the individual, the personal, the educational system, besides society at large. Families may have a big impact on students' desire towards becoming entrepreneurs by ensuring they have regular contact with both aspiring and successful entrepreneurs. Gender-bias must be eliminated, and families and society as a whole must support and urge the graduates to start their own business. Therefore, a suitable entrepreneurial ecosystem encourages knowledge institutions, businesses, and linking institutions to pursue research and development as well as research and innovation, through business simulations, internships, or incubator programs, students can put their newly gained knowledge and abilities to use in actual business settings. By instructing students in creative and flexible thinking as well as change management, universities may train prosperous and significant entrepreneurs.

Future Implications: Assist educational institutions to evaluate and enhance their current entrepreneurship development programs or create new ones that are specifically designed to light upon the requirements of the student community. For institutions and policy makers, evaluating entrepreneurship programs and determining the results of entrepreneurship training is essential.

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