

Empowering Future Innovators: The Role Of Entrepreneurship Education In Shaping Entrepreneurial Intentions Among Undergrads Of Delhi NCT

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ABSTRACT

More Colleges in India are adding entrepreneurship to their courses, creating new opportunities for students, teachers, and parents. This is because we live in a time where lots of new ideas are popping up, leading to better ways to run classrooms and teach. Entrepreneurship means finding and using opportunities to start businesses or create new things around you. Entrepreneurs gather resources and come up with new ideas to make useful products or services. They're really important for making economies grow because they figure out what people need and provide it. Nowadays, more people, including students and workers, are interested in starting their own businesses. The world today is more supportive of new ideas, making it easier for people to give entrepreneurship a try. The study inspects the influence of entrepreneurship learning on entrepreneurs' intentions articles from the past decade for a comprehensive analysis of which most relevant 27 were predominantly used for the study. The studies show that lots of different things like risk taking, freedom, family background, gender, ethnicity, level of education and financing influence whether students want to start their own businesses. All these studies show that starting a business is a big deal, and lots of things affect whether someone wants to do it. In conclusion, learning about starting businesses in school also makes a big difference. As per common thought, Boys and girls might have different thoughts about starting businesses because of how they're raised or what they see around them; however, the current study proves this normal notion to be wrong.

KEYWORDS: Entrepreneurial education, entrepreneurial intention, entrepreneur, Undergrads.

INTRODUCTION

Nowadays, schools worldwide are teaching about entrepreneurship to help students become better at starting businesses or making positive changes. Learning about entrepreneurship has many benefits for both people and businesses. It helps economies grow, makes technology better, and boosts productivity. So, it's really important for society. Education is key to succeeding in today's competitive world. By teaching people new skills and knowledge, the education system helps them become better at whatever they do. Entrepreneurship education is especially important because it helps individuals learn how to be creative, solve problems, and take risks. This kind of education also helps people develop their personalities and achieve their goals. Teachers and leaders play a big role in making sure entrepreneurship education is effective. They help students learn and grow so they can be successful in the future. Entrepreneurship education teaches people to think creatively, apply ideas to real life, and inspires them to start their own businesses. It's all about being imaginative, innovative, and willing to take risks to make things better. By introducing entrepreneurship education from a young age, the hope is to cultivate a trustworthy and creative human resource pool that can adapt to rapid advancements in technology and time. Entrepreneurship courses in schools play a vital role in providing students with the skills and knowledge needed for independent money-making, understanding the market, identifying business opportunities, and managing finances effectively.

ENTRPRENEURIAL EDUCATION

Entrepreneurial education teaches people how to start and run businesses by providing them with skills like spotting opportunities, making plans, and managing money (Hooda, V., & Kumari, B., 2021). It's important because it helps economies grow and creates jobs. Governments and organizations worldwide are supporting it by including it in schools and universities. Learning about entrepreneurship has many benefits. It teaches students how to start successful businesses, which can help them escape poverty, and it encourages innovation and creates wealth. Also, it helps develop a mindset that's useful in many areas of life. However, there are challenges in making entrepreneurship education work. One big problem is finding enough qualified teachers, especially in poorer countries. Also, some communities don't have enough resources for this type of education. To be

effective, entrepreneurship education needs to be interesting and Relevant to students' needs. Overall, while there are hurdles, entrepreneurship education is essential for economic growth and creating opportunities for people around the world.

ENTREPRENEURIAL INTENTION

Entrepreneurship refers to the drive or desire someone has to start a new business (Luong, A., & Lee, C.,2023). This determination is key in deciding if someone will successfully start and manage a new venture. Many things influence this desire, like personal traits, the environment they live in, cultural values, and their education. Personal traits such as willingness to take risks, belief in their ability to succeed, and creativity all affect someone's desire to be an entrepreneur. For example, those who are more open to taking risks are more likely to want to start a business. Where someone lives also matters; people in areas with few job options are more likely to consider starting a business as an alternative. Cultural values, like valuing independence and self-reliance, also impact whether someone wants to start a business. Those from cultures that value entrepreneurship is more likely to want to start their own business. Education is also important. Entrepreneurship education programs expose people to the skills and ideas needed to start and run a business, which can make them more likely to want to be entrepreneurs. Studies show that people who have had this kind of education are more inclined to want to start their own businesses. Understanding what drives people to want to start businesses is crucial for policy makers and educators who want to promote entrepreneurship and help new businesses succeed. By knowing what factors influence entrepreneurial intent, they can create programs and policies that encourage more people to start their own businesses and help those businesses thrive.

OBJECTIVES:

Objective1: To Analyze major articles on entrepreneurial Education and Entrepreneurial Intention in India in past decade

Objective 2: To find out whether there is any significant difference in the Entrepreneurial Intention based on gender

METHODOLOGY

The study followed a mixed methodology involving both Quantitative and qualitative method taken up in two phases. In the first qualitative phase this study looked at how learning about entrepreneurship affects whether people want to become entrepreneurs. This was done by searching for articles on this topic. All the relevant articles were studied deeply to find the answer to the research question. For this study, specific keywords like entrepreneurial education, intention, review, insightful study,

recent years, learning were used to search for articles about the impact of entrepreneurship learning on whether people want to become entrepreneurs. After searching all the 63 article, 27 were found that matched what the author was looking for. Overall, the study aimed to understand how learning about entrepreneurship influences people's intentions to start their own businesses by looking at a range of research articles from recent years. In the second phase which is quantitative the data was also collected from 250 male and 350 female undergrads in Delhi NCT using the entrepreneurial intention scale which is a five point likert scale with 30 items consisting of the six constructs attitude, decision making, vision and passion, Leadership, creative and innovative and risk bearing in entrepreneurship.

FINDINGS AND DISCUSSION

Objective1: To Analyse major articles of entrepreneurial Education influence on Entrepreneurial Intention in India in past decade

Specific analysis on review of entrepreneurial education influence on entrepreneurial Intention has been consolidated into the following table. The review were collected using specific terms like Entrepreneurial intention, entrepreneurial education, review, etc. The study examines the influence of entrepreneurship learning on entrepreneurs' intentions, utilizing 63 articles from recent years for a comprehensive analysis of which most relevant 27 were particularly chosen for the study.

TABLE 1: Centre of study – Entrepreneurial Education and Entrepreneurship Intention

S.No	Author	Year	Findings of Study
1	Sharma and Madan	2014	studied how different aspects of family background influence students' career choices in Uttarakhand, India. They found that a student's family financial situation can affect their decision to pursue higher education, but factors like the father's income, family size, and occupation don't impact their career goals. Instead, a student's social network plays a big role, especially in deciding to start their own business
2	Ganpathi	2016	discovered that students are highly motivated to become entrepreneurs, and factors like age, family income, and personal attitude strongly influence their entrepreneurial intentions
3	Soumyaja and Alexander	2016	examined how personality traits affect entrepreneurial intentions. They found that being open to new experiences and willing to take risks are key predictors of wanting to start a business

4	Bedi et al.	2017	focused on societal attitudes towards entrepreneurship. They found that there's a decline in acceptance of new businesses, which poses a challenge for aspiring entrepreneurs
5	Tiwari et al.	2017	investigated students' interest in social entrepreneurship. They found that traits like emotional intelligence and creativity strongly influence students' intentions to engage in social entrepreneurship.
6	Gupta	2019	surveyed college students' perspectives on entrepreneurship and found a generational gap in attitudes towards it.
7	Sahoo and Panda	2019	studied how external factors influence students' entrepreneurial orientation. They found that circumstances play a role in shaping students' attitudes towards entrepreneurship
8	Sode et al.	2019	explored motivations for students to choose entrepreneurship. They found that economic opportunity is the strongest predictor, followed by autonomy and personal challenge
9	Parmar et al.	2020	observed the role of entrepreneurship in addressing unemployment and poverty. They found that a significant percentage of respondents aspire to start their own businesses.
10	Joseph and Jothi	2020	investigated challenges faced by management graduates in entrepreneurship. They found that fear is a major obstacle for students trying to start businesses.
11	Hassan et al.	2020	looked at how gender and education influence entrepreneurial intentions. They found that self-awareness and opportunity awareness positively affect students' aspirations, while gender has a negative impact on certain aspects of entrepreneurial intention.
12	Soni and Bakhru	2021	evaluated how personal characteristics influence entrepreneurial intentions among Chartered Accountant students. They found that creativity, enthusiasm, and self-efficacy are important factors driving entrepreneurial aspirations.
13	Linan and Chen	2009	studied why people want to start businesses. They surveyed undergraduate students and others interested in entrepreneurship to understand how psychological, cultural, and socioeconomic factors influence their intentions to start a business. Understanding these factors is important for researchers, policymakers, and practitioners

14	Murugesan and Dominic	2013	explored how people's perceptions of starting a business influence their intentions. They found that perceptions of desirability and feasibility impact entrepreneurial goals differently. They suggested that these perceptions interact in complex ways, affecting individuals' aspirations to become entrepreneurs.
15	Giacomin et al.	2015	compared students' and faculty members' perceptions of entrepreneurship. They found that students were more optimistic about the rewards of entrepreneurship but not more confident. Students with higher optimism and confidence saw themselves as more entrepreneurial and had loftier aspirations in entrepreneurship.
16	Obi and Franca	2015	argued for increased entrepreneurial education to address unemployment and poverty, particularly in Nigeria. They stressed the importance of empowering individuals through education reforms and ensuring that graduates are relevant to the needs of the business community.
17	Looi and Lattimore	2015	found that undergraduate students in Malaysia have mixed feelings about entrepreneurship as a career option. Factors like family background and education influence students' entrepreneurial aspirations.
18	Karabulut	2016	identified personality traits like internal locus of control and tolerance for risk as factors influencing entrepreneurial intentions among Turkish graduates.
19	Nishantha et al.	2019	explored the relationship between personality traits, socio-demographic backgrounds, and entrepreneurial intentions among business management students in Sri Lanka. They found that gender and parental occupation influenced students' entrepreneurial mindset.
20	Voda and Florea	2019	investigated the impact of personality traits and entrepreneurial education on youth entrepreneurial aspirations in Romania. They found that locus of control, need for achievement, and entrepreneurial education significantly predict new venture creation among students.
21	Segura and Zamar	2019	conducted a bibliometric study on entrepreneurship, financial education, and financial literacy research trends. They highlighted the growing importance of this field in education, finance, business, and management.
22	Christian et al.	2020	emphasized the need to improve entrepreneurship education in Nigeria to foster innovation and support young entrepreneurs.
23	Fragoso et al.	2020	examined how personality traits, training, social recognition, and entrepreneurial attitude influence

			university students' entrepreneurial intentions in Portugal and Brazil.
24	Alisyaheane et al.	2020	investigated how economic literacy and parents' socioeconomic status impact students' entrepreneurial intentions. They found that both factors positively influence students' interest in entrepreneurship.
25	Munawar et al.	2023	The impact of online entrepreneurship education on the success, ingenuity, and career advancement of Pakistani entrepreneurs is investigated in this study. It emphasizes how vital it is to cultivate an entrepreneurial mindset, as doing so is essential for career advancement. The results highlight how crucial professional growth and creativity are to successful entrepreneurship.
26	Petrolo et al.	2023	Because of the fragmented approaches brought about by online learning technology, BME education now requires specialized interventions to enhance social interactions and avoid anomic learning. Six groups are identified by literature analysis, emphasizing the necessity for creative solutions.

The studies show that lots of different things like risk taking, freedom, family background, gender, ethnicity, level of education and financing affect whether students want to start their own businesses. Firstly, if students think starting a business is a good idea and they feel like they can control what happens, they're more likely to want to do it. Also, if their friends and family think it's a good idea, that makes a difference too. Learning about how to start a business in school is really helpful. When students take classes about starting businesses, they're more likely to want to start one themselves. It's like giving them the tools they need to do it. Boys and girls might think differently about starting businesses. Boys seem to want to do it more than girls, but there's more to it than just that. Boys and girls might have different ideas about businesses because of how they're brought up or what they see around them. Where students come from also matters. Students from places where there's not as much money might want to start businesses more than students from richer places. That's because they might see starting a business as a good way to make money and help their families. All these studies show that starting a business is a big deal, and lots of things affect whether someone wants to do it. By understanding what makes people want to start businesses, teachers and people in charge can help students who want to start businesses have what they need to do it. That way, more people can start businesses and make the world a more interesting and successful place.

Objective 2:

To find out whether there is any significant difference in the Entrepreneurial Intention based on gender.

Table 2: t test based on Gender

Gender	N	M	SD	t Value	Result
Male	250	61.068	18.70	0.4005	Not Significant at 0.01 / 0.05 level
Female	350	60.45	18.36		

From the above table it's found that The t Stat (0.4005) is much lower than both critical values 1.6474 for one-tail and 1.9639 for two-tail. The p-values 0.3445 for one-tail and 0.6889 for two-tail are significantly greater than common alpha levels like 0.05 or even 0.01. Hence the null hypothesis there is no significant difference in the Entrepreneurial Intention based on gender is accepted

CONCLUSION

In conclusion, lots of things like risk taking, freedom, family background, gender, ethnicity, level of education and financing influence whether students want to start businesses. If students feel like they can control what happens and if their friends and family support the idea, they're more likely to want to start a business. Learning about starting businesses in school also makes a big difference. Boys and girls might have different thoughts about starting businesses because of how they're raised or what they see around them. Plus, where students come from matters too. Students from places with less money might want to start businesses more to help their families. Understanding these factors can help teachers and leaders support students who want to start businesses, making the world a better place. The study on a quantitative perspective found there is no difference in the Entrepreneurial Intention based on gender.

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