

Entrepreneurship Education and its effect on entrepreneurial intention among Management students

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Abstract:

Entrepreneurship education is familiarised into Indian educational system to provide the necessary skills, competence, understanding, and infusing entrepreneurial competencies in management graduates. The entrepreneurship education is prerequisite for entrepreneurial intent among management students. This paper examines the effect of entrepreneurship education on entrepreneurial intention among management students of North Maharashtra University. The data is collected through self-administrated questionnaire. The simple percentage ranking, correlation and regression analysis techniques were used to analyse the data. It was identified that entrepreneurship education has positive effect on entrepreneurial intention among Management students. This study recommends that students should be inspired beyond entrepreneurship training projects to business ventures start-ups at micro and small-levels.

Keywords: Entrepreneurship education, entrepreneurial intention, management students.

JEL classification: I23, M13

I. Introduction

Entrepreneurship education has a positive impact on the entrepreneurial mind-set of young people, their intentions towards entrepreneurship, their employability and finally on their role in society and the economy. Entrepreneurial skills and competences should start being developed at a young age. Entrepreneurship education should be considered a priority at early levels and should focus on soft skills, including entrepreneurship awareness and the development of entrepreneurial behaviours.

UNESCO (2008) stated that entrepreneurship education is all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation. It is about increasing student's ability to anticipate and respond to societal changes. It is seen by UNESCO as education and training which allows students to develop and use their creativity and to take initiatives, responsibility and risks.

The overview of impact studies in entrepreneurship education strongly indicates a positive impact of entrepreneurship education, with 33 studies reporting a positive impact, six with mixed results, and only two reporting a negative impact of entrepreneurship education. The positive impact of entrepreneurship education is further complemented by meta-studies of entrepreneurship education (Bechard et al., 2005; Dickson, Solomon, & Weaver, 2008; Mwasalwiba, 2010; Pittaway et al., 2007). In general, there was a significant and positive correlation between participation in educational programs and selection into entrepreneurship" (Dickson et al., 2008: 245) or "Although most studies vary in terms of approach and theoretical orientations, their results seem to conclude that entrepreneurship education has some positive impact on students" (Mwasalwiba, 2010: 35).

II. Research Objectives:

This research work aims to analyse the effect of entrepreneurship education on entrepreneurial intentions among management students of North Maharashtra University.

III. Review of Literature

Entrepreneurial intention is a desire doing productive activities effectively that directing individuals to utilize and implement relevant concepts of new business (Krueger et al., 2000). Students' awareness is able to be influenced and developed by external factors in terms of entrepreneurship education that underlie the emergence of their entrepreneurial intentions. This perspective can be seen from the Theory of Planned Behavior as mentioned by Ajzen (2005) stating that the intention was affected by a person's behavior. The entrepreneurial intention is not inherited, but it can be trained and developed through education. It is in line with Athayde (2009) point of view that entrepreneurial attributes can be positively shaped by the educational programs that build students awareness about entrepreneurship as a career option.

Previous studies have been conducted by scholars in the area of entrepreneurship education. It is a study that aims to stimulating students' intentions as well as challenging students to establish new businesses as future career choice. Research findings (Kuttim et al., 2014; Kim-Soon et al., 2016) showed that participation in entrepreneurship education has a positive effect on students' entrepreneurial intentions. There is a significant relationship between entrepreneurial intention and entrepreneurship education (Hussain & Norashidah, 2015; Lorz, 2011; Hattab, 2015; Ibrahim et al., 2015), through students' involvement in experiential and existential lifelong learning practices (Robinson et al., 2016), and through developing meaning of action, reflections, and experience (Hagg & Kurczewska, 2016). Moreover, the role of entrepreneurship education delivered to students is able to improve their achievement orientation, personal control, and self-esteem (Basardien et al., 2016).

IV Methodology

The study used descriptive survey design. A total of 200 final year management students were drawn from affiliated management collages of North Maharashtra University. These category of students were chosen because they are about to face their professional career choice and they belong to the highest entrepreneurial inclination segment of the population. To achieve the objective of the research, data were collected through a questionnaire. The questionnaire is constructed based on scale which is adopted from the study of AFOLABI, Michael Oluseye e tal. published in the Journal of Education and Practice. Two experts carried out the face and content validations of the instrument. The reliability coefficient of the questionnaire by test-retest was 0.78. The questionnaires were administered to all the sampled students by the researchers. Frequency counts and percentages were used to analyse the data and answer the research questions.

A total of one hundred and thirty-six (272) questionnaires distributed, out of which one hundred and eight (216) completed and returned; however, sixteen out of the returned questionnaires disqualified because they were not duly completed as required. Thus, the number of questionnaire used for this purpose of analysis is one hundred (200).

V. Data Analysis

Table 1: Response Sheet

S/N	Questions	SA	A	U	D	SD
1	Entrepreneurship is any creative, innovative and enterprising human action in pursuit of chances through the creation of enterprising activity in whatever possibility	144	48	8		
2	Education of Entrepreneurship plays a big role in equipping students for future carrier development.	140	52	8		
3	Teaching of Entrepreneurship has the prospect of	112	60	8	8	12

	enhancing job creation in society with rising unemployment.					
4	Education of Entrepreneurship long run increases the rate at which science and technology students embrace self-employment.	104	96			
5	Education of Entrepreneurship can stimulate science and technology students to development interest in self-employment.	112	72	8	8	
6	Education of Entrepreneurship empowers science and technology students to development interest in self-employment.	92	20	10	12	
7	Education of Entrepreneurship delivers good and adequate preparation for science and technology students in starting up and growing new firms.	84	108	-	8	
8	Education of Entrepreneurship can stimulate science and technology students to start business venture without much or less stress.	112	68		12	8
9	Education of Entrepreneurship is better delivered by management science tutors compared to tutors from other discipline.	56	96	32	16	
10	Education of Entrepreneurship add value to management students and makes them economic competitive	92	84	20		4
11	Students from India tertiary institutions, who have access to entrepreneurship education, are better economically empowered than those with no access.	120	40	16	12	
12	Education of Entrepreneurship influences management students in terms of generating entrepreneurial interest and engaging in the business of their choice.	104	80	16		
13	Management students need not entrepreneurship education for self-employment initiatives.	20	36	12	64	64
14	Self-employment initiatives and engagement is made possible if the syllabus of management courses are delivered entrepreneurially.	102	88	32	20	8
15	Education of Entrepreneurship and practical enhance management students' knowledge and provide opportunity for self-reliant and sustenance.	116	60	16	8	

Source: Statistical Output

Formulation of Hypothesis:

H₀: Entrepreneurship education in syllabus does not lead of entrepreneurial intention among management students of North Maharashtra University.

In testing the hypothesis, questions 5 & 6 as contained in table 4.2 were used.

Table 2: Response from Question 5 & 6

Response Required	Response from Question 5	Response from Question 6
Strongly Agree	112	92
Agreed	72	76
Undecided	8	20
Disagree	8	12

Source: Statistical Output

Table 3: Response from Question 5 & 6

Responses to Question 5 (X)	Responses to Question 6 (Y)	X ²	Y ²	XY
112	92	3136	2116	2576
72	76	1296	1444	1368
8	20	16	100	40
8	12	16	36	24
200	200	4464	3696	4008

Source: Statistical Output

Table 4: Correlation Analysis

Correlation	Negative	Positive
None	-0.09 to 0.0	0.0 to 0.09
Small	-0.3 to -0.1	0.1 to 0.3
Medium	-0.5 to -0.3	0.3 to 0.5
strong	-0.1 to -0.5	0.5 to 1.0

Source: Statistical Output

This shows that (0.9822) of the respondents' response is positive, it signifies that entrepreneurship education has strong positive relationship with the entrepreneurial intention among management students of North Maharashtra University.

VI. Conclusion and Implications:

The result discovered that entrepreneurship education has substantial effect on entrepreneurial intention among management students of North Maharashtra University.

Therefore entrepreneurship programs should be promoted both in and outside of the management institution setting, giving a wider range of students' exposure to entrepreneurial knowledge. Entrepreneurship education is an imperative that could make a positive contribution to improving the entrepreneurship orientation of students, leading to the acquisition of skills, creativity, confidence, drive and courage to create employment for self and others. Entrepreneurship education makes education and training to be functional and useful to individuals and the nation at large. It tackles the problems of graduate unemployment, idleness and all other vices associated with them. So, it is recommended that Entrepreneurship education should be included in the curricula of all educational institutions at all levels in India. Entrepreneurship education has positive impact on all students exposed to it and their attitude towards self-employment.

Therefore in order to foster entrepreneurship among management students, the researcher intent to propose the following training activities so that entrepreneurship may be infused in the minds of management students.

- Encourage students to interface with entrepreneurship through start-up exhibitions of successful entrepreneurs. These role models represent a way of showing students an example of the validity of their project, so that they can envisage it realistically and believe that it can be carried out.

- It is necessary to conduct idea generation workshops by using brainstorming technique for the development of innovative projects, so that they may be subsequently analysed and the results discussed.
- EDP workshops majorly focusing on Business plan creation activity should be initiated.

VII. Limitations and Future scope of research

Despite its contributions, this study is not without limitations which future research should bear in mind. Firstly, the use of a closed, structured questionnaire makes it impossible to explore in greater depth the nature of causal relations something which is accentuated in cross-sectional studies. In addition, the sample only consists of management students from one University in India, so that the conclusions obtained cannot be generalized to other groups of students, particularly those who have opted for a degree in Management. Future research should use new and more diverse samples. Therefore call for further primary studies to contribute to these research areas so that more accurate conclusions can be drawn.

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