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# A STUDY ON THE IMPACT OF ENTREPRENEURIAL EDUCATION ON STUDENT PERCEPTION TOWARDS STARTUPS

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**Abstract:**

*Entrepreneurial education has become an essential tool for encouraging innovation, creativity, and self-employment among students. This study looks at how entrepreneurial education affects students' views on startups. It focuses on how structured learning influences their attitudes, awareness, and intentions toward starting a business. The study investigates whether participating in courses, workshops, and hands-on activities improves their understanding of startup culture, willingness to take risks, and career choices.*

*The research uses a descriptive design and relies on primary data collected through a structured questionnaire given to undergraduate and postgraduate students from various fields. It is also supported by secondary data from journals, reports, and academic articles. The researchers use statistical methods, including percentage analysis and mean score ranking, to interpret the data.*

*The findings reveal that entrepreneurial education positively influences perceptions by building confidence, improving problem-solving skills, and raising awareness of business opportunities. As a result, students who experience this education are more likely to consider startups a viable career path. This emphasises the importance of including entrepreneurship in academic programs to develop an entrepreneurial mindset and support startup culture.*

**Keywords***: Entrepreneurial Education, Student Perception, Startups, Entrepreneurial Attitude, Career Intention, Innovation, Skill Development, Startup Awareness, Risk-Taking Ability, Higher Education*



## Introduction:

Entrepreneurship drives economic growth, innovation, and job creation in today's global economy. Startups play a significant role by introducing new products and services, improving technology, increasing competition, and supporting sustainable development. Recognizing its importance, governments and educational institutions actively promote entrepreneurship to encourage self-employment and lessen reliance on traditional career paths. As the job market changes, students need to develop skills beyond conventional academic knowledge. This makes entrepreneurial education essential. It aims to build an entrepreneurial mindset, creativity, and practical skills that help students spot opportunities and turn ideas into successful ventures. Through courses, workshops, simulations, incubators, and hands-on learning, students learn about innovation, recognizing opportunities, managing risks, and planning businesses. They also build confidence, leadership abilities, and problem-solving skills.

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Educational institutions play a vital role in shaping how students view their careers. By integrating entrepreneurship into their programs and introducing students to startup culture, they prepare students for real-world challenges and show them that entrepreneurship is a feasible career option.

However, many students hesitate to start their own businesses due to fear of failure, financial uncertainty, limited practical experience, and a lack of knowledge about funding and government support. As a result, people often see entrepreneurship as riskier than traditional jobs.

This study looks at whether structured entrepreneurial education effectively increases students' awareness, confidence, skills, and willingness to consider entrepreneurship as a career. It also examines whether this type of education helps foster a strong entrepreneurial mindset.

**Statement of Problem:**

In today's changing economy, startups play an important role in driving innovation, creating jobs, and boosting economic growth. However, many students still choose traditional career paths. This often stems from limited awareness, fear of risk, low confidence, and a poor understanding of startup environments. Even though schools have started offering entrepreneurship courses and hands-on programs, it is still unclear how these educational efforts affect students' views, attitudes, and intentions toward startups.

We need to investigate whether structured entrepreneurial education improves students' grasp of startup culture, increases their confidence and willingness to take risks, and encourages them to see entrepreneurship as a legitimate career choice. This study aims to assess how entrepreneurial education influences students' perceptions of startups, especially regarding awareness, attitude, and entrepreneurial intentions

**Significance:**

- ❖ Highlights the growing importance of entrepreneurial education in shaping students' perception toward startups.
- ❖ Emphasises the role of startups in innovation, employment generation, and economic growth.
- ❖ Identifies key barriers among students, such as fear of risk, lack of confidence, and limited exposure.
- ❖ Examines whether structured education (courses, workshops, practical exposure) influences awareness, attitude, and entrepreneurial intentions.
- ❖ Finds that entrepreneurial education improves confidence, problem-solving skills, and understanding of opportunities.
- ❖ Promotes startup culture in academic environments and encourages self- employment-oriented careers.

**Objectives:**

- ❖ To examine the level of awareness of startups among students exposed to entrepreneurial education.
- ❖ To analyse the impact of entrepreneurial education on students' attitudes toward startup culture.
- ❖ To assess whether entrepreneurial education enhances students' confidence, problem- solving skills, and risk-taking ability.

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- To evaluate the influence of entrepreneurial education on students' intention to choose startups as a career option.
- To suggest measures for strengthening entrepreneurial education in academic institutions to promote startup culture among students.

**Hypothesis:**

H1: Entrepreneurial education has a significant positive impact on students' attitudes toward startup culture.

H2: Entrepreneurial education significantly improves students' confidence, problem-solving skills, and risk-taking ability.

**Review of Literature:**

In the study "Impact of entrepreneurship education in colleges and universities on entrepreneurial entry and performance" by Yubing Zhao, Xianzhou Zhao, Jingyi Shi, Hongpu Du, and Chuanyu Peng, the researchers analyse how three types of entrepreneurship education courses Theory, Competition, and Incubation affect alumni venture creation and new venture performance. They compared participants in these courses with matched non-participants using propensity score matching. The results indicate that Incubation courses significantly boost the chances of new venture creation and enhance venture performance, while Theory and Competition courses mostly impact non-management graduates with limited effects.

The study provides evidence that education can develop entrepreneurship skills. It emphasises the importance of hands-on learning in entrepreneurship programs. Using propensity score matching helps minimise endogeneity issues and strengthens the credibility of the findings. Although there are limitations concerning external validity and sample size, the results have important implications for policy and education. They support ongoing investment in entrepreneurship education and better use of institutional resources. (Yubing Zhao, 2022)

In the study "Students' Perception of Entrepreneurship Education in Shaping Entrepreneurial Intention in Colleges of Education in Nigeria," James Yavaya finds that students in Colleges of Education generally view entrepreneurship education positively. They recognise its significant role in their career development and in boosting their entrepreneurial intentions. Students believe this education provides them with crucial knowledge, skills, and confidence to pursue self-employment and startup opportunities. While students see their trainers and instructors as capable and qualified, they feel the curriculum needs to be more practical, up-to- date, and aligned with industry needs. More exposure to real-world entrepreneurial experiences, such as mentoring from entrepreneurs, field visits, and hands-on activities, would improve students' understanding and prepare them for real business settings. (James, 2025)

In the study "The impact of Entrepreneurship Education on Entrepreneurial Intentions among University Students," Bevan Dias finds that entrepreneurship education is positively correlated with students' plans to pursue entrepreneurial careers, especially in program-specific courses. The results underscore the importance of course design in developing students' entrepreneurial knowledge, confidence, and mindset. Using the Theory of Planned Behaviour and Human Capital Theory, the findings show that attitudes, self-efficacy, and subjective norms, along with skill development, are crucial in influencing entrepreneurial intentions. Gender differences in course

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participation further highlight the need for inclusive and accessible entrepreneurship education. Overall, the study emphasises the vital role of universities in building entrepreneurial skills and calls for future research to explore how entrepreneurial intentions lead to actual activities. (Dias, 2023)

This study looked at how entrepreneurship education affects entrepreneurial intention among university students in Latin America. It considered factors like self-efficacy, country, gender, and family background. The findings reveal that entrepreneurship education does not significantly influence entrepreneurial intention, while entrepreneurial self-efficacy has a strong positive impact. This emphasises the importance of students' belief in their abilities. No major differences were found across countries or genders, and family background showed limited effects, with only a weak positive link to parents' occupational status. Aligning with the Theory of Planned Behaviour (Ajzen, 1991), perceived behavioral control was identified as a key factor in determining entrepreneurial intention. These results suggest that entrepreneurship education should be paired with targeted support, like technical assistance and advisory services. This will enhance understanding of the complex relationship between education and entrepreneurial intention in the Latin American context. (José Montes, 2023)

The study shows a strong link between the entrepreneurial curriculum and students' intentions to start their own businesses. It suggests that taking entrepreneurship courses encourages students to see business ventures as a viable career choice. These results align with previous research, which indicates that students who receive entrepreneurship education are better prepared to tackle job-market challenges and are more motivated to pursue entrepreneurial paths than those who lack this exposure.

The research also highlights the importance of teaching methods in shaping students' entrepreneurial intentions. Effective teaching strategies, combined with the knowledge and experience of instructors, can boost students' interest in entrepreneurship. However, the impact of the learning process alone may be limited due to other factors that were not explored in detail.

On the other hand, the role of universities such as their infrastructure, policies, and overall environment was found to have no significant impact on students' entrepreneurial intentions. This might be due to a lack of adequate support from institutions to inspire students to consider entrepreneurial careers.

In summary, the findings suggest that curriculum design and teaching practices are crucial in promoting entrepreneurial intentions. Additionally, universities should enhance their support systems, improve program delivery, and better prepare faculty to effectively promote entrepreneurship among students. (Iklima Husna Abdul Rahim, 2021)

This study looks at how attitudes toward entrepreneurship, subjective norms, and self-efficacy affect students' entrepreneurial intentions and how entrepreneurship education influences these relationships. Using SEM analysis, all three factors significantly predict entrepreneurial intentions, which supports the Theory of Planned Behaviour.

Entrepreneurship education boosts the effects of attitude and self-efficacy on entrepreneurial intentions by building confidence, skills, and a positive outlook on starting a business. However, it reduces the impact of subjective norms, suggesting that education encourages students to be more independent from social pressure

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and make their own choices.2

The findings emphasise the need to expand entrepreneurship education, support research and development, and improve technological infrastructure to encourage new ventures. The study focuses on three variables and higher education students, allowing for future research to examine cultural and informal institutional factors, especially how education lowers the influence of social norms on entrepreneurial intentions. (Kashyap, 2025)

The study, based on data from 385 management students, finds that entrepreneurship education and student engagement significantly boost entrepreneurial intentions. University-level entrepreneurship programs, through self-directed learning and formal courses, give students the knowledge, skills, and practical experience needed for entrepreneurial careers. Higher student engagement improves intrinsic entrepreneurial abilities, confidence, and motivation, making entrepreneurship an important management activity. Reliability testing showed that the data were valid, and hypothesis testing confirmed all proposed positive relationships, including the effects of entrepreneurship education on innovation, success, and entrepreneurial intention, as well as its strong connection to student engagement. The findings suggest that educational institutions should focus on interactive learning, outside training, and collaborative, innovation-driven frameworks to further increase student engagement and strengthen entrepreneurial intent. (Venugopal, 2025)

**Research Methodology:**

***Research Design:***

The study adopts a descriptive research design to examine the impact of entrepreneurial education on students' perceptions of startups. This design helps in understanding the relationship between awareness, attitude, entrepreneurial skills, and career intentions.

***Data Sources:***

Both primary and secondary data were used. Primary data was collected through a structured questionnaire distributed to students, while secondary data was obtained from research journals, academic articles, and published reports related to entrepreneurship education.

***Population and Sample:***

The population consisted of undergraduate and postgraduate students from different academic streams. A sample of 102 students was selected using convenience sampling based on accessibility and relevance to entrepreneurial education exposure.

***Data Collection Method*:**

Data was collected using a Likert scale questionnaire measuring four major variables: awareness of startups, attitude toward entrepreneurship, entrepreneurial skills, and career intention.

***Statistical Tools Used:***

The collected data were analysed using SPSS software. Statistical techniques included Correlation analysis, Multiple regression analysis, and ANOVA tests to examine relationships between variables and test the research hypotheses.

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***Variables of Study:***

Awareness, attitude, and entrepreneurial skills were treated as independent variables, while career intention toward startups was considered the dependent variable.

**Data Analysis & Hypothesis Testing:**

***A) Co-relation Analysis:***

Correlation analysis was conducted to examine the relationship between:

- ❖ Awareness
- ❖ Attitude
- ❖ Skills
- ❖ Career Intention

**Correlations**

| | | Awareness_Total | Attitude_Total | Skills_Total | Career_Total |
|---|---|---|---|---|---|
| Awareness_Total | Pearson Correlation | 1 | .450*** | .746*** | .438*** |
| | Sig. (2-tailed) | | <.001 | <.001 | <.001 |
| | N | 102 | 102 | 102 | 102 |
| Attitude_Total | Pearson Correlation | .450*** | 1 | .638*** | .613*** |
| | Sig. (2-tailed) | <.001 | | <.001 | <.001 |
| | N | 102 | 102 | 102 | 102 |
| Skills_Total | Pearson Correlation | .746*** | .638*** | 1 | .605*** |
| | Sig. (2-tailed) | <.001 | <.001 | | <.001 |
| | N | 102 | 102 | 102 | 102 |
| Career_Total | Pearson Correlation | .438*** | .613*** | .605*** | 1 |
| | Sig. (2-tailed) | <.001 | <.001 | <.001 | |
| | N | 102 | 102 | 102 | 102 |

***. Correlation at 0.001 (2-tailed)

*Source: Primary Data*

**Interpretation:**

The correlation analysis shows that Attitude and Skills have a positive relationship with Career Intention, while Awareness has a weaker relationship. This indicates that students who possess a positive entrepreneurial attitude and stronger skills are more likely to consider entrepreneurship as a career option. However, awareness alone does not strongly influence career intention.

***B) Regression Analysis:***

Multiple regression analysis was conducted to determine the impact of Awareness, Attitude, and Skills on Career Intention.

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .673[a] | .453 | .436 | 2.52283 |

a. Predictors: (Constant), Skills_Total, Attitude_Total, Awareness_Total

*Source: Primary Data*

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**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 516.339 | 3 | 172.113 | 27.042 | <.001[b] |
| | Residual | 623.739 | 98 | 6.365 | | |
| | Total | 1140.078 | 101 | | | |

a. Dependent Variable: Career_Total

b. Predictors: (Constant), Skills_Total, Attitude_Total, Awareness_Total

*Source: Primary Data*

**Interpretation:**

(A) Model Summary Interpretation $R^2 = 0.453$

The $R^2$ value of 0.453 indicates that 45.3% of the variation in Career Intention is explained by Awareness, Attitude, and Skills collectively. This suggests that entrepreneurial education plays a significant role in influencing students' entrepreneurial career decisions.

(B) ANOVA Interpretation $F = 27.042$, $p < 0.001$

Since the significance value is less than 0.05, the regression model is statistically significant. This means that the independent variables (Awareness, Attitude, and Skills) together significantly predict Career Intention.

***C)*** Coefficient analysis:

**Coefficients[a]**

| Model | | Unstandardized Coefficients B | Unstandardized Coefficients Std. Error | Standardized Coefficients Beta | t | Sig. |
|---|---|---|---|---|---|---|
| 1 | (Constant) | 3.075 | 1.927 | | 1.595 | .114 |
| | Awareness_Total | -.010 | .127 | -.008 | -.075 | .940 |
| | Attitude_Total | .415 | .105 | .384 | 3.948 | <.001 |
| | Skills_Total | .397 | .141 | .366 | 2.806 | .006 |

a. Dependent Variable: Career_Total

*Source: Primary Data*

**Interpretation:**

Attitude is the strongest predictor of Career Intention, followed by Skills. Awareness does not have a significant direct impact on Career Intention. This implies that having knowledge about startups is not enough; a positive mindset and practical entrepreneurial skills are more important in motivating students toward entrepreneurship.

***Hypothesis Testing:***

*Anova single factor for H1:*

Entrepreneurial education has a significant positive impact on students' attitudes toward startup culture.

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Summary

| Groups | Count | Sum | Average | Variance |
|---|---|---|---|---|
| DO YOU FEEL THAT STARTUPS ARE AN ATTRACTIVE CAREER OPTION FOR YOUNG PEOPLE? | 102 | 429 | 4.205882 | 0.580955 |
| DO YOU BELIEVE STARTUP CULTURE ENCOURAGES CREATIVITY AND INNOVATION? | 102 | 436 | 4.27451 | 0.577364 |
| DO YOU FEEL POSITIVE ABOUT WORKING IN A STARTUP ENVIRONMENT? | 102 | 390 | 3.823529 | 0.760629 |
| DO YOU THINK STARTUPS CONTRIBUTE SIGNIFICANTLY TO ECONOMIC GROWTH AND EMPLOYMENT? | 102 | 409 | 4.009804 | 0.663269 |
| DO YOU FEEL ENTREPRENEURIAL EDUCATION HAS CHANGED YOUR ATTITUDE TOWARDS STARTUPS POSITIVELY? | 102 | 405 | 3.970588 | 0.642691 |

ANOVA

| Source of Variation | SS | df | MS | F | P-value | F crit |
|---|---|---|---|---|---|---|
| Between Groups | 13.63529 | 4 | 3.408824 | 5.285149 | 0.000355 | 2.38959 |
| Within Groups | 325.7157 | 505 | 0.644982 | | | |
| | | | | | | |
| Total | 339.351 | 509 | | | | |

*Source: Primary Data*

**Interpretation:**

Since the F value exceeds the critical value and the p-value is below 0.05, the result is statistically significant. This means entrepreneurial education positively influences students' attitudes, making them view startups as attractive, innovative, and beneficial for economic growth.

***Anova: Single Factor H2*:**

Entrepreneurial education significantly improves students' confidence, problem-solving skills, and risk-taking ability.

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Summary

| Groups | Count | Sum | Average | Variance |
|---|---|---|---|---|
| DO YOU FEEL CONFIDENT IN PRESENTING YOUR IDEAS AFTER LEARNING ENTREPRENEURSHIP? | 102 | 399 | 3.911765 | 0.6159 |
| DO YOU BELIEVE ENTREPRENEURIAL EDUCATION HAS IMPROVED YOUR PROBLEM - SOLVING SKILLS? | 102 | 400 | 3.921569 | 0.766065 |
| DO YOU FEEL MORE CAPABLE OF HANDLING UNCERTAIN OR CHALLENGING SITUATIONS? | 102 | 404 | 3.960784 | 0.592506 |
| DO YOU FEEL ENCOURAGED TO TAKE CALCULATED RISKS BECAUSE OF ENTREPRENEURIAL LEARNING? | 102 | 399 | 3.911765 | 0.596098 |
| DO YOU THINK ENTREPRENEURIAL EDUCATION HAS HELPED YOU DEVELOP LEADERSHIP QUALITIES? | 102 | 409 | 4.009804 | 0.801883 |

ANOVA

| Source of Variation | SS | df | MS | F | P-value | F crit |
|---|---|---|---|---|---|---|
| Between Groups | 0.733333 | 4 | 0.183333 | 0.27181 | 0.896137 | 2.38959 |
| Within Groups | 340.6176 | 505 | 0.67449 | | | |
| | | | | | | |
| Total | 341.351 | 509 | | | | |

**Interpretation:**

Here, the F value is lower than the critical value and the p-value is greater than 0.05, showing no statistically significant difference. This suggests that entrepreneurial education alone does not significantly improve students' confidence, problem-solving skills, or risk-taking ability at a measurable level.

**Challenges:**

- Students prefer traditional career paths due to fear of failure and financial uncertainty, which discourages them from choosing startups.
- Awareness about startups is present, but it does not strongly influence students' intention to pursue entrepreneurship.
- Entrepreneurial education alone does not significantly improve confidence, problem- solving ability, or risk-taking skills at a measurable level.

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❖ Limited practical exposure prevents students from understanding real-world startup environments.

**Remedies:**

❖ Provide mentorship programs, interaction with entrepreneurs, and guidance on funding opportunities to reduce fear and build confidence.

❖ Emphasise experiential learning methods such as startup simulations, case studies, and business plan development instead of only theoretical teaching.

❖ Conduct practical training, workshops, and skill-based activities to enhance entrepreneurial competencies.

Offer incubation support, startup internships, and hands-on experiences to create a strong entrepreneurial ecosystem within institutions.

**Conclusion:**

This shows that just knowing about startups isn't enough. A positive mindset and solid entrepreneurial skills matter more when shaping career intentions.

This study aimed to look at how entrepreneurial education affects students' views and career intentions regarding startups.

The results show that the questionnaire used was very reliable (Cronbach's Alpha = 0.916), which means the measurement scale was consistent.

Correlation and regression analyses showed that entrepreneurial education strongly influences students' career intentions. However, this effect varies across different areas.

The regression model explained 45.3% of the variation in career intention, indicating that entrepreneurial education plays a significant role in shaping students' choices about entrepreneurship.

The most important findings of the study are:

❖ Attitude toward entrepreneurship was the strongest predictor.

❖ Entrepreneurial skills also significantly influence career intention.

❖ Startup awareness alone does not directly affect career intention.

This suggests that while students may know about startups, awareness by itself doesn't encourage them to pursue entrepreneurial careers. A positive attitude toward entrepreneurship and strong skill development are more decisive.

These findings support the goal mentioned in the abstract, which is that entrepreneurial education shapes students' views and career intentions mostly through mindset and skill improvement rather than just awareness.

Therefore, the study concludes that entrepreneurial education programs should focus more on:

❖ Practical skill development

❖ Experiential learning

❖ Startup simulations

❖ Mentorship and incubation exposure

❖ rather than just theoretical awareness.

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