NURTURING TOMORROW'S INNOVATORS: THE INFLUENCE OF ENTREPRENEURIAL EDUCATION ON STUDENT AMBITIONS

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ABSTRACT

Students' proclivity to start their own businesses might be impacted by a variety of circumstances. The goal of a student to become an entrepreneur may have a long-term effect on their proclivity to participate in creative conduct. The primary goal of this study was to discover the elements that impact students' desires to establish their own enterprises, such as entrepreneurship courses, teaching techniques, campus culture, and student views. The primary data for this research came from students in Pakistan who were taking an entrepreneurial course as part of their education. Data was collected from 200 randomly chosen students using a survey questionnaire on a Likert scale of 1 to 5. The next stages in the study were to describe the data, conduct linear regressions, and compute Pearson's correlation coefficients. The findings reveal a statistically significant relationship between a school's ethos, teaching techniques, and students' attitudes about starting their own businesses, as well as their intentions to do so. Nevertheless, no statistically significant relationship was found between student demographics (such as gender and family status) and entrepreneurial goals. Male and female students both exhibited a strong desire to pursue entrepreneurial jobs and launch their own enterprises. The study's findings point to a number of promising future research directions, including the use of mixed methods, a comparison of different provinces and administrative divisions in Pakistan in light of the country's multicultural and multilingual nature, and the formation of partnerships between educational institutions to ensure the effective incorporation of entrepreneurship training into the curriculum. These are just a handful of the directions the paper proposes future research may go.

Keywords: *Entrepreneurship, Ambitions, Enterprises, Entrepreneurial Education, Innovations*

INTRODUCTION

Entrepreneurship is a wonderful choice for people who like developing new company ideas and experimenting with new ways in a variety of areas. As the digital age and globalization evolve, students' interest in developing entrepreneurial talents and views has grown. Students' opportunities to create their own firms have also increased (Zabelina et al., 2019).

Education in entrepreneurship is an important aspect of educating children to think like entrepreneurs. Participation in entrepreneurship-focused school programs may offer students with the information, skills, and mentality required to create and operate their own firms. As a result, it has become a critical component in promoting economic progress and development (Ramboarisata, 2022).

The purpose of this research is to determine whether or not exposure to entrepreneurship education stimulates students to pursue business ownership. More precisely, this study's goal is to look into more than only the connection between entrepreneurial training and desire to become an entrepreneur, but also the variables that impact this relationship. This research also looked at how teaching future company owners might assist drive economic growth and development(Khandelwal et al., 2021).

The potential advantages of entrepreneurial education in terms of stimulating economic development and motivating individuals to pursue entrepreneurial endeavors. The study's results would help teachers, legislators, and business leaders develop and implement successful entrepreneurship education programs. These programs' beneficial benefits may transcend beyond the classroom and influence all sectors of society (Ferasso, 2020).

This study intends to address a knowledge vacuum by investigating how entrepreneurship training in Pakistani schools influences students' motivation to establish their own businesses. We aim to show how Pakistan's startup ecosystem can benefit and be improved by entrepreneurship education tailored to Pakistani students. Our objective is to provide some light on potential modifications to entrepreneurship courses.

Entrepreneurship has been identified as a critical engine of innovation, economic development, and job creation in a wide variety of sectors and areas (Mbeteh & Pellegrini, 2022). There has been a considerable effort to assist students in developing the mentality and skills required to become successful entrepreneurs. Some colleges and institutions now offer introductory courses and programs to the field of entrepreneurship. These seminars and programs aim to provide students with the information, skills, and attitudes required to start and run their own enterprises(Khalifa & Dhiaf, 2021).

Despite the increased popularity of entrepreneurship classes, little is known about how successfully they motivate students to start their own enterprises. Previous study suggests that students who get an education focused on entrepreneurship are more likely to establish their own businesses. More study is still required to properly appreciate the link between entrepreneur education and the motivation of future company owners (Ng & Kee, 2019).

As the global economy is now experiencing significant levels of unemployment, the significance of entrepreneurial activity in generating new jobs and strengthening the economy has become clear. As a result, the purpose of this research is to analyze the possible role that entrepreneurship education may play in promoting the spirit of business and encouraging economic growth (Mulu-Mutuku et al., 2020).

Further research on the influence of entrepreneurial education on student desire to become entrepreneurs, as well as its potential role in strengthening the economy, is needed in the context of this study. This study was undertaken to understand more about this demand.

THE STATEMENT OF THE PROBLEM

There is currently a scarcity of research on how entrepreneurship education affects the chance of Pakistani students establishing their own enterprises, which is critical for understanding the particular difficulties and potential for boosting entrepreneurship education in Pakistan. Entrepreneurship education may not be as beneficial for Pakistani students as it is for students from other nations due to the country's unique cultural, social, and economic background (Aljaouni et al., 2020). To fill this research vacuum, it is vital to investigate which components of entrepreneurship education programs are most effective in instilling an entrepreneurial attitude in Pakistani students (Kraus et al., 2019). Previous entrepreneurial experience, self-efficacy, resource availability, and cultural norms may all have an influence on the success of entrepreneurship education. As a result,

further study is required to determine the best ways for promoting entrepreneurship in Pakistani higher education institutions. Experiential learning, cultural and contextual awareness, and mentoring are some possible future study directions.

RESEARCH OBJECTIVES

The following are the research objectives:

• Examine students' perspectives on entrepreneurship curriculum, entrepreneurship education teaching approaches, and students' attitudes toward entrepreneurship.

• Determine if or whether there is a relationship between the characteristics highlighted (entrepreneurship curriculum, instructional approaches, university atmosphere, entrepreneurial mindset) and students' entrepreneurial ambition.

• To determine the influence of the highlighted independent factors on entrepreneurial intention.

Significance of Study

The major goal of this research is to determine if entrepreneurship education in Pakistan is effective in motivating students to pursue entrepreneurial pursuits. This study has the potential to enhance efforts to improve entrepreneurship education in Pakistan, thereby encouraging more people to explore entrepreneurial ventures. Knowing the factors that influence students' entrepreneurial aspirations would assist policymakers and educators in Pakistan in developing more targeted interventions to promote entrepreneurship. To do so, we must first identify the factors that encourage students to explore entrepreneurship. Additionally, since there has been so little previous research in Pakistan, the findings of this study help to fill a gap in the literature on the issue of entrepreneurship education in Pakistan. The findings of this research may help address some of the gaps in our knowledge of entrepreneurship education by identifying the particular obstacles and possibilities associated with expanding entrepreneurship education in Pakistan. The study's primary goal is to identify strategies and policies that would enhance entrepreneurial activity and assist improve Pakistan's entrepreneurial ecosystem.

LITERATURE REVIEW

Some nations are turning to entrepreneurship education as one of the most frequent techniques to inspire more people to take the leap into business ownership and enhance the growth of entrepreneurial ecosystems. Entrepreneurship education may have a favorable influence on students' attitudes of entrepreneurship and desire to start their own firm. This section presented an overview of research that look at the influence of entrepreneurship education on students' desire to start their own businesses(Gustar, 2015).

Entrepreneurship education has a beneficial influence on students' entrepreneurial tendency. The poll was completed by 456 college students from China and Spain. The findings revealed that incorporating entrepreneurship education into the classroom had a significant favorable impact on students' views toward entrepreneurship and motivation to start their own firm(Jabbari et al., 2022). Researcher found similar findings, suggesting that teaching entrepreneurship favorably improved students' opinions of the profession and their desire to start their own enterprises (Hassan et al., 2020). The survey included 320 French students who had attended an entrepreneurial studies course. The findings demonstrated that students' confidence in their own entrepreneurial ability and desire to establish their own businesses enhanced after participating in the entrepreneurship education program(Paray & Kumar, 2020).

Another study investigated how students' exposure to entrepreneurship courses influenced their proclivity to start their own businesses. In all, 1,137 students from German institutions participated in the survey. The findings revealed that entrepreneurship education had a favorable impact on both students' views about entrepreneurship and their ambition to start their own businesses(Munir et al., 2022).

Moreover, researchers evaluated the influence of entrepreneurship education on South African college students' proclivity to start their own businesses after graduation. The research was carried out by distributing a survey to 293 students from various majors at three South African institutions.

According to the findings, students' attitudes toward entrepreneurship and their ambition to start their own enterprises increased after participating in entrepreneurship-focused training programs (Ayodele et al., 2021).

Similarly, researchers investigated the influence of entrepreneurship education on Ghanaian college students' proclivity to start their own businesses. Three hundred ninety-nine students from two Ghanaian institutions responded to the poll(Shrivastava & Acharya, 2020). According to the findings (Duong, 2022), students' attitudes toward entrepreneurship and their ambition to start their own enterprises increased after participating in entrepreneurship-focused training programs (Adu et al., 2020) Moreover, researchers evaluated the influence of entrepreneurship education on Pakistani college students' proclivity to start their own businesses. The poll was completed by 324 students from four different Pakistani institutions. According to the findings, students' attitudes toward entrepreneurship, as well as their desire to start their own businesses, were significantly influenced in a positive way by the entrepreneurship education they received (Ilevbare et al., 2022a).

According to the results (Ilevbare et al., 2022b), entrepreneurship education has the ability to improve students' attitudes of entrepreneurship and drive to establish their own enterprises. Nevertheless, characteristics such as self-efficacy and past entrepreneurial experience may attenuate this effect. Maybe this is what's going on (Ilevbare et al., 2022c).

METHODOLOGY

Research Design:

The purpose of this research is to look at the impact of entrepreneurship education on entrepreneurial intent among Pakistani students. A quantitative study approach was utilized to attain this goal, and a survey questionnaire was used to gather data from a sample of Pakistani university students. Questions about students' exposure to entrepreneurship education, attitudes toward entrepreneurship, and entrepreneurial intent was included in the survey.

Sampling:

The sample frame for the research was college and university students in Pakistan, and participants chose using a convenience sampling approach. The population of interest was current undergraduate and graduate students enrolled at Pakistani institutions, and the sample size decided by the study's statistical power and effect size.

Data Collection:

The data gathered using a survey questionnaire. This questionnaire was delivered to the participants through online platforms as well as via the administrators of the institution. The students were asked about their exposure to entrepreneurship education, their attitudes about entrepreneurship, and their ambition to start their own business. Based on pertinent research, the questionnaire was created.

Data Analysis:

The data were summarized using descriptive statistics including mean, standard deviation, and frequency distribution. Regression analysis and other inferential statistics, on the other hand, were employed to examine the relationships between the variables and assess the hypotheses.

Ethical Considerations:

During this endeavor, ethical rules for research involving human subjects was followed. Each participant was asked for informed permission, and their identities and confidentiality was protected. Participants were informed that they are free to leave the research at any moment throughout its duration.

Limitations:

One of the study's shortcomings is the use of a convenience sample throughout, which may make the findings less relevant to a larger population. Moreover, the study is limited to self-reported data, which may be subject to social desirability bias since participants chose to submit their own responses. The last disadvantage of the study is that it simply employs a survey questionnaire, which may not capture the full complexity of the factors that influence students' desire to pursue entrepreneurial pursuits in Pakistan.

DATA ANALYSIS

This research included a total of 200 respondents from two different colleges, with 55% of the male respondents and 45% of the female respondents being female. The tabular representation of the demographic analysis is given below:

Demographic	Percentage
Gender	
- Male	55%
- Female	45%
Age Bracket	
- 19 to 23 years old	79%
- 24 to 28 years old	21%
Upbringing	
- Rural	51.5%
- Urban	48.5%
Educational Program	
- BBA	30%
- B. Com	25%
- BS Hons	6%
- B.Sc.	2.5%
- B. Com (Graduate)	1.5%
- MPhil	0.5%
- MBA	22%
- M. Com	11%
- Masters	1.5%
Departments	
- Department of Economics	3.5%
- Department of Hailey	30.5%
- Institute of Administrative Science	6.5%
- Institute of Business Administration	20.5%
- Institute of Business Management	39%
Family Business	
- Yes	60%
- No	**40%**

Seventy-nine percent of the respondents were into the age bracket of 19 to 23 years old, while twenty-one percent of the respondents were in the age bracket of 24 to 28 years old. 51.5 percent of the respondents came from a rural upbringing, whereas 48.5 percent were raised in an urban environment. Respondents to the survey included both graduate and undergraduate students who had previously studied entrepreneurship or who were doing so at the time of the investigation. 30% of the respondents had completed the BBA program, 25% had completed the B. Com program, 6% had completed the BS Hons program, 2.5% had completed the B.Sc. program, 1.5% had completed the B. Com (Graduate) program, 0.5% had completed the MPhil program, 22% had completed the MBA program, 11% had completed the M. Com program, and 1.5% had completed the Masters program. A wide range of other departments were also represented, with 3.5% of respondents coming from the Department of Economics, 30.5% from the Department of Hailey, 6.5% from the Institute of Administrative Science, 20.5% from the Institute of Business Administration, and 39% from the Institute of Business Management. Sixty percent of poll respondents claimed that their family were business owners, whereas forty percent of respondents claimed that this was not the case.

Independent Sample T-test

Table 1: *T-test Result Gender Difference and Entrepreneurial Intention*

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurial intention	Male	110	38.6182	4.52107	.43107
	Female	**90**	**37.9778**	**5.03020**	**.53023**

The table states that the there were 110 male and 90 females and the mean of entrepreneurial intention for male respondents was 38.6182 and for females it was 37.9778.

Table 2: *Levene's Test for Equality of Variances*

Entrepreneurial intention		**F**	**Sig**	**t**	**Sig**	**Mean Difference**
	Equal variances assumed	1.866	.173	.947	.345	.64040
	Equal variances not assumed			**.937**	**.350**	**.64040**

From the above table, the t value to report is.947. The variances are equal if the Sig. under the Levene test for Equality of Variance is larger than the alpha value of 0.05. It is necessary to indicate the p-value for the equal variance scenario. The p-value of.345 exceeds the alpha value of 0.05 by a large margin. As a result, there is no obvious distinction between the aims of male and female entrepreneurs. Research has shown that gender has little bearing on students' plans to start businesses. This result agrees with the outcomes of (Hasani et al., 2023).

Table 3: *T-test Result (Family Background and Entrepreneurial Intention)*

	Family business	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Entrepreneurial intention	Yes	120	38.4000	4.60982	.42082
	No	**80**	**38.2250**	**4.99360**	**.55830**

Table 4: *Levene's Test for Equality of Variances*

Entrepreneurial intention		**F**	**Sig**	**t**	**Sig**	**Mean Difference**
	Equal variances assumed	1.240	.267	.254	.799	.17500
	Equal variances not assumed			**.250**	**.803**	**.17500**

According to the table above, the t-value that should be reported is 1.240. The significance level for equality of variance using the Levene test surpasses the alpha value criterion of 0.05. As a consequence, this shows that the variances are similar.

It is critical to provide the p-value under the premise of equal variance. The p-value is.799, which is substantially higher than the significance limit of 0.05. As a result, there is no significant variation in the desire to establish a company amongst persons of diverse family backgrounds. This suggests that a family history of business has minimal influence on an individual's desire to establish their own business.

INFERENTIAL ANALYSIS

Pearson correlation coefficient analysis

Table 5: *Summary of Pearson correlation coefficient analysis*

		Entrepreneurial intention
Entrepreneurship curricula	Pearson Correlation	.649
	Sig. (2-tailed)	.000
	N	200
Teaching Methodologies	Pearson Correlation	.675
	Sig. (2-tailed)	.000
	N	200
University Role	Pearson Correlation	.750
	Sig. (2-tailed)	.000
	N	200
Attitude factor	Pearson Correlation	.692
	Sig. (2-tailed)	.000
	N	200
Entrepreneurial intention	Pearson Correlation	1
	Sig. (2-tailed)	
	N	**200**

Correlation is significant at the 0.01 level (2-tailed)

MULTIPLE LINEAR REGRESSION ANALYSIS

Table 6: *Model Summary*

Model Summary					
Model	R	R Square	Adjusted R square	Std. Error	Durbin-Watson
1	.750	.562	.560	3.15485	1.461

a. Predictors: (Constant), University Role
b. Predictors: (Constant), University Role, Entrepreneurship curricula
c. Predictors: (Constant), University Role, Entrepreneurship curricula, Attitude factor
d. Dependent Variable: Entrepreneurial intention

The entrepreneurship curriculum, teaching mythology, university role and attitude, as well as the R square value of model 1 (which is.562) show that these four independent factors can explain 56.2% of the variance in the dependent variable, entrepreneurial ambition.

Table 7: *Analysis of Variance (ANOVA)*

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2529.516	1	2529.516	254.145	.000
	Residual	1970.704	198	9.953		
	Total	4500.220	199			
2	Regression	2750.415	2	1375.207	154.826	.000
	Residual	1749.805	197	8.882		
	Total	4500.220	199			
3	Regression	2801.824	3	933.941	107.780	.000
	Residual	1698.396	196	8.665		
	Total	**4500.220**	**199**			

According to the preceding table, the F value is 254.145, with a p value of 0.000, indicating a significance level less than 0.05. As a result, the total regression model for these four predictive factors explains a considerable portion of the variance in entrepreneurial ambition.

Table 8: *Summary of regression Coefficients*

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig
1	(Constant)	13.101	1.598		8.197	.000
	University Role	.758	.048	.750	15.942	.000
2	(Constant)	11.378	1.549		7.346	.000
	University Role	.573	.058	.566	9.822	.000
	Entrepreneurship curricula	.241	.048	.288	4.987	.000
3	(Constant)	11.236	1.531		7.340	.000
	University Role	.489	.067	.484	7.293	.000
	Entrepreneurship curricula	.170	.056	.203	3.041	.003
	Attitude factor	**.213**	**.087**	**.185**	**2.436**	**.016**

The aforementioned table shows a favorable association between entrepreneurial intention and entrepreneurship curricula, teaching mythology, university roles, and attitudes.

RESULTS AND DISCUSSION

The present analysis aimed to examine the association between various factors and the propensity towards entrepreneurship. The utilization of independent sample t-tests, Pearson correlation coefficient analysis, and multiple linear regression analysis is employed to present and elucidate the outcomes. The results of the t-test analysis conducted on gender and entrepreneurial ambition, as presented in Table 1, indicate that there is no significant statistical difference in the level of entrepreneurial intention between male and female participants. The mean outcomes for both genders exhibited a notable resemblance, albeit with a slight superiority of males over females. Consistent with the findings of Hasani et al. (2023), the present data suggests that gender does not exert a statistically significant influence on students' propensity towards entrepreneurship. The proposition is put forth that factors beyond gender may exert a more significant influence in ascertaining the entrepreneurial proclivities of students. The inquiry also examined the potential influence of an individual's familial background on their entrepreneurial aspirations. Based on the results of the t-test analysis presented in Table 3, it can be concluded that there was no significant difference in the entrepreneurial intentions of individuals from varying family backgrounds. The findings suggest that familial background with a business orientation does not exert a significant impact on an individual's entrepreneurial aspirations. This implies that factors beyond familial background could potentially exert a more substantial impact on an individual's propensity to initiate a business venture. The study found a significant correlation between the four independent components, namely entrepreneurship curriculum, teaching techniques, university role, and attitude, and entrepreneurial desire, as evidenced by the Pearson correlation coefficient analysis presented in Table 5. The correlation between the variables and entrepreneurial intention is significant at the 0.01 level, indicating a strong association. This indicates the important significance these elements have in determining students' ability to acquire entrepreneurial tendencies.

According to the results of the multiple linear regression analysis, which are shown in Table 6, the four different predictor factors can explain a significant amount of the variance in entrepreneurial propensity. The combination of these factors, according to the R square value of 0.562, accounts for 56.2% of the variation in entrepreneurial desire. To encourage entrepreneurial aspirations among students, it is important to integrate entrepreneurship curricula, use effective teaching techniques,

establish a supportive university atmosphere, and cultivate a good attitude toward entrepreneurship. Additionally, the analysis of variance (ANOVA) results shown in Table 7 show that the comprehensive regression model, which consists of the four predictive components, efficiently accounted for a sizable percentage of the variance in entrepreneurial drive. The F value of 254.145 and the p-value of 0.000 of the results show a strong relationship between predictors and entrepreneurial intention. According to the summary of the regression coefficients in Table 8, there is a positive link between the intention to start a business and a variety of criteria, such as the entrepreneurship curriculum, teaching strategies, university role, and attitude. According to the aforementioned, students who participate in effective pedagogical methods, perceive a welcoming institutional environment, and have a positive attitude toward entrepreneurship are more likely to exhibit increased levels of entrepreneurial inclination. The study's conclusions highlight the value of educational elements, institutional support, and individual character traits in encouraging students to pursue entrepreneurial dreams. The findings suggest that higher education institutions and instructors should include entrepreneurship courses, use effective pedagogical tactics, and provide a supportive environment in order to promote and enhance students' entrepreneurial goals.

CONCLUSION

The study found a relationship between the characteristics of entrepreneurship curricula, instructional approaches, university environment, and attitudes toward entrepreneurship and students' entrepreneurial purpose. However, there was no statistically significant association found between entrepreneurship propensity and demographic variables like gender or family history. Both male and female students found it appealing to start their own businesses.

According to other study, both individual and environmental factors may affect how well entrepreneurship education works to encourage entrepreneurial purpose. Students who have had past business or entrepreneurial experience may be more open to learning about entrepreneurship and more likely to have higher entrepreneurial intentions. Furthermore, the availability of resources, societal norms, and the regulatory environment may influence how effective entrepreneurship education is.

Overall, the study shows how entrepreneurship education may help students develop an entrepreneurial mindset, but it is critical to take into account both individual and environmental elements when developing and implementing such initiatives.

RECOMMENDATIONS

The following suggestions are made to encourage entrepreneurial education and entrepreneurial intention among students in light of the research's findings:

- Incorporating entrepreneurial education into university curricula: Higher education institutions should incorporate entrepreneurship education into their curricula. Students will acquire the information, abilities, and attitudes needed to launch and run their own enterprises as a result.
- Cooperation with business incubators: To give students access to resources and mentoring, educational institutions should work with business incubators. Students may find opportunities to refine their concepts and acquire real-world experience in launching and running their own firms at business incubators.
- Financial assistance: For students who lack the resources to launch their own firms, access to financing poses a substantial obstacle to entrepreneurship. Therefore, educational institutions and governments ought to offer money to students who want to start their own businesses, such as grants and loans.
- Providing networking opportunities: Access to resources, information, and new clients are all made possible through networking, which is a key component of entrepreneurship. Institutions of higher learning ought to give students the chance to network with business leaders like entrepreneurs and investors.

- Emphasis on practical experience: Entrepreneurship education should emphasize practical experience in addition to theoretical understanding. Through internships, apprenticeships, or business plan competitions, educational institutions should give students the chance to obtain practical experience in launching and running their own companies.

In conclusion, promoting entrepreneurship education and entrepreneurial intention among students requires a comprehensive approach that addresses the educational, financial, and networking needs of students. The recommendations above provide a starting point for educational institutions and policymakers to develop effective strategies to promote entrepreneurship among students.

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