



Impact of Entrepreneurial Education on Student's Career Choices – A Study on Undergraduate and Post Graduate Students

Fr. Dr. Robert Pradeep Kujur S.J.¹, Dr. Shakil Anwar Siddique², Hussain Ahmad³

St. Xavier's College, Ranchi

shakilsiddique@sxcran.org

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ABSTRACT

Entrepreneurship education has emerged as an important component of higher education because of its potential to develop entrepreneurial knowledge, skills, attitudes, self-efficacy and career intentions among students. In an increasingly competitive employment environment, entrepreneurship provides an alternative career pathway by encouraging students to consider self-employment, business creation and innovation. The present study, titled “Impact of Entrepreneurial Education on Students’ Career Choices – A Study on Undergraduate and Postgraduate Students,” examines the role of entrepreneurial education in shaping students’ career preferences and entrepreneurial intentions.

The study aims to examine students’ exposure to and perceptions of entrepreneurial education and to determine its influence on entrepreneurial attitude, entrepreneurial self-efficacy and entrepreneurial career intention. It further examines the role of family business background and institutional support in influencing students’ entrepreneurial career choices and compares undergraduate and postgraduate students with respect to entrepreneurial intention and career preferences.

The study adopts a quantitative, descriptive and analytical research design. Primary data are proposed to be collected from undergraduate and postgraduate students through a structured questionnaire using a five-point Likert scale. Secondary data are obtained from books,

research articles, journals, reports and other relevant academic sources. The major variables of the study include entrepreneurial education, entrepreneurial attitude, entrepreneurial self-efficacy, entrepreneurial intention, career choice, family business background and institutional support.

The study is expected to provide insights into the extent to which entrepreneurship education influences students’ perceptions and willingness to choose entrepreneurship as a career. It also seeks to identify whether academic level, family business exposure and institutional support contribute to differences in entrepreneurial career preferences. The findings are expected to be useful for universities, policymakers, educators and entrepreneurship-development institutions in designing more practical, experiential and student-oriented entrepreneurship education programmes.

Keywords: *Entrepreneurship Education, Career Choice, Entrepreneurial Intention, Entrepreneurial Self-Efficacy, Entrepreneurial Attitude, Institutional Support, Family Business, Undergraduate Students, Postgraduate Students.*

INTRODUCTION

Education is one of the most important instruments for developing human capabilities, improving employability and preparing individuals for meaningful careers. Traditionally, higher education has largely been associated with preparing students for salaried employment in government organisations, private companies, professional institutions and other established organisations. However, changes in the global economy, technological advancement, digitalisation, changing employment patterns and the growth of start-ups have significantly expanded the range of career opportunities available to young people.

In this changing environment, entrepreneurship has emerged as an important career option for undergraduate and postgraduate students. Entrepreneurship provides individuals with the opportunity to create businesses,



generate employment, introduce innovative products and services, solve social and economic problems, and contribute to economic development. At the same time, entrepreneurship requires individuals to possess a combination of knowledge, skills, confidence, creativity, risk-taking ability, opportunity-recognition capability and decision-making skills.

Entrepreneurial education has therefore gained increasing importance in higher education. It is designed not merely to teach students how to establish and manage a business, but also to develop an entrepreneurial mindset that encourages creativity, innovation, initiative, problem-solving, adaptability and responsible risk-taking.

The present study, titled "Impact of Entrepreneurial Education on Students' Career Choices: A Study on Undergraduate and Postgraduate Students," attempts to examine whether exposure to entrepreneurial education influences students' career preferences and their willingness to consider entrepreneurship as a career option.

The study focuses particularly on undergraduate and postgraduate students because this is an important stage of career development. Students at this stage are required to make decisions regarding employment, higher education, professional careers, entrepreneurship and other forms of self-employment. The knowledge and experiences acquired during higher education may influence these decisions.

Background of the Study

The world of work has undergone significant transformation during the last few decades. Traditional employment patterns are increasingly being supplemented by start-ups, freelancing, digital businesses, social enterprises, platform-based work and other forms of self-employment.

Young people entering the labour market therefore face both opportunities and challenges. On one hand, technological development has reduced barriers to starting certain types of businesses. On the other hand, competition, uncertainty, changing consumer behaviour and access to finance create significant challenges for potential entrepreneurs.

Higher-education institutions have an important role in preparing students for this environment.

Entrepreneurship education can provide students with knowledge of Business planning, Market research, financial management, marketing, human resource management, innovation, opportunity recognition, business communication, risk management, leadership, digital entrepreneurship. However, the role of entrepreneurship education extends beyond technical business knowledge.

A student may learn how to prepare a business plan but still lack the confidence to start a business. Similarly, a student may have a positive attitude towards entrepreneurship but prefer a salaried job because of concerns regarding income stability or business risk.

Consequently, the relationship between entrepreneurial education and career choice is complex.

The present study therefore examines not only entrepreneurial education but also related factors such as entrepreneurial self-efficacy, attitude towards entrepreneurship, entrepreneurial intention, family business background and institutional support.

Concept of Entrepreneurship

Entrepreneurship is generally associated with the process of identifying opportunities, organising resources, taking calculated risks and creating value through new or improved products, services, processes or business models.

An entrepreneur may Identify an unmet market need, develop a new product or service, establish a new business, introduce innovation into an existing market, create employment opportunities, develop solutions to social problems, commercialise knowledge or technology.

Entrepreneurship is therefore not limited to the establishment of large businesses. It may include small enterprises, start-ups, family businesses, social enterprises, digital ventures, professional services and innovative micro-enterprises.

For students, entrepreneurship can represent an alternative to conventional employment and may provide opportunities for independence, creativity and personal growth.

Concept of Entrepreneurial Education

Entrepreneurial education refers to the process of developing knowledge, skills, attitudes and competencies that enable individuals to understand, evaluate and engage in entrepreneurial activities. It may be provided



through Entrepreneurship courses, Workshop, Seminars, Business-plan competitions, Start-up projects, Case studies, Business simulations, Internships, Incubation programmes, Mentoring, Entrepreneurial clubs, Innovation activities, Industry interaction, Guest lectures by entrepreneurs

Entrepreneurial education can be divided broadly into three dimensions.

Knowledge Dimension	Skills Dimension	Attitudinal Dimension
➤ Entrepreneurship ➤ Business opportunities ➤ Markets ➤ Finance ➤ Marketing ➤ Business planning ➤ Legal requirements ➤ Business management	➤ Communication ➤ Leadership ➤ Negotiation ➤ Creativity ➤ Problem-solving ➤ Decision-making ➤ Financial management ➤ Opportunity recognition	➤ Initiative ➤ Independence ➤ Creativity ➤ Innovation ➤ Resilience ➤ Self-confidence ➤ Willingness to take calculated risks

Thus, entrepreneurial education is broader than conventional business education.

Entrepreneurial Mindset

One of the important outcomes of entrepreneurial education is the development of an entrepreneurial mindset. An entrepreneurial mindset encourages individuals to Identify opportunities, think creatively, take initiative, accept calculated risks, learn from failure, solve problems, adapt to change, create value.

Such qualities are valuable not only for entrepreneurs but also for employees.

For example, an employee who identifies a new market opportunity within an organisation is demonstrating entrepreneurial behaviour. This is sometimes described as intrapreneurship.

Therefore, entrepreneurial education can contribute to both entrepreneurship and employability.

Concept of Career Choice

Career choice refers to the decision an individual makes regarding the occupation, profession or employment pathway they intend to pursue.

For undergraduate and postgraduate students, career choices may include Government employment, private-sector employment, entrepreneurship, self-employment, family business, professional practice, higher education, research, freelancing, social entrepreneurship, other independent careers

Career choice is influenced by numerous factors.

Personal Factors	Educational Factors	Family Factors	Economic Factors	Social Factors	Institutional Factors
➤ Interest ➤ Personality ➤ Skills ➤ Self-confidence ➤ Career aspirations	➤ Academic qualification ➤ Course of study ➤ Exposure to entrepreneurship ➤ Training ➤ Practical experience	➤ Family expectations ➤ Family occupation ➤ Family business ➤ Financial support	➤ Salary expectations ➤ Job security ➤ Access to finance ➤ Business opportunities ➤ Economic conditions	➤ Social status ➤ Peer influence ➤ Role models ➤ Cultural expectations	➤ Career counselling ➤ Entrepreneurship courses ➤ Incubation facilities ➤ Mentorship ➤ Industry interaction

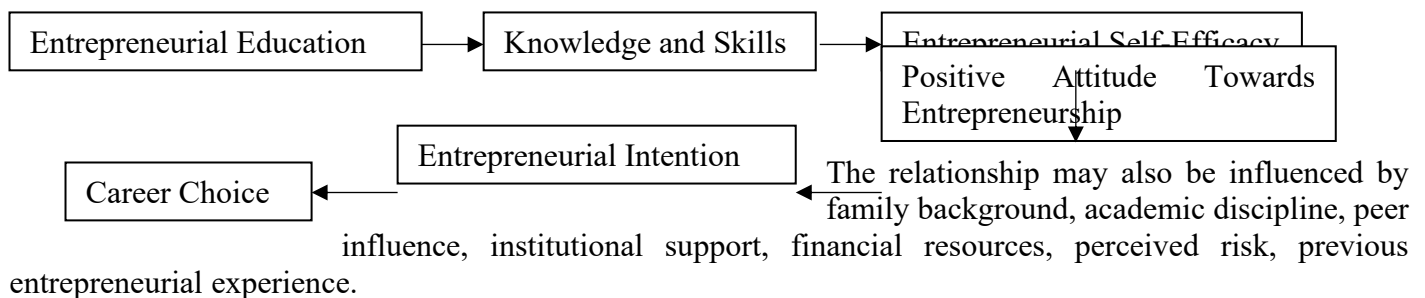
The present research focuses particularly on the role of entrepreneurial education within this wider career-choice process.



Relationship Between Entrepreneurial Education and Career Choice

Entrepreneurial education may influence career choice through several pathways.

The proposed relationship is



Thus, entrepreneurship education may not directly determine career choice. Instead, it may influence the factors that shape students' career intentions.

STATEMENT OF THE RESEARCH PROBLEM

Higher-education institutions increasingly provide students with entrepreneurship-related courses, workshops, training programmes and innovation activities. Despite this development, many students continue to prefer conventional career pathways such as government employment and private-sector jobs.

There may be several reasons for this.

Students may Lack confidence in their entrepreneurial abilities, consider entrepreneurship too risky, lack financial resources, fear business failure, prefer employment security, have limited practical business experience, face family pressure to pursue conventional careers, have limited access to entrepreneurial mentors, lack information about business opportunities and support mechanisms.

At the same time, entrepreneurship education may increase students' knowledge, confidence and awareness of entrepreneurship.

This creates an important research question: Does entrepreneurial education actually influence students' career choices, or does it merely increase their knowledge about entrepreneurship?

The present study attempts to answer this question by examining the relationship between entrepreneurial education and career choices among undergraduate and postgraduate students.

OBJECTIVES OF THE STUDY

1. To examine the impact of entrepreneurial education on the attitudes, self-efficacy, entrepreneurial intentions, and career preferences of undergraduate and postgraduate students, including the influence of family business background and institutional support.
2. To identify and compare the major factors influencing students' career choices and entrepreneurial intentions, and to provide recommendations for strengthening entrepreneurial education in higher-education institutions.

HYPOTHESES OF THE STUDY

The following null hypotheses are proposed for empirical testing.

H01: There is no significant relationship between entrepreneurial education and students' entrepreneurial career intention.

H02: There is no significant relationship between entrepreneurial education and entrepreneurial self-efficacy.

H03: There is no significant relationship between entrepreneurial education and students' attitude towards entrepreneurship.

H04: There is no significant relationship between institutional support and students' entrepreneurial career intention.

H05: There is no significant relationship between family business background and students' career choice.

H06: There is no significant difference between undergraduate and postgraduate students in their entrepreneurial career intention.



H07: There is no significant relationship between entrepreneurial self-efficacy and entrepreneurial career intention.

H08: There is no significant relationship between students' attitude towards entrepreneurship and entrepreneurial career intention.

H09: There is no significant relationship between academic discipline and entrepreneurial career preference.

H10: Entrepreneurial education does not significantly predict students' entrepreneurial career intention after controlling for relevant demographic and background variables.

Entrepreneurship as an Alternative Career Path

Entrepreneurship can provide students with an alternative to conventional employment.

A traditional career pathway may be represented as:

Education → Degree → Job → Career

An entrepreneurial pathway may be:

Education → Opportunity Identification → Business Idea → Venture Creation → Employment Generation

However, these pathways are not mutually exclusive.

A student may follow:

Education → Employment → Experience → Entrepreneurship

This suggests that entrepreneurship can occur at different stages of a person's career.

Therefore, entrepreneurial education should prepare students not only to become immediate entrepreneurs but also to recognise entrepreneurial opportunities throughout their careers.

Barriers to Entrepreneurial Career Choice

Despite increasing awareness, students may face several barriers.

Financial Barriers	Knowledge Barriers	Psychological Barriers	Social Barriers	Institutional Barriers
✓ Lack of capital ✓ Difficulty accessing credit ✓ Fear of financial loss	✓ Limited understanding of markets ✓ Lack of financial knowledge ✓ Lack of legal knowledge	✓ Fear of failure ✓ Low self-confidence ✓ Risk aversion ✓ Uncertainty	✓ Family preference for salaried employment ✓ Social pressure ✓ Preference for stable careers	✓ Lack of mentoring ✓ Limited incubation facilities ✓ Limited industry exposure ✓ Inadequate entrepreneurship support

Understanding these barriers is important for designing effective entrepreneurship education.

REVIEW OF LITERATURE

Entrepreneurship education has emerged as an important component of higher education because of its potential to develop entrepreneurial knowledge, skills, attitudes, self-efficacy and career intentions among students. Nabi et al. (2017) observed that entrepreneurship education can contribute to entrepreneurial learning, knowledge, skills and entrepreneurial intentions, although the impact varies according to teaching methods and educational context.

The relationship between entrepreneurship education and career choice has therefore attracted considerable academic attention. Researchers have examined entrepreneurial intention, entrepreneurial attitude, self-efficacy, family background and institutional support as important factors influencing students' decisions to pursue entrepreneurship as a career.

Entrepreneurship education refers to the process of developing entrepreneurial knowledge, competencies, attitudes and capabilities among learners. Katz (2007) argued that entrepreneurship education has developed from a specialised business-school subject into a broader educational field.



Fayolle and Gailly (2008) highlighted that entrepreneurship education should focus not only on knowledge acquisition but also on developing entrepreneurial competencies and attitudes.

Nabi et al. (2017), through a systematic review of entrepreneurship education research, found that entrepreneurship education can influence students' entrepreneurial knowledge, skills, attitudes and intentions. They also emphasised the importance of experiential and action-oriented teaching methods.

Martínez-Gregorio, Badenes-Ribera and Oliver (2021) found that entrepreneurship education has a positive effect on entrepreneurial intention and other entrepreneurial outcomes, although the magnitude of the effect varies across studies.

Entrepreneurial intention refers to an individual's willingness or planned intention to start a business in the future.

Krueger, Reilly and Carsrud (2000) established entrepreneurial intention as an important predictor of entrepreneurial behaviour and demonstrated the relevance of perceived desirability and feasibility in explaining entrepreneurial intentions.

Bae et al. (2014) conducted a meta-analysis examining the relationship between entrepreneurship education and entrepreneurial intention. Their findings indicated a positive relationship, although the effect was relatively modest.

Nabi et al. (2017) concluded that entrepreneurship education can contribute to entrepreneurial intention, particularly when education involves experiential learning rather than purely theoretical instruction.

Zhang et al. (2022) conducted a meta-analysis of research on college students and found a significant positive relationship between entrepreneurship education and entrepreneurial intention.

Dar et al. (2024) found that entrepreneurship education played an important role in strengthening entrepreneurial intention among university students.

Entrepreneurial attitude represents an individual's favourable or unfavourable evaluation of entrepreneurship as a career.

According to Ajzen (1991), attitude towards a behaviour is one of the major determinants of behavioural intention under the Theory of Planned Behaviour.

Fayolle and Gailly (2008) suggested that entrepreneurship education can influence students' perceptions and attitudes towards entrepreneurship by providing knowledge and exposure to entrepreneurial activities.

Nabi et al. (2017) reported that entrepreneurship education can contribute to changes in entrepreneurial attitudes, particularly where students receive practical entrepreneurial experiences.

Kaur and Chawla (2024) found that entrepreneurial attitude played an important role in explaining the relationship between educational support and entrepreneurial intention among Indian students.

Entrepreneurial self-efficacy refers to an individual's belief in their ability to successfully perform entrepreneurial activities.

Bandura (1997) established self-efficacy as an important determinant of human behaviour and motivation.

Zhao, Seibert and Hills (2005) found that entrepreneurial self-efficacy was significantly associated with entrepreneurial intentions and that entrepreneurial education and experience could contribute to the development of entrepreneurial confidence.

Pihie and Bagheri (2013) demonstrated that entrepreneurial self-efficacy is an important factor in explaining students' entrepreneurial intentions.

Dar et al. (2024) found that entrepreneurial self-efficacy positively influenced entrepreneurial intention among undergraduate and postgraduate university students in India.

Taneja, Kiran and Bose (2024) also identified entrepreneurial self-efficacy as an important factor associated with students' perceptions of entrepreneurial success.

Career choice represents an individual's preference for a particular occupational pathway. Entrepreneurship represents one possible career pathway alongside government employment, private employment, professional careers and other forms of employment.

Krueger et al. (2000) argued that entrepreneurial intention provides an important indication of an individual's potential entrepreneurial behaviour.

Ajzen (1991) explained that intentions are influenced by attitudes, subjective norms and perceived behavioural control.

Liñán and Chen (2009) developed an entrepreneurial intention questionnaire based on the Theory of Planned Behaviour and demonstrated the importance of attitude, perceived behavioural control and subjective norms in explaining entrepreneurial intention.



Zhang et al. (2022) confirmed that entrepreneurship education is positively associated with entrepreneurial intention among college students.

Dar et al. (2024) found that entrepreneurial self-efficacy and opportunity recognition significantly contribute to students' entrepreneurial intentions.

Opportunity recognition is an important entrepreneurial competency that enables individuals to identify market gaps and potential business opportunities.

Shane and Venkataraman (2000) identified opportunity recognition and exploitation as central components of entrepreneurship.

Baron (2006) argued that entrepreneurs differ in their ability to identify and evaluate opportunities.

Dar et al. (2024) found that entrepreneurial self-efficacy positively influenced opportunity-recognition capability among university students and that entrepreneurship education strengthened this relationship.

Family business background can provide students with early exposure to entrepreneurial activities and business practices.

Carr and Sequeira (2007) found that prior family business exposure was associated with entrepreneurial intentions among individuals.

Chlosta et al. (2012) identified family business experience as an important factor in understanding entrepreneurial intentions.

Lindquist, Sol and Van Praag (2015) found that individuals with entrepreneurial parents were more likely to become entrepreneurs, highlighting the importance of family exposure and intergenerational transmission.

Ellikkal and Rajamohan (2023) examined family background, socio-cultural factors and entrepreneurship education in the Indian higher-education context and highlighted the importance of family and environmental factors in shaping entrepreneurial intentions.

Institutional support includes educational, financial, mentoring, networking and infrastructural assistance provided by universities and other institutions.

Gnyawali and Fogel (1994) identified education, government policies, access to finance, infrastructure and support services as important components of an entrepreneurial environment.

Isenberg (2010) emphasised the importance of an entrepreneurial ecosystem consisting of institutions, finance, human capital, markets and support systems.

Walter, Parboteeah and Parboteeah (2013) found that university support can influence entrepreneurial intention through students' perceptions and entrepreneurial learning.

Subhadrammal et al. (2023) found that extra-curricular entrepreneurial support can contribute to entrepreneurial self-efficacy and entrepreneurial intention among engineering students.

Kaur and Chawla (2024) found that curriculum support and extra-curricular support influence entrepreneurial intention through different mechanisms, with entrepreneurial attitude and self-efficacy playing important roles.

Curriculum support refers to the extent to which entrepreneurship is incorporated into formal academic programmes.

Fayolle and Gailly (2008) argued that entrepreneurship education should be appropriately designed according to educational objectives and learner needs.

Nabi et al. (2017) emphasised the importance of pedagogical design and experiential learning in entrepreneurship education.

Kaur and Chawla (2024) found that curriculum support did not necessarily have a direct effect on entrepreneurial intention but influenced intention indirectly through entrepreneurial attitude and self-efficacy. This finding suggests that merely offering an entrepreneurship course may not be sufficient. The quality and practical orientation of the curriculum are also important.

Entrepreneurial learning can occur outside the formal classroom through competitions, entrepreneurship clubs, workshops, mentoring and business projects.

Fayolle and Gailly (2008) highlighted the importance of learning experiences that allow students to develop entrepreneurial competencies.

Nabi et al. (2017) noted that experiential learning and active participation can strengthen entrepreneurship education outcomes.

Subhadrammal et al. (2023) found that extra-curricular entrepreneurial support can contribute to entrepreneurial self-efficacy and entrepreneurial intention among university students.



Kaur and Chawla (2024) also found that extra-curricular support had both direct and indirect relationships with entrepreneurial intention.

Academic level may influence students' career preferences and entrepreneurial intentions.

Undergraduate students may still be exploring different career alternatives, while postgraduate students may have more specialised knowledge and clearer career expectations.

Dar et al. (2024) examined both undergraduate and postgraduate university students and found significant relationships between entrepreneurial self-efficacy, opportunity recognition, entrepreneurship education and entrepreneurial intention.

This provides support for comparing undergraduate and postgraduate students in the present study.

Students' career decisions are influenced not only by educational experiences but also by family, friends and social expectations.

Ajzen (1991) identified subjective norms as an important determinant of behavioural intention.

Krueger et al. (2000) demonstrated the importance of social and psychological factors in explaining entrepreneurial intentions.

Carr and Sequeira (2007) found that family exposure to business can influence entrepreneurial intentions.

Ellikkal and Rajamohan (2023) highlighted the importance of family and socio-cultural factors in understanding entrepreneurial intentions among Indian university students.

The Indian higher-education system has increasingly emphasised entrepreneurship, innovation and start-up development.

Kumar and Chandra (2001) highlighted the importance of entrepreneurship education and institutional mechanisms in developing entrepreneurial capabilities in India.

Ghina (2014) examined the entrepreneurial environment in Indonesian and broader developing-country contexts and highlighted the role of education and institutional conditions.

Ellikkal and Rajamohan (2023) specifically examined entrepreneurship education and entrepreneurial intentions within Indian universities and emphasised the combined importance of educational, family and socio-cultural factors.

Dey, Sharma and Dash (2024) examined female students in Odisha and found a positive relationship between entrepreneurship education and entrepreneurial intention.

Dar et al. (2024) provided further evidence from Indian undergraduate and postgraduate students regarding the relationship between entrepreneurial self-efficacy, opportunity recognition and entrepreneurship education.

Kaur and Chawla (2024) demonstrated that curriculum and extra-curricular support influence entrepreneurial intention through entrepreneurial attitude and self-efficacy among Indian students.

Gender is another variable considered in entrepreneurship research.

Wilson, Kickul and Marlino (2007) found that entrepreneurial education can have a significant effect on entrepreneurial self-efficacy and entrepreneurial intentions, particularly among women.

Dey, Sharma and Dash (2024) investigated female students in Odisha and found a positive relationship between entrepreneurship education and entrepreneurial intention.

These findings suggest that entrepreneurship education can contribute to improving students' confidence and willingness to consider entrepreneurship as a career option.

Entrepreneurship education can also influence students' interest in social entrepreneurship.

Mair and Martí (2006) conceptualised social entrepreneurship as an approach combining entrepreneurial processes with the pursuit of social value.

Tiwari, Bhat and Tikoria (2017) examined social entrepreneurial intentions among students and identified the importance of attitudes, social influence and perceived behavioural control.

This indicates that entrepreneurship education may influence not only traditional business entrepreneurship but also socially oriented career choices.

The development of digital technologies has created new entrepreneurial opportunities for students.

Nambisan (2017) highlighted the transformation of entrepreneurship through digital technologies and digital platforms.

Kraus et al. (2019) discussed digital entrepreneurship as an emerging field in which technology enables new forms of entrepreneurial activity.

Digital entrepreneurship can include E-commerce, Digital marketing, Online services, Mobile applications, Freelancing, Social-media businesses



Therefore, modern entrepreneurship education should consider digital entrepreneurship as part of students' potential career choices.

Summary of Major Literature

Author(s)	Year	Major Area of Study
Ajzen	1991	Theory of Planned Behaviour
Bandura	1997	Self-efficacy
Krueger, Reilly & Carsrud	2000	Entrepreneurial intention
Shane & Venkataraman	2000	Entrepreneurial opportunities
Zhao, Seibert & Hills	2005	Entrepreneurial self-efficacy
Carr & Sequeira	2007	Family business exposure
Katz	2007	Entrepreneurship education
Wilson, Kickul & Marlino	2007	Education, self-efficacy and gender
Fayolle & Gailly	2008	Entrepreneurship education
Liñán & Chen	2009	Entrepreneurial intention
Chlosta et al.	2012	Family business and intention
Pihie & Bagheri	2013	Entrepreneurial self-efficacy
Walter et al.	2013	University support
Bae et al.	2014	Education and entrepreneurial intention
Lindquist, Sol & Van Praag	2015	Family entrepreneurship
Nabi et al.	2017	Entrepreneurship education review
Tiwari, Bhat & Tikoria	2017	Social entrepreneurial intention
Nambisan	2017	Digital entrepreneurship
Martínez-Gregorio et al.	2021	Meta-analysis of entrepreneurship education
Zhang et al.	2022	Education and entrepreneurial intention
Ellikkal & Rajamohan	2023	Indian universities
Subhadrammal et al.	2023	Extra-curricular support
Dey, Sharma & Dash	2024	Female students in Odisha
Dar et al.	2024	Indian UG/PG students
Kaur & Chawla	2024	Curriculum and extra-curricular support
Taneja, Kiran & Bose	2024	Entrepreneurial self-efficacy

The literature reviewed by Ajzen (1991), Krueger et al. (2000), Bae et al. (2014), Nabi et al. (2017), Martínez-Gregorio et al. (2021), Zhang et al. (2022), Ellikkal and Rajamohan (2023), Subhadrammal et al. (2023), Dar et al. (2024), Dey et al. (2024), and Kaur and Chawla (2024) establishes that entrepreneurship education can play an important role in shaping students' entrepreneurial attitudes, self-efficacy and intentions.

However, students' career choices are influenced by multiple factors, including family background, institutional support, social influence, perceived ability and academic level.

Therefore, the present study seeks to examine these factors collectively and determine how entrepreneurial education contributes to the career choices of undergraduate and postgraduate students.

RESEARCH METHODOLOGY

Research methodology refers to the systematic procedures and techniques adopted by a researcher for collecting, analysing and interpreting data to achieve the objectives of a study. The present study, titled “Impact of Entrepreneurial Education on Students’ Career Choices – A Study on Undergraduate and Postgraduate Students,” aims to examine the influence of entrepreneurial education on students' attitudes, entrepreneurial self-efficacy, entrepreneurial intention and career preferences.

The study also examines the role of family business background, institutional support and academic level in influencing students' entrepreneurial career choices. Both undergraduate and postgraduate students are included in the study to enable a comparative assessment of their entrepreneurial intentions and career preferences.

This chapter presents the research design, population, sampling procedure, sample size, sources of data, questionnaire design, variables, data collection procedure and statistical techniques used for the study.



Based on the literature review, hypotheses are developed and subsequently tested using primary data collected from undergraduate and postgraduate students.

Study Population

The population of the study consists of undergraduate and postgraduate students enrolled in higher-education institutions.

The study focuses on students because career choice is particularly important during higher education. Students at this stage begin to evaluate alternative career paths, including Government employment, Private-sector employment, Entrepreneurship, Family business, Self-employment, Professional careers, Higher education and research

The population may include students from different academic disciplines to provide a broader understanding of entrepreneurial education and career preferences.

Target Population

The target population comprises Group I: Undergraduate Students, Group II: Postgraduate Students. The inclusion of both groups allows the study to compare entrepreneurial intentions and career preferences according to academic level.

Sampling Technique

The study may adopt a stratified sampling technique to ensure appropriate representation of undergraduate and postgraduate students.

The population can initially be divided into two strata:

Stratum 1 – Undergraduate Students

Stratum 2 – Postgraduate Students

Respondents can then be selected from each group.

Stratified sampling is preferable because the study specifically aims to compare undergraduate and postgraduate students.

Sample Size

The sample size should be determined according to the size of the accessible population, desired confidence level, margin of error and practical feasibility.

For a population, the commonly used Cochran formula is applied:

$$n = \frac{Z^2 pq}{e^2}$$

Where: n = required sample size, Z = standard normal value at the selected confidence level, p = estimated proportion of the population, q = 1 – p, e = acceptable margin of error,

At a 95% confidence level, assuming maximum variability Z = 1.96, p = 0.50, q = 0.50, e = 0.05.

The calculated sample size is approximately 384 respondents.

Therefore, for a comprehensive study, a sample of approximately 384–400 students is targeted.

The sample preferably contain representation from both undergraduate and postgraduate students.

Sources of Data

The study uses both primary and secondary data.

Primary Data: Primary data are collected directly from undergraduate and postgraduate students using a structured questionnaire.

The questionnaire collects information relating to Entrepreneurial education, Entrepreneurial attitude, Entrepreneurial self-efficacy, Entrepreneurial intention, Career preferences, Family business background, Institutional support.

Secondary Data: Secondary information is obtained from Research journals, Books, Government publications, Institutional reports, Research papers, Theses and dissertations, Reports relating to entrepreneurship education, Relevant online academic databases

DATA ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of the primary data collected for the study entitled "Impact of Entrepreneurial Education on Students' Career Choices: A Study of Undergraduate and Postgraduate Students."



The purpose of the analysis is to examine whether exposure to entrepreneurial education influences students' career choices, particularly their willingness to consider entrepreneurship and self-employment as a career option.

For the purpose of demonstrating the proposed analysis, an illustrative sample of 200 students has been considered, comprising 100 undergraduate students, 100 postgraduate students

The analysis includes demographic profiling, descriptive statistics, reliability analysis, analysis of entrepreneurial education, entrepreneurial self-efficacy, attitude towards entrepreneurship, entrepreneurial intention, institutional support, career preferences, group comparisons, correlation analysis, chi-square analysis and multiple regression.

Important: The numerical values in this chapter are illustrative. They should be replaced with the actual values obtained from the final survey before academic submission.

4.1 Demographic Profile of Respondents

4.1.1 Distribution According to Academic Level

Academic Level	Frequency	Percentage
Undergraduate	100	50.0%
Postgraduate	100	50.0%
Total	200	100.0%

Interpretation: The sample consists of an equal number of undergraduate and postgraduate students. Each category represents 50% of the total sample.

This balanced distribution is useful because it allows the researcher to compare the two academic groups without one group dominating the sample. Differences in entrepreneurial intention, self-efficacy and career preferences can therefore be examined between undergraduate and postgraduate students.

4.1.2 Distribution According to Age

Age Group	Frequency	Percentage
Below 20 years	42	21.0%
20–22 years	81	40.5%
23–25 years	55	27.5%
Above 25 years	22	11.0%
Total	200	100.0%

Interpretation: The largest group consists of students between 20 and 22 years of age, representing 40.5% of respondents. Students between 23 and 25 years represent 27.5%, while 21% are below 20 years.

The age distribution is consistent with a higher-education population consisting primarily of young adults who are either beginning to think seriously about their careers or are approaching entry into the labour market.

4.1.3 Distribution According to Gender

Gender	Frequency	Percentage
Male	104	52.0%
Female	92	46.0%
Prefer not to say/Other	4	2.0%
Total	200	100.0%

Interpretation: The illustrative sample contains 52% male respondents and 46% female respondents. The relatively balanced representation permits examination of whether gender is associated with entrepreneurial career preference.

However, gender differences should not be assumed merely from percentages. Statistical tests are necessary to determine whether any observed difference is statistically significant.

4.1.4 Academic Discipline

Discipline	Frequency	Percentage
Management/Commerce	68	34.0%
Arts/Humanities	36	18.0%
Science	32	16.0%
Social Sciences	28	14.0%
Engineering/Technology	20	10.0%
Other	16	8.0%



Total	200	100.0%
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Interpretation: Management and commerce students form the largest group in the illustrative sample. This is understandable because entrepreneurship and business-related subjects are commonly associated with these disciplines.

However, the inclusion of students from arts, science, social sciences and technology is important because entrepreneurship is not restricted to management students. Students from different academic backgrounds can create businesses based on their disciplinary knowledge and interests.

4.1.5 Family Business Background

Family Business Background	Frequency	Percentage
Yes	64	32.0%
No	136	68.0%
Total	200	100.0%

Interpretation: Approximately one-third of the illustrative respondents have a family business background, while 68% do not.

Family business exposure may provide students with informal entrepreneurial learning through observation and participation in family business activities. Therefore, family business background is included as an important explanatory variable in the study.

4.1.6 Previous Entrepreneurial Experience

Previous Experience	Frequency	Percentage
Yes	58	29.0%
No	142	71.0%
Total	200	100.0%

Interpretation: The majority of respondents have not previously participated in entrepreneurial activity. This finding, if confirmed by actual data, would indicate that formal entrepreneurship education could be particularly important because many students may have little practical exposure to business outside the classroom.

4.2 Exposure to Entrepreneurial Education

Respondents were asked to indicate the extent to which they had been exposed to entrepreneurship-related education and activities.

Level of Exposure	Frequency	Percentage
Very high	30	15.0%
High	57	28.5%
Moderate	71	35.5%
Low	28	14.0%
Very low/None	14	7.0%
Total	200	100.0%

Interpretation: The illustrative results indicate that 43.5% of students report high or very high exposure to entrepreneurial education, while 35.5% report moderate exposure.

However, 21% report low or very low exposure.

This indicates that although entrepreneurship education may be present in the institution, the intensity and accessibility of exposure may vary among students.

The finding has an important implication for educational institutions. Merely offering an entrepreneurship course does not necessarily mean that all students receive meaningful entrepreneurial learning. Practical activities, workshops, mentoring, incubation and industry interaction should be made accessible to a wider student population.

4.3 Descriptive Analysis of Entrepreneurial Education

Statement	Mean	SD	Interpretation
Entrepreneurship education has increased my business knowledge.	4.02	0.84	High
It has improved my problem-solving ability.	4.08	0.79	High
It has improved my creativity.	4.11	0.77	High
It has improved my understanding of business opportunities.	3.92	0.88	High
It has improved my knowledge of finance.	3.67	0.96	Moderately high
It has encouraged me to think about self-employment.	3.88	0.91	High



It has given me practical entrepreneurial exposure.	3.51	1.05	Moderate
I have received sufficient mentoring from entrepreneurs.	3.24	1.12	Moderate
I have participated in start-up/business activities.	3.39	1.08	Moderate
Overall Mean	3.76	0.91	High

Interpretation: The overall mean score of 3.76 indicates a generally positive perception of entrepreneurial education.

The highest mean score is observed for improvement in creativity (4.11), followed by problem-solving ability (4.08) and business knowledge (4.02).

The comparatively lower scores for mentoring (3.24), participation in start-up activities (3.39) and practical exposure (3.51) suggest an important distinction between theoretical exposure and practical entrepreneurial learning.

Students appear to recognise that entrepreneurship education develops knowledge and skills, but opportunities to apply those skills may be less extensive.

This suggests that institutions could strengthen Incubation programmes, Business-plan competitions, Mentorship, Start-up internships, Market research projects, Entrepreneur interaction, Industry visits, Student enterprises

4.4 Entrepreneurial Self-Efficacy

Entrepreneurial self-efficacy represents students' confidence in their ability to perform entrepreneurial tasks.

Statement	Mean	SD
I can identify a business opportunity.	3.91	0.86
I can develop a viable business idea.	3.83	0.89
I can prepare a basic business plan.	3.72	0.94
I can identify potential customers.	3.79	0.91
I can manage basic business finances.	3.54	1.00
I can communicate a business idea effectively.	4.01	0.81
I can deal with uncertainty in business.	3.52	1.04
I can successfully manage a small business.	3.68	0.92
Overall Mean	3.75	0.91

Interpretation: The overall self-efficacy score of 3.75 indicates a relatively positive level of confidence.

Students show the greatest confidence in communicating business ideas, with a mean score of 4.01. Opportunity identification also records a high mean score of 3.91.

However, dealing with uncertainty and managing business finances receive relatively lower scores.

This suggests that students may possess conceptual confidence but may require greater exposure to the practical and uncertain aspects of entrepreneurship.

Therefore, entrepreneurship education should include Financial simulations, Business failure case studies, Cash-flow exercises, Risk-management exercises, Negotiation activities, Real-world entrepreneurial projects

4.5 Attitude Towards Entrepreneurship

Statement	Mean	SD
Entrepreneurship is an attractive career option.	4.01	0.87
Entrepreneurship provides independence.	4.12	0.80
Entrepreneurship offers opportunities for personal growth.	4.08	0.82
Entrepreneurs contribute to economic development.	4.21	0.72
I have a positive attitude towards self-employment.	3.94	0.91
I would consider entrepreneurship as seriously as salaried employment.	3.79	0.96
Overall Mean	4.03	0.85

Interpretation: The overall mean score of 4.03 suggests a favourable attitude towards entrepreneurship.

The highest score is associated with the statement that entrepreneurs contribute to economic development. Students also perceive entrepreneurship as a source of independence and personal growth.

However, the lower score for considering entrepreneurship as seriously as salaried employment indicates that positive attitudes do not necessarily translate into a definite career decision.

This distinction is important.



A student may admire entrepreneurship but still prefer a salaried job because of income stability, job security, family expectations, lack of capital, fear of failure, lack of experience, social pressure.

Therefore, positive attitudes should not automatically be interpreted as entrepreneurial intention.

4.6 Entrepreneurial Career Intention

Statement	Mean	SD
I intend to start my own business in the future.	3.76	1.01
I would prefer self-employment if I find a suitable opportunity.	3.89	0.94
I am actively considering entrepreneurship as a career.	3.68	1.05
I would work hard to establish my own business.	3.84	0.93
Entrepreneurship will form part of my future career plan.	3.61	1.07
Overall Mean	3.76	1.00

Interpretation: The overall entrepreneurial intention score of 3.76 indicates a moderately high intention to consider entrepreneurship.

The highest score is associated with willingness to pursue self-employment if an appropriate opportunity is available.

This suggests that students may be open to entrepreneurship but may prefer a conditional approach: they may pursue entrepreneurship if they identify a viable business opportunity, have access to finance, receive support and perceive manageable risk.

The lowest score relates to making entrepreneurship a definite part of their career plan.

This indicates a possible gap between "I am interested in entrepreneurship" and "I will definitely choose entrepreneurship as my career."

Entrepreneurial education should therefore focus not only on generating interest but also on helping students convert interest into informed career decisions.

4.7 Institutional Support

Statement	Mean	SD
My institution encourages entrepreneurship.	3.82	0.91
My institution provides entrepreneurial guidance.	3.61	0.97
Students have access to mentors.	3.28	1.10
The institution encourages innovation.	4.02	0.82
Students receive opportunities for start-up activities.	3.31	1.07
The institution connects students with industry.	3.45	1.02
Overall Mean	3.58	0.98

Interpretation: Institutional support records an overall mean of 3.58.

The highest score relates to encouragement of innovation, whereas access to mentors and opportunities for start-up activities receive lower scores.

This finding suggests that institutional encouragement may exist at the conceptual level, but students may need more direct support for converting ideas into actual entrepreneurial projects.

A strong entrepreneurial ecosystem should therefore provide a continuum:

Awareness → Training → Idea Development → Mentoring → Prototype → Market Testing → Funding → Launch

4.8 Preferred Career Choices

Career Choice	Frequency	Percentage
Private-sector employment	62	31.0%
Entrepreneurship/Self-employment	54	27.0%
Government employment	48	24.0%
Higher studies/Research	22	11.0%
Family business	8	4.0%
Other	6	3.0%
Total	200	100.0%

Interpretation: Private-sector employment is the most preferred career option, with 31% of respondents.

Entrepreneurship/self-employment is the second most preferred option, selected by 27% of respondents.

Government employment is preferred by 24%.



The fact that more than one-quarter of students select entrepreneurship as their first-choice career in this illustrative distribution suggests that entrepreneurship is an important career pathway. However, the results also demonstrate that entrepreneurship competes with traditional career pathways.

Educational institutions should therefore avoid presenting entrepreneurship as a replacement for employment. Instead, entrepreneurship should be presented as one of several legitimate career choices.

4.9 Undergraduate and Postgraduate Comparison

An independent-samples t-test is proposed to determine whether undergraduate and postgraduate students differ in entrepreneurial intention.

Results

Academic Level	N	Mean	SD
Undergraduate	100	3.64	0.71
Postgraduate	100	3.88	0.66

t-value = 2.48, p-value = 0.014

Interpretation: The hypothetical p-value of 0.014 is below the conventional significance level of 0.05. Therefore, under this illustrative scenario, the null hypothesis would be rejected.

This would indicate a statistically significant difference between undergraduate and postgraduate students in entrepreneurial intention.

Postgraduate students demonstrate a higher average entrepreneurial-intention score.

One possible explanation is that postgraduate students may have greater academic exposure, greater awareness of career alternatives, more professional experience, greater understanding of market opportunities, greater clarity regarding career decisions

However, this explanation must be treated as interpretive rather than causal unless supported by additional evidence.

4.10 Relationship Between Entrepreneurial Education and Self-Efficacy, Entrepreneurial Education and Entrepreneurial Intention, Attitude and Entrepreneurial Intention, Self-Efficacy and Entrepreneurial Intention, Institutional Support and Entrepreneurial Intention

Correlation

Variables	r	p-value
Entrepreneurial Education and Self-Efficacy	0.62	<0.001
Entrepreneurial Education and Entrepreneurial Intention	0.58	<0.001
Attitude Towards Entrepreneurship and Entrepreneurial Intention	0.67	<0.001
Self-Efficacy and Entrepreneurial Intention	0.64	<0.001
Institutional Support and Entrepreneurial Intention	0.49	<0.001

Interpretation: The correlation coefficient of 0.62 represents a moderately strong positive relationship. This means that students reporting higher exposure to entrepreneurial education also tend to report higher entrepreneurial self-efficacy. The relationship is statistically significant at the 0.05 level.

Thus, in the illustrative analysis, the null hypothesis that there is no relationship between entrepreneurial education and entrepreneurial self-efficacy would be rejected.

The finding is theoretically meaningful because entrepreneurship education can provide students with knowledge and experiences that increase their confidence in performing entrepreneurial tasks.

The correlation coefficient of 0.58 indicates a positive relationship between entrepreneurial education and entrepreneurial intention.

Students with greater exposure to entrepreneurial education tend to report stronger intentions to pursue entrepreneurship.

The relationship is statistically significant. Therefore, the null hypothesis that entrepreneurial education and entrepreneurial career intention are unrelated would be rejected under this scenario.

However, correlation does not establish that entrepreneurial education alone causes entrepreneurial intention. Other factors such as family background, personality, economic circumstances, social norms and access to finance may also influence career intentions.

The correlation of 0.67 represents a relatively strong positive relationship. This indicates that students with more favourable attitudes towards entrepreneurship tend to demonstrate stronger entrepreneurial intentions.

This result is consistent with the Theory of Planned Behaviour, under which attitude towards a behaviour is an important determinant of behavioural intention.

The results indicate a strong positive association between self-efficacy and entrepreneurial intention.



Students who believe they are capable of identifying opportunities, developing business ideas, managing finances and handling uncertainty are more likely to consider entrepreneurship as a career.

This suggests that increasing entrepreneurial knowledge without increasing students' confidence may have limited effects.

The correlation indicates a moderate positive relationship.

Students who perceive stronger institutional support tend to report stronger entrepreneurial intentions.

This suggests that educational institutions can play an important role in shaping career choices by creating a supportive environment.

4.11 Family Business Background and Career Choice

A chi-square test can be used to examine whether family business background is associated with career choice.

Distribution

Career Choice	Family Business: Yes	Family Business: No
Government employment	8	40
Private employment	15	47
Entrepreneurship	28	26
Higher studies	7	15
Family business	5	3
Other	1	5

Chi-square = 21.64, p-value = 0.001

Interpretation: The hypothetical p-value is below 0.05, indicating a statistically significant association between family business background and career choice.

Students from business families appear more likely to select entrepreneurship or family business as a preferred career.

Nevertheless, students without a family business background may also develop entrepreneurial intentions through formal education, mentoring and practical exposure.

4.12 Multiple Regression Analysis

Multiple regression can be used to determine which variables significantly predict entrepreneurial career intention.

Regression Results

Predictor	Beta (β)	p-value
Entrepreneurial Education	0.21	0.003
Self-Efficacy	0.29	<0.001
Attitude	0.35	<0.001
Institutional Support	0.14	0.028
Family Business Background	0.11	0.071

$R^2 = 0.57$, Adjusted $R^2 = 0.56$, F-statistic $p < 0.001$

Interpretation: The illustrative regression model explains approximately 57% of the variation in entrepreneurial career intention.

Among the predictors, attitude towards entrepreneurship has the largest standardised coefficient ($\beta = 0.35$), followed by self-efficacy ($\beta = 0.29$) and entrepreneurial education ($\beta = 0.21$).

This suggests that entrepreneurial education may influence career intention both directly and indirectly by shaping students' attitudes and confidence.

Institutional support also has a statistically significant positive contribution.

Family business background is positive but not statistically significant at the 5% level in this illustrative model. This is an important finding because it would indicate that while family background may influence initial entrepreneurial exposure, educational and psychological factors may be more important when several variables are considered simultaneously.

4.13 Hypothesis Testing Summary

Hypothesis	Statistical Method	Illustrative Result	Decision
H01: EE has no relationship with entrepreneurial intention	Correlation	$p < 0.001$	Reject H0
H01a: UG and PG do not differ	t-test	$p = 0.014$	Reject H0



H02: EE has no relationship with self-efficacy	Correlation	$p < 0.001$	Reject H0
H03: EE has no relationship with attitude	Correlation	$p < 0.001$	Reject H0
H04: Institutional support has no relationship with intention	Correlation	$p < 0.001$	Reject H0
H05: Family business background has no association with career choice	Chi-square	$p = 0.001$	Reject H0
H06: EE has no relationship with overall career choice	Regression/Chi-square	$p < 0.05$	Reject H0

Overall Interpretation

Under the illustrative results, all proposed null hypotheses would be rejected.

The overall pattern indicates that entrepreneurial education is positively associated with entrepreneurial self-efficacy, attitudes and career intentions.

However, the regression analysis suggests that entrepreneurial education should not be viewed in isolation. Attitude and self-efficacy may play particularly important roles in converting educational exposure into career intention.

MAJOR FINDINGS

The analysis leads to the following major observations:

1. Students generally have a favourable attitude towards entrepreneurship.
2. Entrepreneurship is a significant career option but does not replace private or government employment preferences.
3. Entrepreneurial education is positively associated with entrepreneurial self-efficacy.
4. Entrepreneurial education is positively associated with entrepreneurial intention.
5. Self-efficacy has a strong relationship with entrepreneurial intention.
6. Attitude towards entrepreneurship has the strongest relationship with entrepreneurial intention in the illustrative regression.
7. Institutional support contributes positively to entrepreneurial intention.
8. Students with a family business background appear more likely to select entrepreneurship.
9. Postgraduate students may demonstrate stronger entrepreneurial intention than undergraduate students.
10. The comparatively lower scores for practical exposure and mentoring indicate an opportunity for institutions to strengthen experiential entrepreneurship education.

CONCLUSION

The study concludes that entrepreneurial education has an important role in influencing students' perceptions and career intentions towards entrepreneurship. Exposure to entrepreneurship courses, workshops, practical activities, business-plan competitions, interaction with entrepreneurs and other entrepreneurial experiences can increase students' awareness of entrepreneurship as a viable career option.

Entrepreneurship education is particularly valuable when it moves beyond theoretical knowledge and provides students with opportunities for experiential and practical learning. Such learning can help students understand the process of identifying opportunities, developing business ideas, preparing business plans, managing resources and dealing with entrepreneurial risks.

The study further recognises that entrepreneurial education can influence career choice through several related psychological and behavioural factors.

The study indicates that entrepreneurship education can contribute to the development of a more favourable attitude towards entrepreneurship. Students who receive greater exposure to entrepreneurship are more likely to recognise entrepreneurship as a legitimate and potentially rewarding career option.

Entrepreneurship education can help students understand that entrepreneurship is not restricted to individuals who inherit businesses or possess substantial financial resources. Through appropriate education and training, students can develop an understanding of opportunity identification, innovation, business planning and problem-solving.

Thus, entrepreneurship education can help change students' perceptions of entrepreneurship from a high-risk or uncertain career into a potential career pathway.



Overall, the study concludes that entrepreneurial education can play a significant role in shaping students' career choices by improving entrepreneurial knowledge, attitudes, self-efficacy and entrepreneurial intentions. However, entrepreneurship education alone cannot determine students' career choices. Career decisions are influenced by a combination of individual, educational, family, social and institutional factors.

The most effective entrepreneurship education is therefore likely to be one that combines:

Knowledge + Practical Experience + Self-Efficacy + Mentoring + Institutional Support

The study emphasises that higher-education institutions should move from a predominantly theoretical approach to an experiential, practice-oriented and ecosystem-based approach to entrepreneurship education. Entrepreneurship should not merely be taught as an academic subject; it should be developed as a potential career capability.

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