

Deciphering Entrepreneurial Pathways: Understanding Entrepreneurship Education, Self-Efficacy, and Intentions

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Abstract: *This conceptual study explores the critical relationships among entrepreneurship education (EE), entrepreneurial self-efficacy (ESE), and entrepreneurial intentions (EI). It examines how advancements in entrepreneurship education, influenced by global trends and technological advancements, enhance ESE and shape entrepreneurial intentions. The analysis is supported by several theoretical frameworks, including the Theory of Planned Behavior and Social Cognitive Theory, providing a comprehensive understanding of how educational practices influence entrepreneurial outcomes.*

Keywords: Entrepreneurship Education, Entrepreneurial Self-Efficacy, Entrepreneurial Intentions

1. Introduction

The intricacy of global economic difficulties has heightened the significance of entrepreneurial education, since it requires inventive solutions (O'Connor, 2013). Recent study has demonstrated that providing high-quality entrepreneurship education not only motivates people to establish their own enterprises, but also significantly improves national economies' capacity to endure and recover from adversities (Puni et al., 2018; Wei & Duan, 2023). In his study of Indonesian university students, Utami (2017) found that effective entrepreneurship education has the ability to promote individual entrepreneurship, ameliorate employment and unemployment difficulties, and give broader economic benefits to society.

Entrepreneurship education is essential for fostering technical advancement, economic growth, and societal stability (O'Connor, 2013; Ratten & Jones, 2021). It motivates students to start or improve their own enterprises, generating employment opportunities and broadening economies. Furthermore, it enhances a country's economic prowess and cultural influence, fostering an enterprising mindset towards the international market. Entrepreneurship education also facilitates personal development by promoting initiative and strategic risk-taking, enhancing self-assurance, and propelling individuals towards their career and personal goals (Ajani et al., 2023; Wei & Duan, 2023). Advocating and implementing entrepreneurial education is crucial for achieving a lasting edge in global competitiveness and advancing civilization.

The term "entrepreneurial self-efficacy" (ESE) used to describe a person's confidence in their own abilities to carry out the many steps involved in starting a business (Neneh, 2020). It entails evaluating their resourcefulness, competence, and capacity to deal with adversity. ESE plays a vital role in determining the behavior and decision-making of entrepreneurs, thereby impacting their chances of success in company (Puni et al., 2018). Entrepreneurship fosters creativity, enhances resilience and problem-solving abilities, and motivates individuals to transform ideas into concrete endeavors (Ferreira-Neto et al., 2023). In order to assist entrepreneurs in overcoming challenges and attaining greater success, it is crucial for entrepreneurship training and education to focus on enhancing their self-efficacy and fostering a positive self-perception. An individual's entrepreneurial intention (EI) reflects their views, attitudes, and beliefs (Yousaf et al., 2021); it encompasses their desire, willingness, and drive to engage in entrepreneurial activity (Swarupa & Goyal, 2020). It is an essential mental condition that propels people to go from contemplation to doing, inspiring them to grasp chances and put strategies into motion. With its emphasis on goal setting, resource-mobilization, risk-assessment and management, and the ability to make wise judgments in complicated circumstances, it encourages entrepreneurial action (Utami, 2017). By being steadfast in their pursuit of their dreams and principles, entrepreneurs are able to maintain their self-assurance and flexibility (Swarupa & Goyal, 2020). Education and practice in the field of entrepreneurship should therefore center on cultivating and improving entrepreneurial intents in order to boost success rates and assist aspiring entrepreneurs in advancing their ideas in a more sustainable and healthful manner (Yousaf et al., 2021). Motivating entrepreneurial dynamics and making the most of decision-making are both made possible by having entrepreneurial ambitions.

2. Conceptual Basis

2.1 Entrepreneurship Education

Entrepreneurship education has transformed from its original emphasis on fundamental business training to a vibrant multidisciplinary subject that highlights several talents such as business acumen, creativity, risk management, and opportunity discovery (Wijayati et al., 2021). Before the 20th century, the idea of entrepreneurship was mostly linked to individuals taking risks and being innovative, and it did not have a formal educational structure (Stam, 2008). During the post-World War II era, there was a noticeable shift towards recognizing the importance of entrepreneurship education in driving social development and economic innovation (Kuratko, 2005). This included the implementation of specific educational programs aimed at developing entrepreneurial skills and abilities.

In the 21st century, entrepreneurship education has grown and become more comprehensive due to globalization and technology advancements (Stam, 2008). This age prioritizes the cultivation of tangible abilities via hands-on projects and advocates for an interdisciplinary approach that incorporates technology, the arts, and the social sciences in the field of entrepreneurship. Starting in 2010, there was a change in emphasis towards enhancing students' ability to think creatively and solve problems (Hägg & Gabrielsson, 2020). This was achieved by using digital technologies, such as online courses and virtual simulations, to provide a wider range of teaching approaches. Entrepreneurship education has evolved from basic business training to a sophisticated, interdisciplinary curriculum that now incorporates digital technologies and sustainable development goals. Since 2020, education systems worldwide, influenced by global crises like the COVID-19 pandemic, have integrated resilience and innovation into their curricula, showcasing a significant shift towards preparing entrepreneurs who can tackle societal and ecological challenges (Hägg & Gabrielsson, 2020). This transition closely aligns with the Sustainable Development Goals (SDGs) (Ashari et al., 2021). This era

has highlighted the need for entrepreneurial endeavors that provide enduring remedies to societal and ecological issues.

In general, entrepreneurship education has progressed from teaching fundamental business knowledge to a sophisticated blend of theory and practice with the goal of cultivating global, socially conscious entrepreneurs who can effectively navigate the intricate contemporary economic environment. This development is a result of changes in socio-economic situations, technology advancements, and educational paradigms. It emphasizes the field's increasing emphasis on innovation, global views, and social effect (Ashari et al., 2021; Hägg & Gabrielsson, 2020).

Entrepreneurship education is an educational approach that focuses on improving the likelihood of individual success in entrepreneurship (Puni et al., 2018; Wijayati et al., 2021). It involves teaching specialized knowledge, fostering entrepreneurial awareness, developing practical skills, and encouraging innovative thinking. Table 1 provides a detailed elaboration.

Table 1: The Aspects for the Role of Entrepreneurship Education

Main Objective	Connotation Description
Transferring entrepreneurial knowledge	Through instruction in the core principles of business operations, marketing, and finance management, students get a comprehensive comprehension of the business landscape and market regulations (Hägg & Gabrielsson, 2020).
Fostering entrepreneurial awareness	Focuses on fostering entrepreneurial awareness and spirit, as well as developing risk tolerance, inventive thinking, and collaborative skills (Yousaf et al., 2021).
Enhancement of entrepreneurial capabilities	The curriculum augments students' practical skills in formulating business ideas, doing market research, and developing goods via a combination of hands-on activities and simulations (Ratten & Jones, 2021).
Promoting the spirit of innovation	Emphasis on the development of creative thinking and the inventive spirit, pushing pupils to try new things, think independently, and use their creativity and innovative power (Ajani et al., 2023).

Entrepreneurship education is a comprehensive educational process that encompasses academic knowledge, practical training for real-world application, and the development of psychological resilience in the face of adversity. The table 2 below shows the different dimensions of entrepreneurship education.

Table 2: The Dimensions of Entrepreneurship Education

Education Component	Main content	Target
Theoretical Education	Curriculum includes conventional subjects like creative thinking, basics skills, and the process mastery (Iwu et al., 2021). These courses aim to broaden students' perspectives via interactive workshops and the exchange of real-life experiences.	To assist students in acquiring a fundamental comprehension and cognitive structure for entrepreneurial endeavors, as well as enhancing their theoretical knowledge.
Practical Education	Comprises simulation exercises, authentic project practice, and social practice activities (Ajani et al., 2023); enhances students' practical skills and collaborative abilities.	Integration of theoretical knowledge with real-world environments to improve problem-solving skills.
Psychoeducation	Enhance risk tolerance, self-assurance, collaboration, and innovation via counseling, team building, and demanding activities (Cao, 2022).	To enhance students' psychological resilience in order to effectively navigate the risks and obstacles inherent in the entrepreneurial process, and to cultivate the personal attributes

	necessary for achieving entrepreneurial success.
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Entrepreneurship education is a comprehensive educational system that connects and promotes three aspects: cultivating students' innovative spirit, practical ability, and psychological quality. Its goal is to produce more innovative individuals with comprehensive skills for society.

2.2 Entrepreneurship Self-efficacy

Entrepreneurial self-efficacy (ESE) is a person's acknowledged belief in their capacity to actively participate in and succeed in entrepreneurship (Ferreira-Neto et al., 2023). This term alludes to entrepreneurs' confidence in their abilities to start, manage, and overcome the inherent hurdles of operating a business. Rodrigues (2023) define ESE as confidence in one's ability to participate in entrepreneurial activities. In contrast, Yousaf et al. (2021) stressed the relevance of ESE in increasing entrepreneurs' confidence in their ability to overcome hurdles and achieve success. Similarly, Ferreira-Neto et al. (2023) and Puni et al. (2018) emphasized the critical role of confidence and knowledge in finding opportunities, making strategic choices, reducing risks, and gaining resources.

Improving ESE entails using a variety of tactics that highlight the complexities of this self-concept. Rodrigues (2023) argue that self-directed learning and real-world job experience may help individuals improve their entrepreneurial skills and self-confidence. Furthermore, formal education and training contribute significantly to improving ESE by broadening an individual's knowledge and abilities. Finally, actively seeking feedback and participating in constructive criticism of entrepreneurial practices may enhance the effectiveness of EE and provide the groundwork for long-term business success.

ESE, which incorporates a broad range of skills and talents, may be used to measure an entrepreneur's likelihood of success in a variety of key activities. Below table 3 shows the four main components are opportunity identification, management, leadership, and self-efficacy in risk awareness and management. The entrepreneurial process is challenging and involves a diverse set of talents, which are included by these components.

Table 3: The Main Components of ESE

Dimensions of Entrepreneurial Self-efficacy	Sub-dimension	Descriptions
Opportunity Identification Self-Efficacy	Market perception, opportunity development	The ability to anticipate changes in market dynamics and capitalize on favorable opportunities is highly prized, as is the individual's proven history of success in doing so (Ferreira-Neto et al., 2023).
Managing self-efficacy	Financial management, day-to-day operations, strategy development	Encompasses formulating strategies and plans for the organization's financial and human resources, along with other routine managerial duties, with an emphasis on assertiveness as required (Iwu et al., 2021).
Leadership self-efficacy	Team management, leadership	Highlights the importance of confidence in fostering teamwork and developing leadership skills by inspiring and guiding groups towards achieving achievement (Yousaf et al., 2021).
Risk awareness and management self-efficacy	Risk assessment, risk management	This section emphasizes the importance of risk management skills by delineating the procedures an entrepreneur might undertake to discover, assess, and address any risks and uncertainties (Zeng et al., 2023).

2.3 Entrepreneurship Intention

The entrepreneurial intention of a person is a crucial factor in assessing their entrepreneurial mindset, talents, and readiness to start a business (Puni et al., 2018; Wijayati et al., 2021). It serves as a key indicator in the field of entrepreneurship. According to Krueger (2000), entrepreneurship encompasses not only the necessary qualities and skills, but also the motivation and determination to actually engage in it. Entrepreneurial intent refers to an individual's ambitions, goals, and tactics for embarking on an entrepreneurial endeavor, indicating a purposeful propensity to start a new business or add improvements to an existing one (Krueger Jr et al., 2000). It is the first stage in the process of becoming an entrepreneur and demonstrates the level of commitment, determination, and enthusiasm a person has towards starting their own business.

Krueger et al. (2000) found that various elements, including an individual's surroundings, accessible information, personal circumstances, and prior experiences, have an important role in influencing and achieving their entrepreneurial goals. According to studies, those who have a strong desire to start their own company are considerably more likely to accomplish so (Ferreira-Neto et al., 2023). Understanding and improving entrepreneurial intentions is critical since they are key elements influencing entrepreneurial success. Using this knowledge as a theoretical foundation for improved entrepreneurship education and support programs may encourage more people to pursue and achieve their company goals.

An individual's entrepreneurial ambitions are defined by their readiness, mentality, capabilities, and goals (Swarupa & Goyal, 2020). Collectively, these characteristics reflect a person's preparedness and drive to launch their own entrepreneurial business. Using these factors, can measure an entrepreneur's preparedness in terms of theoretical knowledge, psychological aptitude, ambitions, and excitement (Iwu et al., 2021). To have a full grasp of these critical aspects and aid potential entrepreneurs in improving their entrepreneurial talents, it is necessary to thoroughly investigate them. The table 4 explained the different dimensions of EI.

Table 4: The Dimensions of EI

Dimensions of entrepreneurial intention	Description Content	Importance statement
Startup-plan	Encompasses doing market research on prospective clients, obtaining financial resources, and arranging one's timetable to effectively execute entrepreneurial responsibilities (Nițu-Antonie et al., 2023).	Demonstrate a forward-thinking and enterprising approach that incorporates systems thinking.
Entrepreneurial Attitude	Common entrepreneurial attitudes and qualities include a propensity for risk-taking, an optimistic attitude towards failures, and unwavering determination in the face of hardship (Swarupa & Goyal, 2020).	Is a significant driver for individuals to start their own ventures.
Entrepreneurial Ability	Participants will develop crucial skills necessary for starting a business venture, such as leadership, innovative thinking, effective problem-solving, and the ability to identify opportunities (Wu et al., 2022).	Attaining success as an entrepreneur requires a multitude of skills.
Entrepreneurial Willingness	Showcase the individual's entrepreneurial spirit by emphasizing their fervor, determination, positive mindset, and aspiration for achievement (Yousaf et al., 2021).	Characterizes the individual's determination, enthusiasm, and unwavering commitment to accomplish their business goals.

3. Theoretical Framework

The relationship between educational resources and entrepreneurial outcomes is an important topic of study in entrepreneurship education. It focuses on techniques to help students achieve their business objectives and increase their opinion of their industry competency. Several educational and psychological theories provide useful insights into how education promotes entrepreneurial behavior. These theoretical frameworks provide the groundwork for understanding the connections between EE, ESE and EI.

Theory of Planned Behavior (TPB)

TPB states that an individual's views, subjective standards, and perceived behavioral control directly impact their inclination to partake in certain actions (Ajzen, 1991). Entrepreneurship education may increase entrepreneurial ambitions by impacting subjective norms, perceived behavioral control, and attitudes (Utami, 2017). Improving knowledge and skills in entrepreneurship education may have a favorable impact on these elements, hence promoting greater entrepreneurial ambitions.

Social Cognitive Theory (SCT)

SCT indicates that an individual's self-efficacy is influenced by environmental factors, social experiences, and observational learning (Bandura, 2001). Entrepreneurship education have the capacity to elevate expectations about results and enhance self-efficacy. Entrepreneurship education has the potential to enhance self-efficacy by providing hands-on experience, guidance from mentors, and exposure to successful role models. This, in turn, has a positive impact on individuals intends to pursue entrepreneurship.

Human Capital Theory (HCT)

The HCT posits that allocating resources towards education and training may significantly enhance economic productivity, especially in the realm of entrepreneurship (Martin et al., 2013). Conversely, contributes to the development of "entrepreneurial human capital," including self-assurance and trust in one's own capabilities. Entrepreneurship education is believed to equip people with certain information and abilities that enhance their belief in their ability to succeed as entrepreneurs and may result in a greater inclination to engage in entrepreneurial activities.

Self-Determination Theory (SDT)

The theory proposed by Deci and Ryan (2012) proves that entrepreneurship education may enhance its significance by fulfilling competence criteria, promoting autonomy via self-directed cognition, and enhancing its significance through joint projects and networking opportunities. Business education stimulates students by addressing their fundamental psychological requirements for independence, proficiency, and significance, so fulfilling their psychological demands and intensifying their drive to acquire knowledge and dedication to business (Bilal et al., 2021).

Entrepreneurial Event Model (EEM)

The model of EEM that emphasizes the importance of perceived attractiveness and feasibility in the development of entrepreneurial ambitions. The research indicates that entrepreneurship education enhances the appeal and viability of entrepreneurship by impacting perceptions of opportunity, desire to initiate action, and perceptions of feasibility (Nițu-Antonie et al., 2023). These concepts provide a structure for comprehending how an individual's educational attainment influences their preparedness and drive to engage in entrepreneurship. Collectively,

they elucidate the manner in which entrepreneurship education may augment entrepreneurial self-efficacy and entrepreneurial aspirations via the alteration of attitudes, enhancement of skills, bolstering of confidence, and satisfaction of psychological needs, finally resulting in heightened entrepreneurial activity.

Empirical research consistently validates these theories, demonstrating that entrepreneurship education has a substantial impact on the cultivation of entrepreneurial goals and self-efficacy (Bilal et al., 2021; Nițu-Antonie et al., 2023; Utami, 2017). According to the study, educational programs that include experiential learning, exposure to entrepreneurial role models, and practical skill development may greatly enhance the self-confidence and intents of aspiring entrepreneurs (Iwu et al., 2021). Furthermore, several longitudinal studies have monitored the influence of educational interventions on people's later entrepreneurial engagement, providing additional confirmation of the efficacy of organized entrepreneurship education programs in promoting entrepreneurial thinking. The study highlights the significance of educational initiatives aimed at enhancing students' entrepreneurial abilities, confidence, and drive (Yousaf et al., 2021). This contributes to the overall objective of cultivating inventive and economically productive individuals.

4. Methodology

This conceptual analysis employs a systematic review of literature spanning the past two decades to examine the intersection of EE, ESE and EI. The methodology involves analyzing empirical studies and theoretical models to identify patterns and causal relationships.

5. Interactions and Impacts

5.1 Utilizing entrepreneurship education to bolster self-efficacy and foster entrepreneurial intentions

Entrepreneurship education is closely related to practical needs, with a focus on course practicality, feasibility, and enjoyment. More specifically, the curriculum covers topics like market analysis, business plan creation, financing strategies, and team development (Iwu et al., 2021). These course settings not only help learners acquire critical entrepreneurial knowledge and skills, but they also increase the enjoyment of learning, allowing students to fully comprehend the attractiveness of entrepreneurship.

Entrepreneurship education improves the educational experience by giving students hands-on experience via real-world projects, simulated challenges, and internships. It also contains successful company cases and sharing sessions to help students understand the psychological experiences of entrepreneurs and spark their passion (Blankesteyn et al., 2021). A mentoring system enables the provision of tailored assistance, taking into consideration learners' particular traits and needs, so increasing their self-confidence and effectiveness. Entrepreneurship education promotes the development of entrepreneurial psychological qualities, allowing students to cultivate a positive mindset, improve their capacity to deal with stress, and establish a strong collaborative spirit (Ajani et al., 2023). These tactics assist students in overcoming hurdles and uncertainties experienced throughout their business journey. Entrepreneurship education boosts students' general confidence and conviction in their potential to achieve.

Overall, by providing practical entrepreneurship education, diverse opportunities for hands-on experience, sharing successful entrepreneurial cases, implementing a mentorship system, and cultivating entrepreneurial psychological qualities, learners' belief in their ability to succeed as

entrepreneurs is significantly increased, which in turn influences their willingness to start their own business. This not only enhances individuals' inclination and capacity for business, but also fosters the sustained development of EE.

5.2 Entrepreneurial Self-Efficacy: The Critical Bridge between Entrepreneurship Education and Entrepreneurial Intentions.

Entrepreneurial self-efficacy plays a critical role in the link between entrepreneurship education and entrepreneurial ambitions (Wu et al., 2022). Entrepreneurship education enhances an individual's potential to succeed as an entrepreneur by providing them with critical knowledge and skills. Increased self-assurance encourages individuals to explore entrepreneurial opportunities, increasing the possibility of having good entrepreneurial intentions, which may lead to real entrepreneurial activity.

ESE is a key factor in understanding how entrepreneurship education affects an individual's entrepreneurial ambitions (Ferreira-Neto et al., 2023). It enhances an individual's confidence in their entrepreneurial abilities, increasing the likelihood of having positive intentions and taking aggressive measures. ESE functions as a link between entrepreneurship education and entrepreneurial ambitions (Yousaf et al., 2021). It encourages the formation of intentions and indirectly influences them by increasing individual self-efficacy. This bridge connects entrepreneurship education to entrepreneurial desires, helping the transfer of knowledge and skills into real business ventures.

To summarize, entrepreneurial self-efficacy serves a dual purpose in the relationship between entrepreneurship education and entrepreneurial ambitions. It not only has a direct impact on this interaction, but it also serves as a mediator, strengthening the link between the two components. Thus, while pushing for entrepreneurship education, it is critical to recognize the importance of entrepreneurial self-efficacy and focus on increasing people's entrepreneurial confidence and competence. This will pique their interest in entrepreneurship and help them put their ideas into action.

5.3 Direct and indirect paths of influence analysis.

Before delving into the many ways in which entrepreneurial self-efficacy, entrepreneurial goals, and entrepreneurship education might interact, it is critical to have a clear grasp of their interrelationships. Business education is critical for teaching the mentality and abilities required for a successful business career. Furthermore, it has a substantial impact on an individual's self-esteem and expectations for their ability to succeed in the field of entrepreneurship (Tam et al., 2021). The desire of a person to engage in entrepreneurial efforts is known as entrepreneurial intention.

EE has a significant influence on a person's confidence in their talents and motivation to pursue entrepreneurial pursuits. It provides knowledge, skills, and practical experience, boosting self-confidence and encouraging a desire to pursue entrepreneurship as a potential career. Individuals with a high sense of entrepreneurial self-efficacy are more likely to pursue entrepreneurship because they believe in their ability to succeed (Wu et al., 2022). Education indirectly influences entrepreneurial tendencies by increasing self-efficacy, promoting self-awareness, and encouraging understanding of market and industry trends. Entrepreneurial education has the capacity to change a person's social relationships and interactions, influencing their confidence in their ability to thrive as an entrepreneur and their career goals (Ferreira-Neto et al., 2023; Ratten & Jones, 2021). Enrolling in entrepreneurship education programs gives students the opportunity to interact with entrepreneurs and industry experts,

broadening their views and obtaining new resources and expertise. To promote the development of entrepreneurship education and improve individual entrepreneurial abilities, it is important to analyze internal processes and design appropriate techniques for providing advice and support.

6. Discussion

The study's results shed light on the complicated and mutually beneficial relationship between EE, ESE and EI. All of these characteristics combine to produce entrepreneurs that are not just bold and creative thinkers, but also powerful leaders and innovators in their areas.

Entrepreneurship education as catalyst: The area of entrepreneurship education has evolved significantly throughout time, becoming more dynamic and integrating practical, real-world experience. It creates the framework for providing individuals with the theoretical knowledge and practical experience required to handle the obstacles of entrepreneurship (Yousaf et al., 2021). The outcomes of this study show that well-implemented entrepreneurship education provides students with both knowledge and a strong sense of self-efficacy (Ferreira-Neto et al., 2023). The use of interactive and participatory tools in current entrepreneurial education, such as simulations and real-world projects, dramatically improves students' self-confidence and ability to apply theoretical knowledge in actual circumstances.

The mediating and moderating role of entrepreneurial self-efficacy: When discussing entrepreneurship education and people's desire to start their own businesses, the acronym ESE is often used. In other words, it serves as a link between academic learning and real business growth. Previous study has shown that a strong desire to become an entrepreneur is greatly impacted by a greater degree of confidence in one's own talents, which may be obtained via a comprehensive entrepreneurship education (Boldureanu et al., 2020). The likelihood of students engaging in and continuing entrepreneurial pursuits increases as their confidence in these abilities develops (Ajani et al., 2023). Enhanced self-efficacy enables people to better deal with the demands of entrepreneurship by increasing their resilience and adaptability.

Impact on entrepreneurial intention: Individual's entrepreneurial aspirations impact their self-efficacy and academic achievement as they go from theoretical learning in the classroom to practical implementation. The study found that an individual's confidence in their entrepreneurial skills and educational background had the most effects on their desire to launch their own firm (Boldureanu et al., 2020). Students who have faith in their own skills are more likely to start or develop enterprises that advance the economy.

Impact of education strategies and policies: The study's findings indicate that emphasizing the implementation of self-efficacy-enhancing activities into entrepreneurship education curriculum is vital (Iwu et al., 2021; Tam et al., 2021). Educational institutions should be encouraged to use experiential and individualized learning strategies that encompass both practical and psychological components of entrepreneurship. Educational institutions may help students acquire not simply intellectual power and commercial acumen, but also the ability to manage the turbulent and ever-changing global corporate world.

7. Conclusion

The analysis highlights the integral relationship between EE, ESE and EI. An effective framework of entrepreneurship education improves business knowledge, abilities, and self-

assurance, therefore encouraging entrepreneurial intents. The key results suggest that entrepreneurship education plays a crucial role in fostering entrepreneurial ambitions and has a significant impact on ESE. The association between educational programs and entrepreneurial activity is influenced by the enhanced self-confidence that people acquire as a result of participating in these programs. Practical experiences, mentorship, and psychological support provided within educational frameworks significantly improve ESE and foster an entrepreneurial mindset among students. The strong positive relationship between higher levels of ESE and enhanced entrepreneurial goals highlights the need of educational programs that address both theoretical knowledge and practical skills. Thus, the objective of entrepreneurship education should be to provide information, cultivate skills, promote self-confidence, and stimulate entrepreneurial aspirations, ensuring that learners are driven and have faith in their capacity to achieve success.

To summarize, the findings of this research strongly support the use of a comprehensive and hands-on approach to teaching entrepreneurship. Educational institutions may have a significant impact on molding the next generation of entrepreneurs by prioritizing the development of entrepreneurial self-confidence. This will result in entrepreneurs who possess not just expertise and knowledge but also the ability to bounce back from setbacks and remain committed to turning their unique ideas into reality. The future of entrepreneurship education hinges on its capacity to adapt to the changing demands of the entrepreneurial environment, guaranteeing its continued relevance and efficacy in cultivating a vibrant and inventive entrepreneurial culture.

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