

A Review Study on Entrepreneurial Intention, Educational Learning Settings, and Learning Motivation in Entrepreneurship Education

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ABSTRACT

Entrepreneurship education can teach, or at the very least, guide people in starting their own businesses and aims to create future business owners among today's youth. Students' entrepreneurial aspirations are receiving a lot of attention from governments worldwide because of the stiff job market and dynamic labor market. Its impact becomes more pronounced in a university setting because students have better potential for entrepreneurship and are closer to making their professional choices. Though most universities provide entrepreneurship courses, little attention has been given to the impact of entrepreneurship education vis-a-vis students' intentions to start their own businesses. Generally, the course curriculum has to be restructured to achieve desired outcomes and entrepreneurial abilities and activities should be bolstered alongside formal education and training, where entrepreneurial intent plays an essential role in the initial stages' decision-making process. This study examines whether higher education universities have boosted student attitudes towards entrepreneurship through reviews of documented research and academic studies. Taking an entrepreneurship education program has a positive impact on the decision-making process of an entrepreneur. Additionally, it was established that self-efficacy in entrepreneurial decision-making has a beneficial impact on entrepreneurial intention. It was also discovered that entrepreneurial self-efficacy was a significant mediator between entrepreneurial activity and intention. This study aims to determine if and how entrepreneurship education affects students' intentions.

Keywords: entrepreneurial intention; education learning; entrepreneurship education; learning motivation

INTRODUCTION

Entrepreneurship education is becoming increasingly popular among educational institutions, particularly universities, because of the role education plays in society's transformation (Alanazi, 2019) as a conduit of entrepreneurship, which is a critical component of economic growth (O'Connor, 2013). Entrepreneurship education, on the other hand, goes beyond the production of entrepreneurs. Not only is it helpful in pursuing one's professional goals, also it is also an important life skill. In the 1940s, Joseph Schumpeter described entrepreneurs as change-makers from the start. The Consortium states for Entrepreneurship Education also that entrepreneurship education is more than just educating people on how to operate a firm. Economic and social issues are at the forefront of today's global difficulties (Ashmore, 2006). Along with promoting economic growth, anticipating and addressing social issues must be coupled with science, technology, and innovation (Noya, 2011).

According to several studies conducted in business formation individual variations are the most critical factor in explaining why some people are actively interested in starting their enterprises in contrast to those are not (Shinnar et al., 2012). Meanwhile, behaviorists posit that an entrepreneur is simply someone who exhibits entrepreneurial activity. According to the behaviorist approach, behaviors can be learned both formally and informally, so education plays a crucial role in guiding them toward success by enabling new entrepreneurs with the necessary knowledge, skills, and aptitudes to begin new businesses (Dutta et al., 2011). Although psychological and behavioral approaches differ, both agree that education plays an integral part in developing entrepreneurial individuals by recognizing and stimulating vocations, encouraging entrepreneurial mindsets and abilities, and encouraging entrepreneurial

intentions and behaviors (Oosterbeek et al., 2010). Based on a solid cognitive approach, educational and training programs leads to a growth in managerial knowledge and the development of entrepreneurship-related mental qualities and behavioral patterns (Lee et al., 2006). These enabling conditions consequently breed a new generation of entrepreneurs.

Entrepreneurship is a viable solution to many pressing issues— it is predicted that at least 2% of the population will be self-employed by 2030. An education policy aimed at increasing entrepreneurial intent among students from primary school through college has been implemented by Indonesian authorities in order to combat unemployment and achieve desirable entrepreneurial percentage and lower unemployment. This policy produces entrepreneurs who create jobs or discourage job seekers from looking for work internally. An essential factor in starting a business is having a clear idea of what to do and how to get there (Johnmark & Munene, 2016). If these are met, new enterprises will be started by college graduates with entrepreneurial spirit and intents, positively influencing Indonesia's unemployment rate. It is expected that entrepreneurship education would provide theoretical basis for the principles of entrepreneurship, shaping an entrepreneur's thinking, attitude, and behavior.

There are two elements to entrepreneurship education: starting a business and growing an existing one, as well as the ability to generate new creative activities (Suryana & Bayu 2014). Entrepreneurial drive is the urge to start a business to meet one's needs, provide happiness, and alleviate economic inequity (Zimmerer et al., 2008) where high motivation is anticipated from students who have taken entrepreneurial classes. Meanwhile, entrepreneurial spirit refers to a person's willingness to regularly take on the traits of an entrepreneur. When students are encouraged to do something constructive that is aligned with their goal of improving entrepreneurial talents, their attitude toward entrepreneurship can change. As a result, an individual's cognition and conduct are influenced by their entrepreneurial aim should they have a positive attitude toward business.

Entrepreneurial purpose is a desire to carry out productive activities that encourage people to use and practice new business concepts. External influences, such as entrepreneurial education, can affect or improve the knowledge of students' entrepreneurial goals. The Theory of Planned Action by Ajzen (2005), states that a person's behavior influences their purpose. One cannot be born with an entrepreneurial spirit, but it may be cultivated and honed through formal schooling. According to Athayde (2009), educational initiatives that raise students' knowledge of entrepreneurship as a potential career can favorably impact their entrepreneurial skills.

Despite how crucial education is in encouraging entrepreneurial behavior, it is still unclear if education alone can overcome the gender perspective of the socialization process and related cultural characteristics associated. Research shows that, compared to women, men find entrepreneurship more appealing than other professions and prefer to start their businesses. Regarding entrepreneurship and schooling, it's essential to know what kind of socialization has a more significant impact on one's entrepreneurial behavior and intentions.

LITERATURE REVIEW

EDUCATION IN ENTREPRENEURSHIP

There has been an increase in the number of academics and practitioners concerned with entrepreneurship education in recent years (Barba-Sanchez & Atienzo-Sahuquillo, 2018), and there is a growing desire to carry out and intensify efforts to support and encourage entrepreneurship among students across the globe (Gelard & Saleh, 2011). This translates to a lot of emphasis on the necessity of entrepreneurship education in raising students' perception

of the possibilities of a career in entrepreneurship (Fini et al., 2011). Research into the effect of entrepreneurial education on entrepreneurial intention (EI) has already shown how it can inspire people to establish their own companies (Adekiya & Ibrahim, 2016). However, some research indicated that entrepreneurial training had a minor influence, or even a negative effect, on EI in university students who took entrepreneurship courses, raising the question of whether mechanisms underlying are at play.

Researchers in entrepreneurial cognition (Mitchell et al., 2002) have studied why people establish businesses (Shepherd, 2004), focusing on their beliefs about their entrepreneurial abilities and feelings about entrepreneurial acts. It has also been suggested that an entrepreneurial education initiative is the first, and probably most important, method to evaluate students' skills and abilities for entrepreneurial behavior (Von Graevenitz et al., 2010) and that entrepreneurial education initiatives should provide students with a more comprehensive assessment of both themselves and what it takes to be an investor (Martin et al. 2013). It has been previously observed in previous studies that students' understanding differs on the economic advantages of these course work in improving entrepreneurial spirit, and these variations could be described by the emotional background of students (Fairlie & Holleran, 2012).

Admittedly, education appears to be a critical means of fostering entrepreneurial activity because it enhances an individual's self-determination, autonomy, and confidence. Another benefit is that it helps individuals become more aware of the variety of available employment options. It broadens people's perspectives, enabling them to see new opportunities and supplies information that may be used to create new economic ventures. To start and grow a new firm, an individual must have the proper education in entrepreneurship. According to Drucker (1985), entrepreneurship is a course, and like any course, it can be taught. EU member states are currently implementing several educational programs to foster entrepreneurial skills to promote entrepreneurship as a classroom. Technical capabilities, company management, skills, and developing entrepreneurial talents are some of the skills needed by entrepreneurs (Hisrich and Peters 1998). A manager cannot develop these personal talents, according to Henry et al. (2005), and meeting these entrepreneurship training programs goals needs various skills, talents, and knowledge (Dutta et al., 2011).

The problem lies in these programs' primary focus on entrepreneurship in the context of new venture formation and business management, and not on educating individuals how to become entrepreneurs themselves. Focusing on the growth of students' abilities, qualities, and dispositions is unusual (Kirby 2004) — instead, a company plan's accurate and verifiable results are the primary focus (Rae 2010). A more holistic view of the role entrepreneurial education may play in helping students develop skills such as adaptability, inventiveness, and a tendency toward conceptual thinking is offered by Byabashaija and Katono (2011). To start and run a business, these abilities should be added to the list of fundamentals. Regarding students' needs and expectations, Rae (2010) agrees with a Euro barometer study in 2009 that found a majority of students thinking that programs should contain broad competencies such as collaboration and "learning to learn." It was also emphasized that the curriculum must give the information and skills necessary for employment in the labor market and consequently allow students to build their personal growth.

ENTREPRENEURIAL INTENTIONS

Individuals with EI are enthusiastic about starting a new firm, putting it as their first option. Moreover, it is characterized as the desire to engage in self-employment, begin a business, and see its full fruition (Engle et al., 2010). EI, despite being an emerging topic, has been used by many studies as a valuable academic framework. Finding out what influences an individual's

EI is critical to understanding whether or not they are likely to start their own business. In other words, without an intention, action is impossible. Individuals begin this deliberate process by identifying and addressing their unmet needs, goals, values, beliefs, and practices, which will more likely happen if there is a high degree of purpose. A greater desire to become an entrepreneur is typically seen in those who are more self-assured, autonomous, and willing to take on new challenges. According to several studies conducted across different countries, EI is a critical factor in choosing to start a new business (Ozaralli, & Rivenburgh, 2016)

What influences and shapes students' aspirations to start a business is critical to designing the programs and regulations necessary to encourage entrepreneurial behavior (Barkovic and Kruzic 2010). With entrepreneurship being generally held in high regard, this necessitates further research into the determinants of EOI, especially in entrepreneurship education, since EI is a conscious state of mind that focuses on a specified object (goal) or the path to accomplishing it.

According to Bosma et al. (2011), 52 different types of entrepreneurial activity occur worldwide. The analysis shows significant differences in the participation rates of females and males in the early phases of the entrepreneurship activities: the former's involvement rates are both high and low compared to the latter. Hence, researchers need to learn more about the elements that encourage women to become entrepreneurs and the variables that substantially influence a country's economic growth to understand why these differences exist and address them.

Meanwhile, for Daz-Garca and Jiménez-Moreno (2010) gender can influence entrepreneurial intentions indirectly by changing the antecedents of those intentions. Several studies show that men, as opposed to women, find entrepreneurship more appealing than other professions and therefore have a higher preference for starting a business. Research by Jiménez-Moreno and Daz-Garca (2011) supports the basic entrepreneurial intention model and shows that males are more likely than women to consider starting a firm. According to the results of a comprehensive literature review, women have lower business aspirations than males, as posited by Sánchez-Escobedo et al. (2011). However, both men and women who have strong desires in starting their own businesses see successful entrepreneurs as having feminine characteristics (Daz-Garca & Jiménez-Moreno, 2010).

FINDINGS

Understanding entrepreneurial intention is unlike studying actual entrepreneurial potential, but it can be related to studying actual entrepreneurial behavior. According to previous research, the study of university students' intentions should not be taken for granted because these are the catalysts of many businesses. For instance, Facebook, Google, Dell, FedEx, and Snapchat had university students as founding entrepreneurs. Hence, entrepreneurship education has also started to help improve students in starting businesses. For example, classes are there to put students' ideas into practice such as pitch contests and workshops.

The entrepreneurial intentions education in the university is pivotal in today's context, compared to past generation of students (Nguyen et al., 2019). Today, the youth are much more socially, environmentally, and financially adept. There is a strong positive correlation between environmental protection and the need to start an environmentally sustainable business. Environmental factors include those affecting students in their entrepreneurship lives— these need to be considered as they play a important roles in shaping the student's intention.

Other environmental factors such as entrepreneurial education and structural support also play a crucial role in determining students' entrepreneurial intentions (Liu et al., 2019). Within the university, environmental factors for students are natured. Students receive structural support from their educators on ways to promote entrepreneurship, leading to many having

intentions toward entrepreneurship. Education, therefore, has a significant effect on entrepreneurial intentions. Students with entrepreneurial knowledge have a higher chance of developing an interest in entrepreneurship. Thus, a corresponding university education improves the student's intentions toward it.

According to the Global Entrepreneur Monitor, individuals with less educational attainment also have a lower tendency to participate in entrepreneurial innovations (GEM, 2021). Because of this, university students need to be given enough education as a way of nurturing future entrepreneurs who will contribute in the economic and job markets (Roslan, Hamid, Ijab, Yusop, & Norman, 2020). University education gives students exposure to business opportunities and ways to achieve them. Therefore, education plays a significant role in entrepreneur intentions of a student.

Personality traits also significantly affect students' entrepreneurial intentions (Qazi, Qureshi, Raza, Khan, & Qureshi, 2020). Different individuals are born with different traits, hence the given variability in their abilities to start a business. Children are known to imitate their parent's activities: university students who grow up with entrepreneurial parents are likely to have entrepreneurial skills and dreams of joining entrepreneurship unlike those who haven't engaged with entrepreneurs, which are less likely to be business innovators. However, influence from their friends might also play a significant role in transforming their intentions towards entrepreneurship (Liu, Lin, Zhao, & Zhao, 2019). Although personality traits are natural, education can play a significant role in nurturing these talents through workshops, thus enabling students to identify their personality traits towards entrepreneurship.

Attitude is yet another significant factor in driving a student's intentions toward entrepreneurship (Zulfiqar, Sarwar, Aziz, Ejaz Chandia, & Khan, 2019). Attitude improves the attitude of a student towards achieving a particular goal. Likewise, with entrepreneurial intentions, attitude plays a significant role. Students with a negative attitude toward business are less likely to start one after university. In contrast, those with a positive attitude have strong intentions toward entrepreneurship and might start a business even during the university studies. Therefore, attitude plays a significant role in transforming students' intentions, and educators should work hard to build a positive attitude for students and their future.

Social capital and entrepreneurial attitude orientation influence entrepreneurial intentions. A student's attitude toward entrepreneurship and social capital plays a crucial role in promoting entrepreneurship intentions (Mahfud, Triyono, Sudira, & Mulyani, 2020). This means that the psychological capital act has a mediating effect—it impacts entrepreneurial intentions as students who think they will access capital, even though they momentarily cannot, are psychologically set to access them anyway, thus influencing future entrepreneurial intentions.

Kim, Lee, Roh, and Son's study (2020) on entrepreneurial intentions used cultural settings as a prominent cleavage. Results showed that the image of entrepreneurs and university encouragement is vital in nurturing the intention of students. Mansour (2018) studied feasibility, desirability, and intentionality based on gender and the history of entrepreneurship and showed that desirability had a robust positive relationship, while intentionality had a low relationship, while the feasibility had no relationship with entrepreneurship intentions.

Finally, motivation for students also impacts their entrepreneurial intentions. They are motivated by several factors towards their desire to join entrepreneurship. The desire to own a business and garner job opportunities for wealth acquisition is some of the motives which drive students in and outside of university (Alam, Kousar, & Rehman, 2019). Educators likewise play a significant role in motivating students toward entrepreneurship intentions within the University (Ferri, Ginesti, Spano, & Zampella, 2019). Therefore, motivation can be achieved through education and therefore decisively impact the lives of students in starting businesses.

In general, environmental factors, personality traits, and planned behaviors heavily impact students' entrepreneurial intentions. All these abovementioned factors impact the student's

intentions at different levels. Environmental and personality traits show substantial impact on the entrepreneurial intentions of students, while planned behaviors have a weak effect as behavior can be changed from time to time.

CONCLUSION

For students, deciding whether or not to pursue entrepreneurship is a lifelong process molded solely by their attitudes toward the field and their degree of human responsibility. To create and establish proper innovative educational initiatives, it is critical to determine the elements impacting students' entrepreneurial intention and conduct inside university frameworks. Entrepreneurship instructors, consultants, advisors, and political leaders will benefit from this activity. Due to their success in encouraging students to think of themselves as entrepreneurs, these programs have been widely adopted. This study aims to aid educational institutions with less entrepreneurially inclined students so they can establish programs to promote entrepreneurship. Ultimately, Entrepreneurship Education does affect studies, and the reporting of their outcomes should be a point of improvement as well.

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