



Entrepreneurial Education and its impact on Student's Entrepreneurial Intentions A study of business students in Pakistan

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Abstract- The aim of this study is to evaluate the impact of entrepreneurial education on the entrepreneurial intentions of fresh business graduates or final year students of under graduation in Pakistan. A sample of 1250 participants has been selected from 25 public and private sector universities of capital cities of all the four provinces and Islamabad for the collection of responses through the purposive sampling technique. Furthermore, a positivist paradigm with deductive reasoning and quantitative methodology has been used for the collection and subsequent analysis of responses from the participants of the study. SPSS statistical analysis has been used for performing different statistical evaluations including factor analysis, regression, and correlation analysis. The findings of the study suggest that two out of three dimensions of entrepreneurial intentions, i.e., behavioural control and entrepreneurial attitude have a significant positive relationship with entrepreneurial education, while subjective norms show a significant negative relationship. Furthermore, the study suggests certain recommendations to future researchers to address the limitations that have been encountered during the execution of the given study, so that more informed judgments and findings can be reached in the future.

Keywords: Entrepreneurial education, Entrepreneurial Intentions, Pakistan, Business ventures, subjective norms, entrepreneurial attitude, behavioural control

I. INTRODUCTION

Over the past few years, entrepreneurship has got significant importance across the globe. The reason behind its popularity is that it has provided a ground for innovation in various fields, it helped in the identification of new and better ways of doing business, which resulted in healthier competition in various industries. A strong positive relationship has been identified between entrepreneurship and economic growth. The strong economies and economic growth of developed countries like Japan, the USA, and Germany are examples of entrepreneurship where entrepreneurship served these economies as a driving force. The escalation of entrepreneurial activities in a country has a high probability of contributing to the overall development of the country because it helps in generating innovative ideas and activities, intensifying competition in the market, generating more jobs, reducing unemployment, aiding in the economic growth through industrialization that result in the creation of wealth (Amofah et al., 2020).

Entrepreneurship refers to a way or direction that people select to pursue their professional life. It is all about choosing to start their own business considering the available opportunities. Unfortunately, in developing countries, the prevalence of entrepreneurship is very low because of the involved risk and lack of support from the family, peers, and government. Over the past few decades, entrepreneurial education has got significant developments that convinced many people around the world that entrepreneurial activities are linked with high economic development. Today, it has got recognition as a subject where students get technical information about starting up a new business in a more secure manner (Hussain Samo & Hashim, 2015). Entrepreneurship helps in developing critical skills of the students due to which they become able to think critically to identify opportunities in the surroundings through their unique level of innovativeness (Haris & Rahman, 2017).

The entrepreneurship process can be understood with the help of entrepreneurial Intentions. It can also provide information about entrepreneurial behaviour. In other words, intentions in the key indicator of entrepreneurial behaviour (Bhandari, 2006; Shane & Venkataraman, 2000). The intention, in general, could refer to the perception or willingness of a person to do certain things whereas, entrepreneurship intentions mean individual intentions or willingness to start a new business. Research has shown that entrepreneurial intentions have a significant role in the persuasion to achieve advanced knowledge and information in the field of entrepreneurship. Therefore, to understand entrepreneurial behaviour it is necessary to understand

various factors that actively contribute to the development of entrepreneurial intentions (Shane & Venkataraman, 2000).

Due to the positive impact of entrepreneurial activities on an economy, in developing countries, it is considered as a key activity to eliminate unemployment by generating job opportunities. The evidence of this impact of entrepreneurial activities on unemployment has been observed by studying those territories that reported a significant decline in unemployment over different periods. Research has shown that entrepreneurship is all about the identification of opportunities whereas, entrepreneurship intention is called mandatory to understand entrepreneurship behaviour in a region or among a group of people (Bhandari, 2006). Economists always suggest intensifying entrepreneurial activities in developing economies because entrepreneurial activities are closely associated with skills development which is among one of the biggest reasons behind increased unemployment in countries like Pakistan. Even though, the benefits of entrepreneurial initiatives have been recognized worldwide, however still entrepreneurial activities in Pakistan are very limited. The basic reason behind the limited entrepreneurial activities in Pakistan is the little attention of the policymakers to entrepreneurship. Moreover, such limited attention and consideration towards entrepreneurship have resulted in a complicated environment for starting a new business in Pakistan (Sidratulmunthah et al., 2018). To promote entrepreneurship in developing countries, it is important to involve institutions and policymakers to develop an effective education program to help students in developing entrepreneurship intentions.

The fact is that many studies have been conducted to understand the relationship between entrepreneurial education and its impact on student's intentions in developing countries, however, very limited research is made on understanding the relationship with respect to Pakistan. The given study is intended to examine the current status of entrepreneurial education and its impact on the entrepreneurial intentions of the business students in Pakistan in order to improve entrepreneurial education in Pakistan in the future. This study aims to answer the question that how entrepreneurial education in Pakistan impacts the entrepreneurial intentions of students studying in higher education institutes in the country?

Moreover, to address the questions and the aims of this study, the following objectives are outlined.

- To investigate the current entrepreneurial education system in Pakistan.
- To evaluate the impact of entrepreneurial education on subjective norms, behavioural control, and entrepreneurial attitude of students that leads to entrepreneurial intentions.
- To investigate the impact of entrepreneurial education on entrepreneurial intentions.

II. LITERATURE REVIEW

The Importance of Entrepreneurial Education in Entrepreneurship Process

According to Omer & Aljaaidi, (2020), the process of entrepreneurship is about the exploitation of an available opportunity. In this regard, the process of entrepreneurship starts with the identification of a potential opportunity followed by the identification and collection of resources, the management of required skills, and the capability of applying the required resources (tangible and intangible) to successfully exploit that opportunity. It is not possible for a person to always have the required skills and capabilities to exploit any available opportunity, therefore, entrepreneurship education is more likely to help in building those skills and abilities. McMullen & Shepherd (2006) argued that entrepreneurship education not only helps in the development and improvement of skills and abilities required for the exploitation of an opportunity but has also a positive impact on the analytical ability or skills of the individuals that help them in understanding the entrepreneurship process to help in building better entrepreneurial judgment to identify and exploit more opportunities in a more accurate manner.

It is argued in various studies; for instance, the studies conducted by Byabashaija & Katono, (2011); Z. Solesvik et al., (2013), and Fayolle & Gailly, (2012) that learning important entrepreneurial skills and abilities will help the students in developing a better understanding to identify new and more profitable ventures. Thus, entrepreneurial education has a positive impact on the overall entrepreneurial behaviour of the students. Due to this reason, it is concluded by researchers that entrepreneurship education motivates entrepreneurship intentions among youth. Galloway & Brown, (2002) suggested that entrepreneurship education helps the learner in building skills and abilities to deal with the uncertainties and risks involved in setting up a new business from scratch. Skills that students develop during entrepreneurship education include teamwork, problem-solving, empathy, and acceptance of failure. Moreover, the incorporation of entrepreneurial education in the curriculum is ameliorated because it helps in learning some basic concepts of entrepreneurship such as what is its basic agenda, why it is good for the whole economy, how it can help the community and society, what is the suitable time to apply this and how

it works in practice, etc. Such a knowledge gain increases the likeliness of successful entrepreneurship and reduces risks of failure and loss.

According to the research of Chen et al., (2013) when it comes to entrepreneurship, a general meaning that people perceive is building a new company. This is the narrow meaning of entrepreneurship that people perceive or interpret from this term. Therefore, it is suggested that entrepreneurship education and a separate course must be offered to students along with the inclusion of some basic definition and understanding of entrepreneurship to business students so that they could get the real meaning of the process. Although, entrepreneurship persuades students to start a new business, however, it is not about pushing them to make a profit only, but its real meaning or objective is to make students creative, innovative, proactive, opportunity oriented, and courageous enough to take and manage risks. With such an understanding, students will become more confident to start a business in any sector as they will be more capable of understanding the costs and benefits of doing a business in a particular industry.

The Relationship between Entrepreneurial education and Student's Intentions

A study conducted by European Union in 2006 concluded that Entrepreneurial education showed a positive impact on student's entrepreneurial intentions, which resulted in the formation of new organizations and businesses within the marketplace (Baggen et al., 2016). Galloway & Brown, (2002) and Bhandari, (2006) reported that a positive relation has been identified between entrepreneurial education and student's intentions regarding entrepreneurship. A study by Peterman & Kennedy, (2003) suggested that entrepreneurial education is important to have students in building their positive entrepreneurship attitude at the tertiary level. Therefore, to increase entrepreneurship in a country the government needs to incorporate entrepreneurship education at the university level to help youth in understanding the importance and its long-term and short-term benefits for the country, for the economy, and for the individual needs and development. Davidsson & Honig, (2003) concluded that to boost up the supply of entrepreneurs in a country it is important to incorporate entrepreneurship education because only then a student can better understand what entrepreneurship is and how it works in practice. The study further identified that the knowledge given in entrepreneurship courses about starting a new venture is simpler and concise that could help in a better way in the identification of opportunities and resources along with the suitable techniques to apply in practice. As a result, more students become enthusiastic to invest their time and skills in starting up a new venture.

According to Díaz-García et al., (2015) entrepreneurial education only works when the course content is effectively designed and wisely delivered to the audience. The only effective way of delivering entrepreneurial education to positively impact student's intention is to include all the key elements of entrepreneurship in the course. The study of Oosterbeek et al. (2010) reported a negative impact of entrepreneurial education on student's entrepreneurship intentions. This study further reported that entrepreneurial education can have a negligible impact on the student's entrepreneurship intentions. However, the findings of this study were linked to the fact that during entrepreneurial education, students paid less attention to the contents that were taught and paid great attention to personal traits that are required to become an entrepreneur. Graevenitz et al., (2010) suggested that the effect of entrepreneurial education on student's intentions was decreased in past few years even though entrepreneurial education has positively impacted the skills and abilities, and overall understanding of entrepreneurship of the students. Thus, it is reported that entrepreneurial education depends on the efficacy and willingness of the student in the application of the learned skills.

Lorz, Müller, and Volery (2011) conducted a study specifically for the identification of the reasons due to which the studies on entrepreneurial education and its impact on student's intentions have yielded confusing results. The study discovered three reasons: first, most of the studies used similar methods using small sample sizes, cross-sectional designs, and lack of ex-ante or ex-post and control group during these studies. Second, these studies selected different entrepreneurship education programs as independent variables which resulted in confusing results and third is the variations in the levels of participants i.e., the inclusion of fresh university graduates, the inclusion of these students who already have family businesses, and the inclusion of those students who are already exposed to the entrepreneurial process and are studying to seek additional knowledge. Thus, the level of participant's participation has also a significant impact on the end results of research studies.

Chen et al., (2013) argued in their study that in spite of too much research on the relationship between entrepreneurial education and Student's intentions, there is still little agreement on variables that push students to make a decision about starting a new business. It is mainly because many studies done on the impact of entrepreneurial education on student's intention has focused on the general perspective of entrepreneurship and it included those participants who have completed any entrepreneurial course recently. Very limited studies have included entrepreneurs who have already started any venture during

their studies and who have witnessed any impact of entrepreneurial education on the intentions of the learners.

Impact of entrepreneurial education on student's successful entrepreneurial ventures

Wardana et al., (2020) reported in their study that entrepreneurship education has a direct impact on the self-efficacy of the students as well as it has also exhibited a positive impact on entrepreneur's attitude and entrepreneurial mindset whereas self-efficacy has a positive impact on entrepreneurial attitude which means that with entrepreneurial education, the self-efficacy of students increases that further increase entrepreneurial attitudes. Self-efficacy promotes entrepreneurial attitudes instead of an entrepreneurial mindset. With entrepreneurial education, many students developed entrepreneurial attitudes and became more passionate about their career choices, ideas, goals, and objectives, and above all they became more devoted to their companies. It has been observed that some entrepreneurs show a high level of interest in some new ventures and when they create them, they lose interest in it and find something more interesting. With entrepreneurial education, such things could be controlled up to a greater extent.

Cui et al., (2019) investigated 1,428 higher education students to understand the impact of entrepreneurship education on student's entrepreneurship mind-set. The results showed that there was no direct impact of entrepreneurship education on student's entrepreneurship mindset rather it has increased student's entrepreneurship inspiration which then promoted the development of entrepreneurship mindset among students. Entrepreneurship inspiration means that a person take interest in a particular thing in response to certain events and activities. Thus, entrepreneurial inspiration developed emotions and desire among students to be entrepreneurs in the near future. Nabi & Liñán, (2011); Iakovleva & Kolvereid, (2009); Díaz-García et al., (2015) are agree on the fact that instead of formal education, extracurricular activities and practical work as a part of entrepreneurial education has shown a more positive impact on students' ability to start a successful entrepreneurial venture. Wei et al., (2019) reported that compared to those students who learned entrepreneurship as part of their formal business degree, the students who studied a separate entrepreneurship course in a more practical way has more successfully established new businesses.

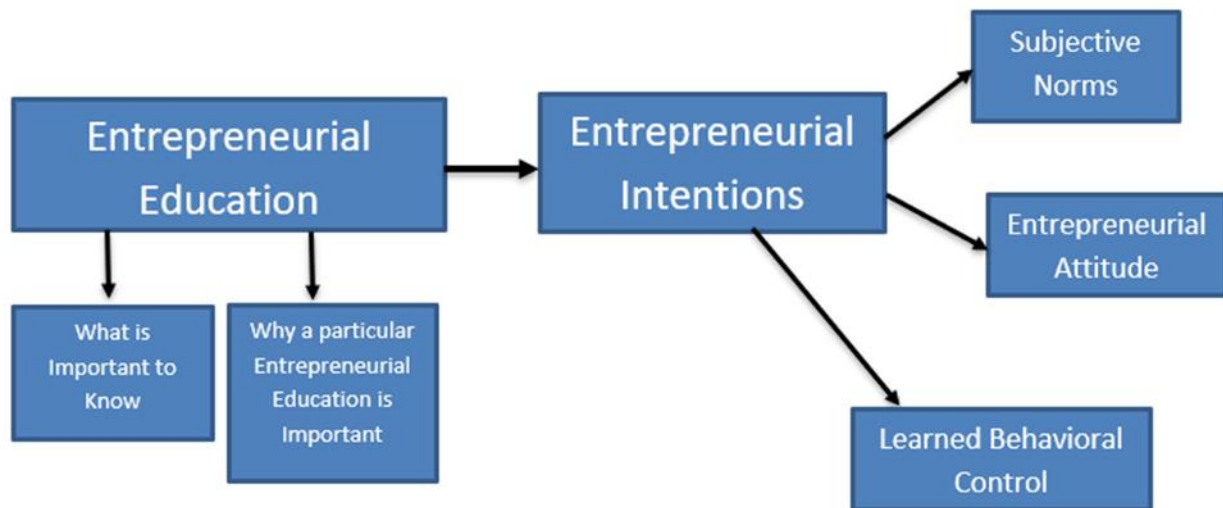
According to Lans et al., (2014), there are three key areas that every entrepreneurial education needs to incorporate for the successful execution of the program and to ensure successful entrepreneurship activities out there. The three key areas are the identification of opportunity, the existence of required skills, and appropriate action. However, various studies have identified political skills as an additional skill to start a successful entrepreneurial venture. Students who were enrolled in a separate entrepreneurial course have developed political skills in addition to other relative skills compared to those who learned the basics of entrepreneurship in a formal business course. It is also discovered in research that with political skills, new entrepreneurs feel more confident and feel like they have more control over the work environment due to which they alter their behaviour and attitude as per the situation without getting panicked or depressed. McAllister et al., (2015) reported that students with political skills are more likely to be successful entrepreneurs because they have the skills to effectively incorporate existing resources to generate desired results. They are capable enough to identify social cues from the environment to start work on transforming those cues to the development of technology or product innovations.

Many studies conducted by Bandura et al., (2003); Jain & Jain, (2019), and Dencker et al., (2009) showed an agreement over the fact that entrepreneurship education should not be considered as a formal degree. Entrepreneurial techniques and tactics can be effectively learned from practice, observation, and active participation instead of reading a text or learning a theory. Therefore, unlike general education/courses where the focus is on the general development of the student, entrepreneurial education focuses on the development of the entrepreneurial ability of the student. Starting from observation, the entrepreneurial education ends up on the participation of the student. Entrepreneurial education programs mostly use a multi-level social learning network to help the students in learning new skills and improving the existing ones at any time in their lives. According to Hyclak & Barakat, (2010) entrepreneurs are made not born; therefore, entrepreneurial education has a great impact on the development and competencies of student entrepreneurs. Entrepreneurial education imparts the required skills and abilities required for a new venture. Therefore, entrepreneurial education only works when the course content acquires and transforms needed information through the social interaction process by helping students in developing strong observation and pushing them towards active participation in various activities. The process only works when the information is successfully transformed and then implemented through practice. Hence, entrepreneurial education has the ability to change the attitude and mindset of students towards entrepreneurship. Galloway & Brown, (2002) concluded that the perception of students about the importance and effectiveness of entrepreneurial education has a significant role in the acquisition of knowledge by students after completing such a course. This is why some students become more successful

and creative after completing an entrepreneurial education course while some show little or no significant influence on the success of an entrepreneur venture.

Based upon the given theoretic evaluation and critical assessment of the past literature, it has been evaluated that entrepreneurial education has been measured on the basis of two dimensions that are what is important to know and why it is important to get a particular entrepreneurial education. While the dependent variable of the study that is student's intentions towards entrepreneurial ventures is measured on the basis of three dimensions that are subjective norms, entrepreneurial attitude, and student's learned behavioural control. Moreover, the following theoretical framework and hypotheses have been developed to give graphical representation of the relationship between the dependent and independent variables of the study.

Figure – 1: Theoretical Framework



III. HYPOTHESIS

H1: Entrepreneurial education has a significant impact on learning behavioural control that leads to entrepreneurial intentions.

H2: Entrepreneurial education has a significant impact on the subjective norms of students that leads to entrepreneurial intentions among them.

H3: Entrepreneurial education has a significant impact on the entrepreneurial attitude of students that leads to entrepreneurial intentions.

H4: Entrepreneurial education has a significant impact on student's entrepreneurial intentions as a whole.

IV. RESEARCH METHODOLOGY

The study aims to evaluate the impact of entrepreneurial education on the underlying entrepreneurship intentions of students; therefore, the best-suited paradigm for the given study is a positivist paradigm that would be based upon deductive reasoning to carryout unbiased informed evaluation (Mittwede, 2012). The study used quantitative methodology for the collection of data from primary participants through pre-structured and self-administered questionnaires, which is adapted from the study of Linan & Chen, (2009). The target population for the given study is all final year undergraduate business students studying in the higher education institutions of Pakistan. However, for the convenience of the researcher and practicability of data collection, a sample of 25 public and private sector universities from Islamabad, Peshawar, Lahore, Quetta, and Karachi have been selected as a sample. Moreover, for the further convenience of the researcher, the purposive sampling technique has been adopted and a representative sample of 1,250 students has been drawn, which comprised of 50 students from each selected university. The use of the purposive sampling approach has helped the researcher to save his precious time and resources in the collection of responses from the selected participants (Ames et al., 2019). The questionnaires were distributed among the participants through social media accounts and emails on a PR basis, while responses collected were logically sorted into an excel sheet for further analysis through a specialized statistical analysis tool, i.e., SPSS. Different statistical approaches were used for testing the reliability and validity of data, along with evaluating the possible inferences between the dependent and independent variables of the study that

includes reliability testing through Cronbach alpha, descriptive statistics, regression analysis, and correlation analysis.

V. FINDINGS AND DISCUSSION

The validity of the measures used for data collection against each variable has been tested with the help of the following factor analysis, which shows a cumulative loading of 72.1% for four factors. Moreover, in order to test the suitability of the collected data for conducting factor analysis has been tested with the help of Bartlett's test of Sphericity and Kaiser-Meyer-Olkin test of sample adequacy, whose results was 0.00023 and 0.873, respectively, which shows that the data is statistically significant, i.e., $p < 0.001$ and hence, highly suitable for conducting factor analysis. Results of the reliability test show that the factor loadings were ranging between 0.67 to 0.98, which confirms the validity of the measures. However, measures having factor loading of less than 0.50 were excluded from the questionnaire, which comprised of a total of 4 elements. Moreover, the Cronbach's Alpha value for all factors is more than 0.70, which confirms the validity of the factors used in the collection of data for the given study.

Table – 1: Reliability Test

Variable	No. of Items	Cronbach's Alpha
Subjective Norms (SN)	6	0.827
Entrepreneurial Attitude (EA)	4	0.796
Learned Behavioural Control (LBC)	6	0.931
Entrepreneurial Education (EE)	5	0.928

Table – 1 shows that six questions were used for the collection of data against subjective norms and learned behavioural control, while four and five questions were used for collecting data against entrepreneurial attitude and entrepreneurial education, respectively. Moreover, Cronbach's Alpha value of above 0.7 against all the variables confirms the validity of the data collected against each variable and the reliability of using it for the given evaluation.

Table – 2: Descriptive Statistics

Variable	No. observations	Mean	Str. Dev	Min	Max
EE	1250	41.081	42.031	1	5
SN	1250	42.290	44.162	1	5
EA	1250	39.361	41.002	1	5
LBC	1250	44.610	45.997	1	5
Valid N (Listwise)	1250				

Results of the descriptive statistics analysis show that a total of 1250 responses stand valid, which depicts a 100% response rate from the selected sample participants. The mean and standard deviation values are quite close to one another, which shows that the distribution is highly focused on the centre of tendency, whereas the minimum and maximum values show that responses have been collected on a five-point Likert-Scale chart. Furthermore, the highest mean value is obtained against the learned behavioural control variable that is 44.610 with a standard deviation of 45.997, which is followed by the subjective norms with a mean value of 42.290 and standard deviation of 44.162, while entrepreneurial education has reported a mean value of 41.081 and standard deviation of 42.031. Moreover, the lowest mean value was obtained against the entrepreneurial variable, which was 39.361 with a standard deviation of 41.002.

Table – 3: Regression Analysis

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.409	.816		5.063	.000
SN	-.216	.096	-.341	-4.081	.001

EA	.364	.039	.394	3.216	.000
LBC	.308	.071	.291	3.083	.002
Adjusted R Square = 0.628					

Results of the regression analysis show that subjective norms have a significant negative relationship with entrepreneurial education, i.e., $p < 0.001$, which is depicted by the negative sign of the coefficient of regression and negative beta value. Hence, hypothesis 2 is accepted, which states that “Entrepreneurial education has a significant impact on the subjective norms of students that leads to entrepreneurial intentions among them.” Moreover, the other two dimensions of the independent variable show a positive relationship with the entrepreneurial education, i.e., the beta value and coefficient of regression of the entrepreneurial attitude and learned behavioural control have a positive sign, which depicts a positive relationship, while the relationship of both the mentioned dimensions is significant at $p < 0.001$. Hence, H1 and H3 are also accepted, which states that learned behaviour and entrepreneurial attitude have a significant relationship with entrepreneurial education. Furthermore, the adjusted R-Square is equalled to 0.628, which shows that the dependent variable has a tendency to cause variations up to 62.8% in the independent variable of the study. Hence supporting the H4, which states that entrepreneurial educations have a significant impact on the entrepreneurial intentions. Furthermore, such a high value of adjusted R-Square also confirms the validity and goodness of fit index for the model used to evaluate the possible inferences between dependent and independent variables of the study, which is also known as the goodness of fit index.

Table – 4: Correlation Analysis

	SN	EA	LBC	EE
SN	1			
EA	.293**	1		
LBC	.013*	-.001**	1	
EE	-.031*	.022*	.001**	1

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

* . Correlation is significant at the 0.05 level (2-tailed).

Results of the given correlation analysis show that two out of three dimensions of entrepreneurial intentions have a significant positive correlation with the dependent variable of the study that is entrepreneurial education. The only dimension that shows a significant negative relationship with entrepreneurial education is subjective norms, which has a coefficient of correlation equals -0.031 which is significant at $p < 0.05$. It shows that H2 is accepted, which states that subjective norms have a significant relationship with entrepreneurial education. Whereas the coefficients of correlation for LBC and EA are 0.022 and 0.001, which are significant at $p < 0.05$ and $p < 0.01$, respectively. It shows that H1 and H3 are also accepted. It means that a unit increase in entrepreneurial education causes a corresponding increase in the LBC and EA. Similarly, a unit increase in entrepreneurial education causes a corresponding decrease in the subjective norms dimension of entrepreneurial intentions.

VI. DISCUSSION

The given study found that two out of three dimensions of entrepreneurial intentions have a significant positive relationship with entrepreneurial education that includes learned control behaviour and entrepreneurial attitude, while the subjective norm dimension of entrepreneurial intentions has a negative relationship with entrepreneurial education. Results of the given study with respect to the negative correlation of subjective norms with entrepreneurial education are supported by the evaluation carried out by Byabashaija & Katono, (2011), who found that with an increase in entrepreneurial education the cognitive learning and reasoning capabilities of individuals also increases that improves their critical thinking and integrates skeptical approaches among them, which makes them reluctant to take any initiative that is innovative or new to the market. Similarly, in another study conducted by Chen et al., (2013), it is found that the development of subjective norms among the students make it difficult for them to carry out objective evaluation or decision making regarding starting or executing a new venture, which in turn reduces their tendency or intentions for starting an entrepreneurial venture. Furthermore, Iakovleva & Kolvereid, (2009) states that formal entrepreneurial education increases risk averseness among the students through the integration of subjective norms into their personalities, which in turn negatively affects their entrepreneurial intentions and commitment towards embarking upon innovative ventures.

Moreover, the findings of the given study with respect to learned behavioural controls and entrepreneurial attitude have been supported by a number of studies including the studies conducted by Galloway & Brown, (2002); Nabi & Liñán, (2011); Díaz-García et al., (2015), and Bhandari, (2006), who found in their respective studies that entrepreneurial education increases awareness and causes positive behavioural changes among the students, which in turns positively affects their entrepreneurial intentions through enhanced entrepreneurial attitude and behavioural controls. The studies also evaluated that entrepreneurial education increases the confidence of the students by integrating positive behavioural learnings, which causes a positive shift in their attitude towards risk-taking and embarking upon new and innovative ideas. In another study conducted by Jain & Jain, (2019), it is found that entrepreneurial education, especially the one that allows students to practically work and learn in a real-time marketplace boosts the interpersonal skills of students and allows them to consider innovative and new ideas of doing business, which in turn provoke entrepreneurial intentions among them and causes a positive behavioural shift to start an independent venture in the marketplace. Furthermore, the study of Baggen et al., (2016) suggests that entrepreneurial education integrates entrepreneurial attitude among the students and fresh graduates, which refers to the enthusiasm of working hard and building an independent enterprise that can create jobs and employment for other people and also contributes actively to the economic growth of a country. The authors also found that entrepreneurial attitude enables students to learn new skills and generate capital from starting small ventures that could help them in improving their interpersonal and entrepreneurial skills in the market, which can help them boost up their business in the future.

VII. CONCLUSION AND RECOMMENDATIONS

The study was aimed to evaluate the impact of entrepreneurial education on the entrepreneurial intentions of fresh graduates or final year students of under graduation with a business major. The entrepreneurial education was measured against two dimensions that include what is important to know and why it is important to get a particular entrepreneurial education. While the dependent variable of the study that is student's intentions towards entrepreneurial ventures is measured on the basis of three dimensions that are subjective norms, entrepreneurial attitude, and student's learned behavioural control. After performing different statistical analyses, it is found that two out of three dimensions of the entrepreneurial intentions have a significant positive relationship with the entrepreneurial education that are learned behavioural controls and entrepreneurial attitude, while the subjective norms dimension have a significant negative relationship with the entrepreneurial education. It is evaluated that entrepreneurial education causes positive behavioural changes among the individual, which in turn develops a positive entrepreneurial attitude among them and motivates them to start a new business venture. However, it is also evaluated that entrepreneurial education sometimes also causes a negative impact on the cognitive learning capabilities of an individual and makes him/her overly skeptical, which in turn negatively affects his/her tendency to start a new business or embark upon new ventures in the market.

Moreover, the given study has been conducted with ample care and with standard research design and methodologies; however, still it carries certain inherent limitations that might have impaired its findings. For instance, the study has been conducted on a sample from capital cities of all provinces, where there are ample opportunities for employment and entrepreneurial activities for the fresh graduates; therefore, the findings of the study would have different, if it was conducted on less urbanized or developed cities of the country. Hence generalization of the findings of the given study across the entire country might not be as effective as it could have otherwise. Similarly, the questionnaires were distributed among the selected participants through social media and email accounts, which might be ignored or filled by the participants without giving due consideration to its content. Therefore, the study recommended to future researchers to conduct an evaluation on a broader population base or at least consider a balanced sample selection for getting more informed and valid findings. Similarly, it provides ample guidelines and critical review of a vast range of past literature that can be used by future researchers for conducting an evaluation on the subject matter under consideration.

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